

MS. CHI ENGLISH

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Date: .../ .../ 20..

Class: S9

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GLOBAL ENGLISH 9 – UNIT 1: VIEWS AND VOICES

VOCABULARY 2

A. VOCABULARY

No.	New words	Meaning	No.	New words	Meaning
1	look up to (phr.v)	ngưỡng mộ, tôn trọng	11	descend (v)	xuống, đi xuống
2	save up for (v)	tiết kiệm tiền cho cái gì	12	rebellious (a)	nổi loạn
3	be obsessed by (v)	bị ám ảnh bởi	13	placard (n)	áp phích
4	role model (n)	hình mẫu	14	bad-mannered (a)	cách xử sự xấu, cách cư xử không lịch sự
5	skip schoolwork	trốn, bỏ qua bài tập về nhà	15	gracious (a)	tử tế; hào hiệp
6	succumb (v) ⇒ succumb to bad influences	thua, không chịu nổi ⇒ không chịu nổi những tác động xấu	16	appreciative (a)	tán thưởng, tán dương
7	take risks	chấp nhận mạo hiểm	17	considerate (a)	quan tâm, chu đáo
8	petition (n)	đơn, kiến nghị	18	disrespectful (a)	tỏ ra thiếu kính trọng
9	defiant (a)	tỏ ra thách thức	19	cheeky (a)	hỗn xược
10	rage (n)	cơn thịnh nộ, cơn tức giận	20	defiant (a)	tỏ ra thách thức
			21	civil (a)	thuộc hoặc liên quan đến các công dân của một nước

*Note: n = noun: danh từ ; phr.v = phrasal verb: cụm động từ ;

adj = adjective: tính từ ; v = verb: động từ

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

B. HOMEWORK

I. Fill in the blanks with the given words in the box

rage	civil	take risks	don't mind	skips schoolwork	role model
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0. I don't mind eating here.

1. His face was dark with _____.

2. The recognition of _____ unions for same-sex couples has been increasing recently.

3. Parents are a child's primary _____.
4. Thousands of teenagers went on strike from school and _____ on Parliament Square in central London yesterday.
5. Jack always _____ at school, which upsets his parents.

II. Match the definition with the suitable word

0. decade	a. a written document signed by a large number of people that asks somebody in a position of authority to do or change something
1. look up to	b. always thinking of other people's wishes and feelings; careful not to hurt or upset others
2. considerate	c. (of people or behaviour) kind, polite and generous, especially to somebody of a lower social position
3. placard	d. a period of ten years
4. gracious	e. to admire or respect somebody
5. petition	f. a large written or printed notice that is put in a public place or carried on a stick in a march

0 - d	1 -	2 -	3 -	4 -	5 -
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III. Circle the correct answer

0. I'm trying to my holiday.
 A. save for **B. save up for** C. save up
1. Why are people so with money?
 A. obsessed B. obsessing C. obsess
3. I signed a against the proposed closure of the local hospital today.
 A. petition B. petitions C. petitioning
4. Some officials sent a message to the government.
 A. defiantly B. defiance C. defiant
5. The company was very of my efforts.
 A. appreciative B. defiance C. defiant

IV. Underline the correct answer in each sentence below

0. Most students were carrying placards / defiance with strongly worded messages.
1. Protestor for Education was **disrespect** / **disrespectful** of those who were not part of the march.
2. At the Department for Education, protestors handed in a **text** / **petition** with the title "Teach the future".
3. How to Deal with a **rebellious** / **considerate** teen?
4. He has not yet learned how to be **cheeky** / **gracious** in defeat (sự bại trận).
5. When asked to describe herself in three words she said she was **not bad-mannered** / **bad-mannered**, positive and generous.

FCE 1 - TEST 1 - READING PART 5

You are going to read a magazine article about a famous pianist and the young student who became his pupil. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

A musician and his pupil

Paul Williams interviews the famous pianist Alfred Brendel.

Over six decades the pianist Alfred Brendel gradually built up and maintained a dominant position in the world of classical music. He was an intellectual, sometimes austere, figure who explored and recorded the mainstream European works for the piano. He wrote and played a great deal, but taught very little. Those who knew him best glimpsed a playful side to his character, but that was seldom on display in his concerts. It was a disciplined, never-ending cycle of study, travel and performance.

And then, four or five years ago, a young boy, Kit Armstrong, appeared backstage at one of Brendel's concerts and asked for lessons. Initially, Brendel didn't take the suggestion very seriously. He had had very few pupils and he saw no reason to start now. He quotes from another famous pianist: 'You don't employ a mountain guide to teach a child how to walk.' But there was something that struck him about the young boy – then about 14. He listened to him play. Brendel explained, 'He played remarkably well and by heart. Then he brought me a CD of a little recital he had given where he played so beautifully that I thought to myself, "I have to make time for him." It was a performance that really led you from the first to the last note. It's very rare to find any musician with this kind of overview and the necessary subtlety.'

As Brendel is bowing out of the public eye, so Kit is nudging his way into it – restrained by Brendel, ever nervous about the young man burning out early. Kit, now 19, is a restless, impatient presence away from the lessons – always learning new languages; taking himself off to study maths, writing computer code or playing tennis. All under the watchful eye of his ever-present mother. On top of

all this he composes. 'This was very important,' Brendel says. 'If you want to learn to read music properly it is helped by the fact that you try to write something yourself. Then I noticed that Kit had a phenomenal memory and that he was a phenomenal sight reader. But more than this is his ability to listen to his own playing, his sensitivity to sound and his ability to listen to me when I try to explain something. He not only usually understands what I mean, but he can do it. And when I tell him one thing in a piece, he will do it everywhere in the piece where it comes in later.'

Brendel catches himself and looks at me severely. 'Now I don't want to raise any expectations. I'm very cross if some newspapers try to do this. There was one article which named him as the future great pianist of the 21st century, I mean, really, it's the worst thing. One doesn't say that in a newspaper. And it has done a great deal of harm. As usual, with gifted young players, he can play certain things amazingly well, while others need more time and experience. It would be harmful if a critic was there expecting the greatest perfection.'

It is touching to see the mellowness of Brendel in his post-performing years. He explains 'When I was very young, I didn't have the urge to be famous in five years' time, but I had the idea I would like to have done certain things by the age of 50. And when I was 50, I thought that I had done most of those things, but there was still some leeway for more, so I went on. Although I do not have the physical power to play now, in my head, there are always things going on, all sorts of pieces that I've never played. I don't play now but it's a very nice new career.'

line 5

- 31 What is the writer emphasising in the first paragraph?
- A the wide range of music that Brendel has played
 - B the total dedication of Brendel to his art
 - C the reluctance of Brendel to take on pupils
 - D the light-hearted nature of Brendel's character
- 32 Brendel uses the quotation about the mountain guide to illustrate that
- A it is not always easy to teach people the basics.
 - B it is unwise to try to teach new skills before people are ready.
 - C people can learn new skills without help from others.
 - D it is unnecessary for an expert to teach people the basics.
- 33 What made Brendel first decide to accept Kit as a pupil?
- A He seemed so young and serious.
 - B He was so determined and persistent.
 - C He could play without the music.
 - D He had an extraordinary talent.
- 34 Which of Kit's musical abilities does Brendel admire the most?
- A He is able to write music himself.
 - B He is able to understand and respond to advice.
 - C He can play a piece of music the first time he sees it.
 - D He is able to remember all the music he has ever played.
- 35 Why does the writer use the phrase 'catches himself' in line 50?
- A He realises he has said too much to a journalist.
 - B He doesn't enjoy giving interviews to journalists.
 - C He wants to be careful he doesn't upset any music critics.
 - D He resents the way that he has often been misquoted.
- 36 What is Brendel doing in the final paragraph?
- A justifying his lack of ambition when he was young
 - B expressing regret at the loss of his physical strength
 - C describing his present state of mind
 - D explaining which pieces he prefers to play now

FCE 1 - TEST 1 - READING PART 6

You are going to read a newspaper article about a blind runner. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

Blind Runner

Paul Hardy reports on a blind runner called Simon Wheatcroft who enjoys taking part in marathon and ultra-marathon races, running distances between 42 km and 160 km.

Running marathons, a race of 42 km, has become increasingly popular. This distance poses extreme physical and mental challenges for anyone, but for Simon Wheatcroft there is another hurdle; he has been blind since he was 18 years old.

For the past two years Simon, now 29, has been overcoming his disability to compete in marathons and ultra-marathons by training with runners who act as his guides, and also, rather uniquely, by teaching himself to run solo, out on the streets. 'I got bored exercising indoors, so thought, "I'll have a go at running outside",' he explains. **37** Then he got bored again and wanted to try running on the roads.

Weeks of gradual exploration followed, walking a route alone. **38** It took him along little-used pavements alongside a busy main road. He also recruited technology to help him form his mental map of the area using a smartphone app, to provide feedback through headphones about his pace and distance. This information could then be cross-referenced with his knowledge of the route and any obstacles.

Now, having covered hundreds of km alone on the route, Simon has been able, gradually, to phase out the app. 'When I first started I had to really concentrate to an unbelievable level to know where my feet were falling. Now it has become quite automated.' **39** 'I did make a few mistakes early on – like running into

posts. But you only run into a post once before you think "Right. I'm going to remember where that is next time",' he laughs.

Joining Simon for a training session, it's striking how natural and fluid his movement is; he takes shorter shallower, more gentle steps than most runners using his feet to feel his way. His landmarks are minute changes in gradient and slight variations in the running surface. **40** 'I have to believe this route is going to stay consistent, and there won't be things like roadwork signs or big rocks,' he says.

41 'I try to concentrate on the millions of footsteps that go right and think positively,' he explains. When it comes to racing in ultra-distance events, Simon has to use guides to run sections of the course with him; after all, it would be almost impossible to memorise a 150 km stretch of countryside by heart. However, the physical and practical advantages of training in the fresh air on his own terms, are vast and have boosted his confidence in his running ability as well as providing inspiration to others.

But for Simon the real thrill and motivation for training come from simply being able to compete on equal terms. **42** 'I can't hide the fact I'm blind,' he says, 'but at the same time I would rather compete with everybody else and not be put into a special group. Being visually impaired doesn't mean you can't run.'

- | | |
|---|---|
| A These provide the familiarity and consistency essential for the blind runner. | E It gives him a great opportunity to run with everyone. |
| B Their support gave him extra confidence regarding his changing surroundings. | F That's not to say the learning curve has been without incident. |
| C Simon believes the feelings of liberation and independence he gets from running solo far outweigh any anxiety over such dangers. | G As a result of this slow experimentation, he was able to memorise a set five-kilometre course. |
| D He began by training on football pitches behind his house, running between the goalposts. | |

FCE 1 TEST 2 LISTENING PART 1

Con hãy mở link nghe bằng máy tính nhé:

<https://tinyurl.com/yt4tbj8z>

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

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- 1 You hear a man talking about how his business became successful.
Where did his additional funding come from?
 - A the local bank
 - B a family friend
 - C his own savings

 - 2 You hear a woman talking about a journey.
How did she travel?
 - A by boat
 - B by train
 - C by coach

 - 3 You overhear a man talking to his wife on the phone.
What is he talking about?
 - A buying a car
 - B booking a holiday
 - C moving abroad

 - 4 You hear two students talking about their course.
What does the woman think about the course?
 - A It is quite difficult.
 - B It is worth doing.
 - C It is becoming more interesting.

- 5 You hear a woman talking about roller derby, a hobby which involves speed racing on skates. What is she doing?
- A explaining what made her decide to take it up
 - B appreciating her friends' attitude to the sport
 - C describing how she feels when she's taking part
- 6 You hear part of a radio programme. What is the woman talking about?
- A a new shop
 - B a new exhibition
 - C a new leisure centre
- 7 You overhear two students discussing a reading project they did with young children. What do they agree about it?
- A The venue was perfect.
 - B The material was well received.
 - C The number of participants was surprising.
- 8 You hear an actor talking about the character she plays in a TV drama series. How does she feel about the character?
- A She is envious of her life-style.
 - B She sympathises with her current problems.
 - C She admires her intelligence.