Name: ……..

Class: S9

Tel: 034 200 9294

Grammar: ……

Reading: ……

Mini Test: ……

Ngày GV giao bài: Thứ …… ngày ……/…….

Ngày HS nộp bài: Thứ …… ngày ……/…….

GLOBAL ENGLISH 9

Final test review & FCE Reading Practice

A. EXTRA VOCABULARY

No.	New words	Meanings	No.	New words	Meanings
1	**alienation** (n)	sự xa lánh, cảm giác bị cô lập	5	**empower** (v)	trao quyền, khích lệ
2	**esteem** (n)	lòng tự trọng	6	**apartheid** (n)	chế độ phân biệt chủng tộc
3	**complicated** (adj)	phức tạp	7	**resistance** (n)	sự kháng cự, phản kháng
4	**collective** (adj)	mang tính tập thể	8	**injustice** (n)	sự bất công

***Note:** *n = noun: danh từ; adj = adjectives: tính từ; v = verb: động từ.*

*Con học thuộc nghĩa của từ, chỉnh phát âm theo từ điển và chép mỗi từ **1 dòng** vào vở ghi.

B. USE OF ENGLISH

No	Structure	Meanings	No.	Structure	Meanings
1	**to tell somebody not to do something**	bảo với ai đó không nên làm gì	4	**somebody is said to + V**	ai đó được cho là
2	**to get over something**	vượt qua điều gì	5	**There was little one could do to V**	hầu như không thể làm gì
3	**It's high time + S + V-ed**	đã đến lúc phải làm gì	6	**The only thing S didn't V was …**	điều duy nhất mà ai đó không làm gì là…..

C. HOMEWORK

I. With the given words, form the suitable participle adjectives to fill in the blank.

worn	open	~~*fuel*~~	looking	soft	edge
~~*efficient*~~	cutting	exhausted	spoken	mind	out

0. This car is perfect for long-distance travel. It's very fuel-efficient.

1. The teacher is a very _____ person. She always speaks gently to her students.

2. After working for 12 hours straight, he looked completely _____.

3. They need to hire an _____ manager who can think creatively and accept new ideas.

4. The project involved some _____ technologies that are still being tested.

5. After running the marathon, he was _____ but happy with his performance.

LIVEWORKSHEETS

II. Complete the sentences with the given prompt.

0. Swim / ocean / favourite / hobby.

→ *Swimming in the ocean is my favourite hobby.*

1. Movie / was / bore / that / I / fall / asleep.

→ _____.

2. She / avoided / talk / her boss / the issue.

→ _____.

3. She / felt / excite / when / she / hear / good news.

→ _____.

4. I / was / tire / after / run / marathon.

→ _____.

5. He / enjoys / cook / for / friends / weekends.

→ _____.

III. Rewrite the following sentences.

0. They deliver the newspapers every morning.

→ *The newspapers are delivered every morning.*

1. Someone is repairing the roof right now. (being)

→ _____.

2. They were painting the house when I arrived. (was)

→ _____.

3. It's impossible that he completed the project so quickly. (can't)

→ _____.

4. It's likely that they didn't hear the announcement. (heard)

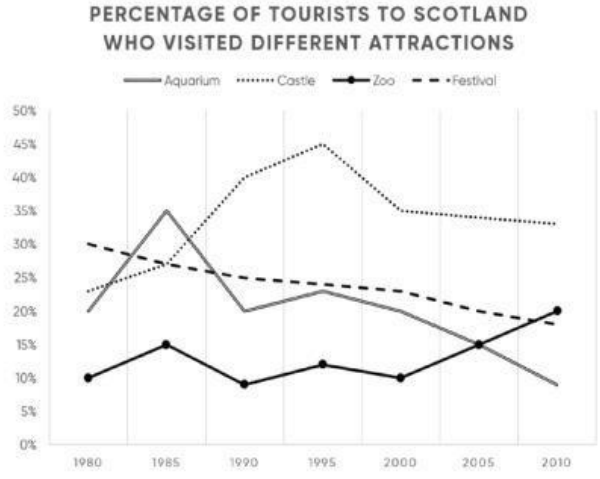
→ _____.

5. I'm certain she wouldn't have helped if you hadn't asked her. (would)

→ _____.

IV. Fill the given word in the blank.

noticeable	groundbreaking	~~*remarkable*~~	steady	strange	extremely
periodically	slight	terrifying	steadily	fascinating	absolutely



The *(0)* *remarkable* trend is the gradual rise in zoo visits, which started at just 10% in 1980 and grew (1) _____ to 20% by 2010. On the other hand, castles were (2) _____ popular, peaking at 45% in 1995, but experienced a (3) _____ decline thereafter, falling to 35% by the end of the period.

Aquarium visits had a rapid and (4) _____ fall. After a strong start, increasing to 35% in 1985, their popularity declined drastically, reaching only 10% in 2010. Festivals, though consistently attended, saw a (5) _____ decrease in interest, dropping from 30% in 1980 to just below 20% by 2010.

D. READING

LIVEWORKSHEETS

Lưu ý:

1. Khi làm bài tập có từ mới, các con phải tra từ điển. Sau khi tra từ điển, các con chép mỗi từ mới **1 dòng** để ghi nhớ.
2. Các con gạch chân các từ khoá chính trong bài đọc.

The role of music in our society

Ann Johnston A

For me, the power of music is just about summed up by the work of a charity called the National System of Youth and Children's Orchestras of Venezuela, popularly known as "the System". It provides poor children with their own instruments, teaches them to play and groups them into a network of orchestras and choirs, which help them to develop the social and organizational skills necessary to perform music: synchronization, dependability, punctuality, and collaboration. The children that secure a place in one of the orchestras are paid a monthly stipend so their parents understand that music-making has a real financial value, and don't make them stop in order to work.

It was founded in 1975 by a professional economist and musician, Jose Antonio Abreu, who believed that young, deprived boys and girls could receive strong skills to overcome poverty with the collective learning experience of music. Abreu successfully identified the feelings of alienation and low self-esteem in the Venezuelan poor as some of the handicaps that forced them to remain deprived. Let me give you a quote in which he highlighted how these feelings affected the poor, much more severely than the lack of income:

"The most miserable and tragic thing about poverty is not the lack of bread or roof, but the feeling of being no-one, the lack of identification, the lack of public esteem. That's why the child's development in the orchestra and the choir provides him with a noble identity and makes him a role model for his family and community."

Josephine Saks C

Music has an undeniable effect on our emotions. Any parent knows that a quiet, gentle lullaby can soothe a fussy baby. And a majestic chorus can fill us with excitement. But more and more research is now showing that music also can affect the way we think.

Both as a parent of young children, and as a primary school teacher, this is of particular interest to me. After all, it's my job to help others get the best possible start in life. It seems music has a role to play. You see, babies are born with billions of brain cells. During the first years of life, those brain cells form connections with other brain cells. Over time, the connections we use regularly become stronger. Children who grow up listening to music develop strong music-related connections. And these music related connections actually affect the way we think.

Listening to classical music can improve our spatial reasoning, at least for a short time. Learning to play an instrument can have longer lasting effects. This seems to be true for classical music, but not other styles of music because of classical music's complicated structure. What is really amazing is that research shows that babies as young as 3 months can pick out that structure and even recognize classical music selections they have heard before.

Thomas Jones B

Apartheid, in South Africa, when the white minority held power over the entire population, was met with strong internal and external resistance, prompting global boycotts of trade with South Africa. The most powerful form of resistance, however, was the refusal of South African blacks to remain prisoners in their own land.

In the 46 years that the system of Apartheid was in place, the resistance movements evolved from loosely organized unions of non-violent protestors to powerful armed coalitions. Throughout every stage of the struggle, the "liberation music" both fueled and united the movement. Exiled South African singers also had a role to play, bringing the struggle into the global spotlight. Song was a communal act of expression that shed light on the injustices of apartheid, playing a major role in the eventual reform of the South African government.

I had a glimpse of this first-hand growing up in South Africa before my family immigrated to the UK in my early teens; perhaps that's what inspired me to study Human Rights Law. If you want to know more, let me recommend *Amandla! A Revolution in Four-Part Harmony*, a powerful film that focuses specifically on the 'liberation music' of the struggle against white domination in South Africa. But can music ever be separated from its political context? This is investigated with striking clarity in Daniel Fischlin's and Ajay Heble's book *Rebel Musics*. The book outlines the diverse ways in which music and song have impacted human rights and social justice issues, and explores the concept of music as a dissident practice, as power, and as the contradiction of "being silenced".

LIVEWORKSHEETS

Paper 1 Reading **PART 3**

*You are going to read a magazine article that contains the opinions of three people about the roles music can play in society. For questions **16–30**, choose from the people (**A–C**). The people may be chosen more than once.*

Which person(s):

suggests that all music may be in some way political?	16	
believe music can provide social unity?	17	18
believe music has a particlarly important role in growing up?	19	20
personally witnessed the role of music in social reform?	21	
says music can empower those facing difficulties?	22	23
mentions a charitable organization?	24	
does not mention his or her own occupation?	25	
gives the opinion of an expert?	26	
suggests how an interested person could learn more?	27	
singles out the advantages of a particular style of music?	28	
mentions particular skills music can help develop?	29	30

LIVEWORKSHEETS

Paper 3 Use of English — PART 4

*For questions **35-42**, complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete each sentence. You must use between **two** and **five** words. **Do not change the word given**. There is an example at the beginning **(0)**.*

Example:

0 They think the owner of the house is in France. **thought**

The owner of the house ..... in France.

*The gap can be filled by the words "**is thought to be**" so you write:* **0** **is thought to be**

35. "Don't park near the bank!" the policeman said to us. **not**

The policeman ..... near the bank.

36. He tried really hard to recover from his wife's death. **over**

He tried really hard ..... wife's death.

38. We must make a decision now. **high**

It's ..... a decision.

39. They say the boss will be leaving the company soon. **said**

The boss ..... the company soon.

41. There wasn't much we could do to help him. **little**

There ..... to help him.

42. We ate everything except the salad. **eat**

The only thing ..... the salad.

LIVEWORKSHEETS