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Ngữ pháp:

Độc:

Nghe:

Mini Test:

GLOBAL ENGLISH 9: UNIT 8 & 9

GRAMMAR REVISION

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 để có chủ thích nghĩa: con về nhà chép mỗi từ 1 dòng để ghi nhớ nhé.

No.	New words	Meanings	No.	New words	Meanings
1.	commonplace (a)	phổ biến	10.	repatriate (v)	hồi hương
2.	phenomenon (n)	hiện tượng	11.	racial (a)	về sắc tộc
3.	exponentially (adv)	nhanh chóng, gấp bội	12.	diversity (n)	sự đa dạng
4.	complexity (n)	sự phức tạp	13.	clash (n)	xung đột
5.	relevance (n)	sự liên quan, thích đáng	14.	adoptee (n)	người được nhận nuôi
6.	sociologist (n)	nhà xã hội học	15.	minority (n)	(dân tộc) thiểu số
7.	coin (v)	đặt tên, sáng tạo	16.	ethnicity (n)	chủng tộc
8.	expatriate (n), (a)	kiều dân, định cư ở nước ngoài	17.	communal (a)	thuộc về cộng đồng
9.	folk (n)	dân tộc, người	18.	interactive (a)	có tính tương tác

***Note:** *n* – noun: danh từ;

v – verb: động từ;

a – adjective: tính từ;

adv – adverb: trạng từ

B. REVISION

I. Choose the correct answer to complete the complex noun phrases.

0. *The fact _____ the matter is that we will have to ask people what they think.*

A. for

B. of

C. in

1. My teacher told me **the most important meal _____ the day** is breakfast.

A. of

B. in

C. within

2. **Big improvements _____ literacy** were noticeable in some developing countries.

A. to

B. in

C. of

3. There **was an increase _____ the number of people taking the bus to work** over the period.

A. on

B. of

C. in

4. There are **special courses _____ students who struggle with academic subjects.**

A. with

B. to

C. for

5. It's a great family car _____ excellent safety features.

A. for

B. of

C. with

II. Change the following direct speech into reported speech.

0. They said, "This is our book."

→ They said that was their book.

1. Mimi said, "I went to the cinema yesterday."

→ Mimi said _____.

2. Johnson said, "I am writing a test tomorrow."

→ Johnson said _____.

3. They said, "We were in London last week."

→ They said _____.

4. Daniel said, "I will have finished this paper by tomorrow."

→ Daniel said _____.

5. The girl tells us: "Stop waiting. They won't sleep."

→ The girl told _____.

III. Underline the correct multi-words.

0. He (came up with / *came into*) a solution.

1. The oven takes a while to (**heat on** / **heat up**).

2. The machine was operating normally until it (**ran down of** / **ran out of**) fuel.

3. Andy's just had a bath and (**used up** / **used off**) all the hot water.

4. There are situations that seem impossible to (**cope over** / **cope with**).

5. In the course of evolution, many species have (**died out** / **died down**).

IV. Rewrite the sentences without changing meanings.

0. Tom lost his keys while he was walking through the park.

→ Tom lost his keys while walking through the park.

1. When I entered the room, they all looked at me and made me uncomfortable.

→ _____.

2. The musicians stood up while they were surrounded by *thunderous applause* (tiếng vỗ tay như sấm).

→ _____.

3. Lorries that come over the bridge have to be careful of the wind.

→ _____.

4. The poem that is being read by the actor was written by my brother.

→ _____.

5. This vase, which was made in China in the 14th century, is very valuable.

→ _____.

B. IELTS PRACTICE

① Read the title and the first three paragraphs of the article below. Who are 'Third culture kids'? Circle A, B or C.

- A children whose parents keep moving from country to country
- B children living in a country neither of their parents come from
- C children who have just arrived in a culture that is new to them

② Now read the whole text and answer Questions 1–13.

THIRD CULTURE KIDS

In a world where international careers are becoming commonplace, the phenomenon of third culture kids (TCKs) – children who spend a significant portion of their developmental years in a culture outside their parents' passport culture(s) – is increasing exponentially. Not only is their number increasing, but the cultural complexity and relevance of their experience and the adult TCKs (ATCKs) they become, is also growing.

When Ruth Hill Useem, a sociologist, first coined this term in the 1950s, she spent a year researching expatriates in India. She discovered that folks who came from their home (or first) culture and moved to a host (or second) culture, had, in reality, formed a culture, or lifestyle, different from either the first or second cultures. She called this the third culture and the children who grew up in this lifestyle 'third culture kids'. At that time, most expatriate families had parents from the same culture and they often remained in one host culture while overseas.

This is no longer the case. Take, for example, Brice Royer, the founder of TCKid.com. His father is a half-French/half-Vietnamese UN peacekeeper, while his mom is Ethiopian. Brice lived in seven countries before he was eighteen including France, Mayotte, La Réunion, Ethiopia, Egypt, Canada and England. He writes, 'When people ask me "Where are you from?" I just joke around and say, "My mom says I'm from heaven." What other answer can he give?

ATCK Elizabeth Dunbar's father, Roy, moved from Jamaica to Britain as a young boy. Her mother, Hortense, was born in Britain as the child of Jamaican immigrants who always planned to repatriate 'one day'. While Elizabeth began life in Britain, her dad's international career took the family to the United States, then to Venezuela and back to living in three different cities in the U.S. She soon realised that while racial diversity may be recognised, the hidden cultural diversity of her life remained invisible.

Despite such complexities, however, most ATCKs say their experience of growing up among different cultural worlds has given them many priceless gifts. They have seen the world and often learnt several languages. More importantly, through friendships that cross the usual racial, national or social barriers, they have also learned the very different ways people see life. This offers a great opportunity to become social and cultural bridges between worlds that traditionally would never connect. ATCK Mikel Jentzsch, author of a best-selling book in Germany, *Bloodbrothers – Our Friendship*



in Liberia, has a German passport but grew up in Niger and then Liberia. Before the Liberian civil war forced his family to leave, Mikel played daily with those who were later forced to become soldiers for that war. Through his eyes, the stories of those we would otherwise overlook come to life for the rest of us.

Understanding the TCK experience is also important for other reasons. Many ATCKs are now in positions of influence and power. Their capacity to often think 'outside the box' can offer new and creative thinking for doing business and living in our globalising world. But that same thinking can create fear for those who see the world from a more traditional world view. Neither the non-ATCKs nor the ATCKs may recognise that there may be a cultural clash going on because, by traditional measures of diversity such as race or gender, they are alike.

In addition, many people hear the benefits and challenges of the TCK profile described and wonder why they relate to it when they never lived overseas because of a parent's career. Usually, however, they have grown up cross-culturally in another way, perhaps as children of immigrants, refugees, bi-racial or bi-cultural unions, international adoptees, even children of minorities. If we see the TCK experience as a Petri dish of sorts – a place where the effects of growing up among many cultural worlds accompanied by a high degree of mobility have been studied – then we can look for what lessons may also be relevant to helping us understand issues other cross-cultural kids (CCKs) may also face. It is possible we may discover that we need to rethink our traditional ways of defining diversity and identity. For some, as for TCKs, 'culture' may be something defined by shared experience rather than shared nationality or ethnicity. In telling their stories and developing new models for our changing world, many will be able to recognise and use well the great gifts of a cross-cultural childhood and deal successfully with the challenges for their personal, communal and corporate good.

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 There is a close connection between careers and the number of TCKs.
- 2 An increasing number of people describe themselves as TCKs.
- 3 Ruth Hill Useem studied children in several countries.
- 4 Ruth Hill Useem defined the third culture as a mixture of two parents' original cultures.
- 5 Brice Royer feels that he has benefited greatly from living in many different countries.
- 6 Elizabeth Dunbar felt that she had a culture that was different from most people's.

Questions 7–13

Complete the table below.

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

THIRD CULTURE KIDS – ADVANTAGES AND RESULTS		
Area	Advantage for ATCKs	Possible result
Friendships	know how different people 7	can act as bridges between worlds that are usually separate
Business	creative thinking	may cause 8 among certain people can lead to 9 despite similarities
Whole experience	knowledge of many cultural worlds and a great deal of 10	can teach us about problems faced by 11 of all kinds current ideas of what both 12 mean may be considered wrong belief that culture depends on 13

Các con mở link nghe sau bằng máy tính:

[Track 05](#)

- ① You will hear an expert giving a talk on blogs. Look at Questions 6–10 and answer the following question.

Which three questions need a noun to fill the gap?

- ② 05 Now listen and answer Questions 1–10.

Questions 1–5

Complete the summary below.

Write **ONE OR TWO WORDS** for each answer.

Blogs and the History of Blogging

A blog can perhaps be best described as a website that consists of a kind of journal that is regularly updated. Blogs cover a very wide variety of topics and many of them are personal diaries. Blogs are usually not 1 because they have interactive elements, which may lead to friendships or even 2 relationships between people.

The first 'blog' was probably created in 1994 by a student and he called it his '3'. Similar websites were then created and these included both links and 4 In 1999, someone changed the term used for these websites by creating the phrase '5'; and therefore invented the term 'blog'.

Questions 6–10

Complete the flow chart below.

Write **ONE WORD ONLY** for each answer.

Blogging Workflow – Advice

Decide what the 6 of your posts will be



Do some reading before starting a post



As you compose the post, keep a record of 7 and links



After creating the post, add some tags to it to improve searchability



Use social networking sites to 8 a post you think is outstanding



Look at the 9 relating to the post



Don't simply say 10 to people who have responded to your post



Go on to other blogs and leave comments.

MINI TEST

I. Choose the correct answer.

1. Tom _____ to the radio.
A. never listens B. doesn't never listen C. never doesn't listen
2. _____ in class on time?
A. Is always your teacher B. Is your teacher always C. Always is your teacher
3. He _____ his homework.
A. hardly ever doesn't do B. doesn't hardly ever do C. hardly ever does
4. He _____ to class.
A. doesn't always go B. always doesn't go C. doesn't go always

II. Use *who*, *whose*, *that*, *which* and *where* to combine the sentences.

1. They elected a new mayor. His aim is to help the poor.
→ _____.
2. I really like the car. I bought it last year.
→ _____.
3. The restaurant is the best in town. We usually eat there.
→ _____.
4. The film is about a woman. Her son mysteriously disappears.
→ _____.

***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.
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