Name: .....
Date: .../ .../ 20...
Class: S9
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Grammar: .....
Reading: .....
Listening: .....
Mini Test: .....

GLOBAL ENGLISH 9: UNIT 6 & 7

GRAMMAR REVISION & IELTS INSTRUCTION

A. IELTS VOCABULARY

***Lưu ý:** *Các từ vựng mở rộng thầy cô cho ghi trong vở (nếu có) và các từ vựng mở rộng trong phiếu đề có chú thích nghĩa: con về nhà chép mỗi từ 1 dòng để ghi nhớ nhé.*

No.	New words	Meanings	No.	New words	Meanings
1.	**identify** (v)	khám phá, nhận dạng	9.	**euphoria** (n)	sự hưng phấn, hạnh phúc
2.	**circumstance** (n)	hoàn cảnh	10.	**letdown** (n)	sự thất vọng
3.	**seek out** (phr.v)	tìm kiếm	11.	**inevitable** (a)	không thể tránh khỏi
4.	**setting** (n)	bối cảnh	12.	**withdrawn** (a)	cô đơn, lẻ loi
5.	**idealize/idealise** (v)	lý tưởng hóa	13.	**subtle** (a)	tinh tế, không dễ phát hiện
6.	**critical** (a)	chỉ trích	14.	**disorientation** (n)	mất phương hướng
7.	**firmly** (adv)	vững chắc	15.	**reorientation** (n)	sự định hướng lại
8.	**intrigue** (v)	gây hiếu kỳ	16.	**contradict** (v)	mâu thuẫn

***Note:** *n – noun: danh từ;* *a – adjective: tính từ;* *v – verb: động từ*
phr.v – phrasal verb: cụm động từ; *adv – adverb: trạng từ*

B. REVISION

I. Choose the correct answer.

0. By the time Jason arrived to help, we _____ moving everything.
A. already finished *B. had already finished* *C. was finishing*

1. The apartment was hot when I got home, so I _____ the air conditioner.
A. had turned on B. was turning on C. turned on

2. When he left Paris at 4.00 this morning, Mr. Latton _____ for 72 hours without any sleep.
A. was working B. had worked C. had been working

3. The dinner I had at that restaurant was expensive! Until then, I _____ so much on one meal.
A. never spent B. had never spent C. had never been spending

4. When I saw that Mike was having trouble, I _____ him. He was very appreciative.
A. helped B. was helping C. had helped

5. How long _____ in London when your daughter was born?
A. had you been living B. were you living C. did you live

LIVEWORKSHEETS

II. Change the following sentences into passive voice.

0. We had trained them well.

→ ***They had been trained well (by us).***

1. Some people had followed her to the office.

→ _____.

2. They had copied all my answers.

→ _____.

3. Someone had stolen my car before I reached home.

→ _____.

4. We had not recorded the video.

→ _____.

5. Where had she invested the money?

→ _____?

III. Underline the correct answer.

0. If I had studied harder, I ***(would pass / would passed / would have passed)*** *my exam.*

1. If you **(had gone / went / have gone)** to the party, you would have seen me.

2. If she had listened to me, she **(would not had / would not have had / will not have)** problems.

3. I **(should buy / should bought / should have bought)** milk at the store last night.

4. If he **(has had / had had / had)** the opportunity, he could have gone.

5. I would have cleaned the house if I **(had known / knew / know)** you were coming.

IV. Fill in the blank with the correct form of the given verb. You may have to use the passive form.

1. The children were wet because they _____ **(play)** football in the rain.

2. We were very hungry because we _____ **(not eat)**.

3. If he had listened to his mother, he _____ **(stay)** home.

4. When the explosion happened, hundreds of people _____ **(pass)** through the airport.

5. If she _____ **(pay)** more attention she would not have crashed.

6. The national park _____ **(create)** to protect local wildlife.

7. When I heard the phone ring, I _____ **(stop)** writing to answer it.

C. IELTS PRACTICE

LIVEWORKSHEETS

Australian culture and culture shock

by Anna Jones and Xuan Quach

Sometimes work, study or a sense of adventure take us out of our familiar surroundings to go and live in a different culture. The experience can be difficult, even shocking.

Almost everyone who studies, lives or works abroad has problems adjusting to a new culture. This response is commonly referred to as 'culture shock'. Culture shock can be defined as 'the physical and emotional discomfort a person experiences when entering a culture different from their own' (Weaver, 1993).

For people moving to Australia, Price (2001) has identified certain values which may give rise to culture shock. Firstly, he argues that Australians place a high value on independence and personal choice. This means that a teacher or course tutor will not tell students what to do, but will give them a number of options and suggest they work out which one is the best in their circumstances. It also means that they are expected to take action if something goes wrong and seek out resources and support for themselves.

Australians are also prepared to accept a range of opinions rather than believing there is one truth. This means that in an educational setting, students will be expected to form their own opinions and defend the reasons for that point of view and the evidence for it.

Price also comments that Australians are uncomfortable with differences in status and hence idealise the idea of treating everyone equally. An illustration of this is that most adult Australians call each other by their first names. This concern with equality means that Australians are uncomfortable taking anything too seriously and are even ready to joke about themselves.

Australians believe that life should have a balance between work and leisure time. As a consequence, some students may be critical of others who they perceive as doing nothing but study.

Australian notions of privacy mean that areas such as financial matters, appearance and relationships are only discussed with close friends. While people may volunteer such information, they may resent someone actually asking them unless the friendship is firmly established. Even then, it is considered very impolite to ask someone what they earn. With older people, it is also rude to ask how old they are, why they are not married or why they do not have children. It is also impolite to ask people how much they have paid for something, unless there is a very good reason for asking.

Kohls (1996) describes culture shock as a process of change marked by four basic stages. During the first stage, the new arrival is excited to be in a new place, so this is often referred to as the "honeymoon" stage. Like a tourist, they are intrigued by all the new sights and sounds, new smells and tastes of their surroundings. They may have some problems, but usually they accept them as just part of the novelty. At this point, it is the similarities that stand out, and it seems to the newcomer that people everywhere and their way of life are very much alike. This period of euphoria may last from a couple of weeks to a month, but the letdown is inevitable.

During the second stage, known as the 'rejection' stage, the newcomer starts to experience difficulties due to the differences between the new culture and the way they were accustomed to living. The initial enthusiasm turns into irritation, frustration, anger and depression, and these feelings may have the effect of people rejecting the new culture so that they notice only the things that cause them trouble, which they then complain about. In addition, they may feel homesick, bored, withdrawn and irritable during this period as well.

Fortunately, most people gradually learn to adapt to the new culture and move on to the third stage, known as 'adjustment and reorientation'. During this stage a transition occurs to a new optimistic attitude. As the newcomer begins to understand more of the new culture, they are able to interpret some of the subtle cultural clues which passed by unnoticed earlier. Now things make more sense and the culture seems more familiar. As a result, they begin to develop problem-solving skills, and feelings of disorientation and anxiety no longer affect them.

In Kohls's model, in the fourth stage, newcomers undergo a process of adaptation. They have settled into the new culture, and this results in a feeling of direction and self-confidence. They have accepted the new food, drinks, habits and customs and may even find themselves enjoying some of the very customs that bothered them so much previously. In addition, they realise that the new culture has good and bad things to offer and that no way is really better than another, just different.

adapted from *Intercultural Communication for Students in the Faculty of Economics and Commerce*, University of Melbourne

LIVEWORKSHEETS

3 **Read the whole passage quickly. Which stage of culture shock seems to be the most uncomfortable?**

5 **Use the underlined words in Questions 1–6 below to find the relevant part of the passage. Then read those parts of the passage carefully to answer the questions.**

Questions 1–6

Do the following statements agree with the information given in the reading passage?

Write

TRUE *if the statement agrees with the information*

FALSE *if the statement contradicts the information*

NOT GIVEN *if there is no information on this*

1 Australian teachers will suggest alternatives to students rather than offer one solution.
2 In Australia, teachers will show interest in students' personal circumstances.
3 Australians use people's first names so that everyone feels their status is similar.
4 Students who study all the time may receive positive comments from their colleagues.
5 It is acceptable to discuss financial issues with people you do not know well.
6 Younger Australians tend to be friendlier than older Australians.

7 **Now read the relevant sections of the passage and answer Questions 7–13.**

Questions 7–13

Complete the table below.

*Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

THE STAGES OF CULTURE SHOCK

	name	newcomers' reaction to problems
Stage 1	**7**	They notice the **8** ..... between different nationalities and cultures. They may experience this stage for up to **9** ..... .
Stage 2	Rejection	They reject the new culture and lose the **10** ..... they had at the beginning.
Stage 3	Adjustment and reorientation	They can understand some **11** ..... which they had not previously observed. They learn **12** ..... for dealing with difficulties.
Stage 4	**13**	They enjoy some of the customs that annoyed them before.

LIVEWORKSHEETS

Các con mở link nghe sau bằng máy tính:

Track 08

❶ **You will hear two students talking about a presentation. Look at the second task, Questions 6–10. What kind of word will be required for all of the questions? Circle A, B or C.**

A adverbs B verbs C nouns

❷ 08 **Now listen and answer Questions 1–10.**

Questions 1–5

Choose the correct letter, A, B or C.

1 Maya chose the topic of lifelong friendships because
- A it was an unusual area of research.
- B she had a particular interest in it.
- C someone suggested it to her.

2 Maya says that the sample of people she used
- A was smaller than she wanted it to be.
- B was typical of the population in general.
- C was the basis for further work.

3 The problem with the questionnaire was that
- A it wasn't well constructed.
- B the subjects couldn't engage with it.
- C too much time was required to complete it.

4 Maya says that when she conducted the interviews,
- A she kept brief notes.
- B the subjects were all very relaxed.
- C they followed a clear structure.

5 What does Maya say about other research in the area?
- A A lot of it contradicted her findings.
- B It wasn't very easy to find.
- C It was carried out in the same way as hers.

Questions 6–10

Complete the flow chart below.

*Write **NO MORE THAN TWO WORDS** for each answer.*

Lifelong friendships presentation

Origins of friendship (age, where began, circumstances, etc.): 1 table

↓

Effects of change of 6 ..... : 2 tables

↓

Effects of 7 ..... : 1 pie chart

↓

Comparisons between descriptions of 8 ..... : patterns of extreme change

↓

Changes in 9 ..... : 1 pie chart

↓

10 ..... (e.g. sports, musical tastes): continuing or changing

LIVEWORKSHEETS

I. Fill in the blank with the correct past form of the given verb.

1. Peter was Sally's best friend. She _____ **(know)** him all her life.

2. I was delighted when I found my keys. I _____ **(look)** for them for hours.

3. Everything was white because it _____ **(snow)**.

4. I _____ **(not see)** Jacob for several years, but I recognized him immediately.

II. Make passive versions of the sentences, keeping in the same tense, omitting the agent.

1. Officials were advising tourists to avoid the area.

→_____ .

2. The manufacturer makes these sweets to make your mouth water.

→_____ .

3. Experts forecast that unemployment will drop later this year.

→_____ .

4. Friends have recommended that we try the new Thai restaurant.

→_____ .

*__Lưu ý:__ *Với những từ con không nhớ và viết sai, con viết từ đó vào vở 2 dòng.*

Mọi ý kiến đóng góp của phụ huynh sẽ là động lực để StarLink nâng cao chất lượng đào tạo.
Mời bố mẹ quét mã ở đây để thực hiện khảo sát ạ!

LIVEWORKSHEETS