

Name: .....  
 Date: .../.../ 20...  
 Class: S9  
 Tel: 034 200 9294



Revision: .....  
 Reading: .....  
 Listening: .....  
 Mini Test: .....

## GRAMAMAR 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 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.  | <b>stock</b> (n)       | cổ phiếu           | 6.  | <b>acquisition</b> (n)      | sự giành được    |
| 2.  | <b>assume</b> (v)      | giả định, cho rằng | 7.  | <b>hypothesis</b> (n)       | giả thuyết       |
| 3.  | <b>imitate</b> (v)     | bắt chước          | 8.  | <b>threshold</b> (n)        | ngưỡng           |
| 4.  | <b>behaviorism</b> (n) | chủ nghĩa hành vi  | 9.  | <b>albeit</b> (conjunction) | mặc dù           |
| 5.  | <b>dominate</b> (v)    | áp đảo, thống trị  | 10. | <b>bereft of</b> (a)        | bị mất, thiếu đi |

**\*Note:** n – noun: danh từ; a – adjective: tính từ; v – verb: động từ; conjunction: từ nối

### B. REVISION

#### I. Complete the following sentences using the correct forms of the given words.

0. He's a senior **executive** in a computer firm. (execute)

- This job needs a self-confident person with \_\_\_\_\_ to stress. (resilient)
- Developing environmentally \_\_\_\_\_ products and services requires significant research. (sustain)
- There is always a solution, so long as you are prepared to use your \_\_\_\_\_. (genuine)
- Most plastics are not readily \_\_\_\_\_. (biodegrade)
- He was a man of \_\_\_\_\_ personal warmth and charm. (exception)

#### II. Change these sentences into passive voice.

0. Our mom didn't allow us to stay up late.

→ **We weren't allowed to stay up late.**

1. My father encouraged me to study engineering at college.

→ \_\_\_\_\_

2. They advised that she wear a coat before going out.

→ \_\_\_\_\_ .

3. The police had warned the students not to walk in the park after dark.

→ \_\_\_\_\_ .

4. Most people expect MU to win the final this year.

→ \_\_\_\_\_ .

5. Our neighbors have invited us to go to their wedding.

→ \_\_\_\_\_ .

### III. Fill in the blank with the correct tense of the given verb.

0. Dishes **hadn't been washed** (not wash) by Linda when her mother **came** (come) home.

1. I was exhausted at the end of the exam. I \_\_\_\_\_ (write) for over two hours.

2. When thieves \_\_\_\_\_ (steal) my favorite leather jacket, I was really upset. I \_\_\_\_\_ (have) it for over ten years.

3. \_\_\_\_\_ (you / believe) everything that the newspapers say? – No, I \_\_\_\_\_ (not believe) any of it.

4. The train just started when the door suddenly \_\_\_\_\_ (open) and two passengers \_\_\_\_\_ (leap) in.

5. I can't go to the course tomorrow. I \_\_\_\_\_ (work) on my new project all day.

### IV. Match the clauses in column A with the clauses in column B to complete the sentences.

| A                                                         | B                                                               |
|-----------------------------------------------------------|-----------------------------------------------------------------|
| <del>0. It's hard work teaching</del>                     | a. rising levels of greenhouse gases?                           |
| 1. The relentless pursuit of increased profit             | b. <i>on the fringe (ở rìa)</i> of mainstream society.          |
| 2. The <i>downside (bất lợi)</i> is that you're basically | c. the public sector still finds it difficult to recruit.       |
| 3. How will climate change in response to                 | d. from the British Council.                                    |
| 4. Levels of pay are the principal reason why             | <del>e. a class of lively children.</del>                       |
| 5. Social mobility refers to the shift                    | f. at any cost is questionable.                                 |
| 6. This has been a public service announcement            | g. in an individual's social status from one status to another. |

|       |     |     |     |     |     |     |
|-------|-----|-----|-----|-----|-----|-----|
| 0 - e | 1 - | 2 - | 3 - | 4 - | 5 - | 6 - |
|-------|-----|-----|-----|-----|-----|-----|

## Why don't babies talk like adults?

Kids go from 'goo-goo' to talkative one step at a time

by Joshua Hartshorne

A recent e-trade advertisement shows a baby speaking directly to the camera: 'Look at this,' he says, 'I'm a free man. I go anywhere I want now.' He describes his stock-buying activities, and then his phone rings. This advertisement proves what comedians have known for years: few things are as funny as a baby who talks like an adult. But it also raises an important question: Why don't young children express themselves clearly like adults?

Many people assume children learn to talk by copying what they hear. In other words, they listen to the words adults use and the situations in which they use them and imitate accordingly. Behaviourism, the scientific approach that dominated American cognitive science for the first half of the 20th century, made exactly this argument.

However, this 'copycat' theory can't explain why toddlers aren't as conversational as adults. After all, you never hear literate adults express themselves in one-word sentences like 'bottle' or 'doggie'. In fact, it's easy for scientists to show that a copycat theory of language acquisition can't explain children's first words. What is hard for them to do is to explain these first words, and how they fit into the language acquisition pattern.

Over the past half-century, scientists have settled on two reasonable possibilities. The first of these is called the 'mental-developmental hypothesis'. It states that one-year-olds speak in baby talk because their immature brains can't handle adult speech. Children don't learn to walk until their bodies are ready. Likewise, they don't speak multi-word sentences or use word endings and function words ('Mummy opened the boxes') before their brains are ready.

The second is called the 'stages-of-language hypothesis', which states that the stages of progress in child speech are necessary stages in language development.

A basketball player can't perfect his or her jump shot before learning to (1) jump and (2) shoot. Similarly, children learn to multiply after they have learned to add. This is the order in which children are taught – not the

reverse. There's evidence, for instance, that children don't usually begin speaking in two-word sentences until they've learned a certain number of single words. In other words, until they've crossed that linguistic threshold, the word-combination process doesn't get going.

The difference between these theories is this: under the mental-development hypothesis, language learning should depend on the child's age and level of mental development when he or she starts learning a language. Under the stages-of-language hypothesis, however,

it shouldn't depend on such patterns, but only on the completion of previous stages.

In 2007, researchers at Harvard University, who were studying the two theories, found a clever way to test them. More than 20,000 internationally adopted children enter the US each year. Many of them no longer hear their birth language after they arrive, and they must learn English more or less the same way infants do – that is, by listening and by trial and error. International adoptees don't take classes or use a dictionary when they are learning their new tongue and most of them don't have a well-developed first language. All of these factors make them an ideal population in which to test these competing hypotheses about how language is learned.

Neuroscientists Jesse Snedeker, Joy Geren and Carissa Shafto studied the language development of 27 children adopted from China between the ages of two and five years. These children began learning English at an older age than US natives and had more mature brains with which to tackle the task. Even so, just as with American-born infants, their first English sentences consisted of single words and were largely bereft of function words, word endings and verbs. The adoptees then went through the same stages as typical American-born children, albeit at a faster clip. The adoptees and native children started combining words in sentences when their vocabulary reached the same sizes, further suggesting that what matters is not how old you are or how mature your brain is, but the number of words you know.

This finding – that having more mature brains did not help the adoptees avoid the toddler-talk stage – suggests that babies speak in babytalk not because they have baby brains, but because they have only just started learning and need time to gain enough vocabulary to be able to expand their conversations. Before long, the one-word stage will give way to the two-word stage and so on. Learning how to chat like an adult is a gradual process.

But this potential answer also raises an even older and more difficult question. Adult immigrants who learn a second language rarely achieve the same proficiency in a foreign language as the average child raised as a native speaker. Researchers have long suspected there is a 'critical period' for language development, after which it cannot proceed with full success to fluency. Yet we still do not understand this critical period or know why it ends.

adapted from *Scientific American: Mind Matters*

### Questions 5–9

Complete the summary using the list of words and phrases, A–H, below.

#### Two theories about babytalk

According to the writer, there are two main theories related to babytalk. One states that a young child's brain needs 5 ..... to master language, in the same way that it does to master other abilities such as 6 .....

The second theory states that a child's 7 ..... is the key factor. According to this theory, some key steps have to occur in a logical sequence before 8 ..... occurs. Children's 9 ..... develops in the same way.

- |   |                   |   |                        |
|---|-------------------|---|------------------------|
| A | vocabulary level  | E | mathematical knowledge |
| B | physical movement | F | sentence formation     |
| C | time              | G | learning               |
| D | attention         | H | teaching               |

① You are going to hear two people talking about some common painkillers (or *analgesics*). Before you listen, answer these questions:

- 1 When do people take painkillers (think of some specific examples)?
- 2 When would it not be good to take a painkiller?
- 3 Where can you get painkillers?



② Read Questions 1–5 in the Exam task below. Underline the key ideas in options A–F.

### Questions 1–5

What comment do the speakers make about each painkiller?

Choose **FIVE** answers from the box and write the correct letter, **A–F**, next to Questions 1–5.

### Common analgesics

- |               |       |
|---------------|-------|
| 1 Paracetamol | ..... |
| 2 Ibuprofen   | ..... |
| 3 Aspirin     | ..... |
| 4 Codeine     | ..... |
| 5 Morphine    | ..... |

### Comments

- A It is considered unsuitable for children.
- B It is extremely dangerous if you take too much.
- C It is not as strong as other analgesics.
- D Its use requires careful monitoring.
- E It can have slightly unpleasant after effects.
- F It works at the source of the pain.

③ ⑤ Now listen to the first part of the conversation, and answer Questions 1–5.

Các con mở link nghe sau bằng  
máy tính:

[Track 5\(0:00-3:23\)](#)

**I. Match the words in column A with their appropriate SYNONYMS in column B.**

| A           | B              | Answer |
|-------------|----------------|--------|
| 1. ban      | a. restless    | 1 -    |
| 2. tend to  | b. decrease    | 2 -    |
| 3. hectic   | c. care        | 3 -    |
| 4. diminish | d. prohibition | 4 -    |

**II. Choose the correct answer.**

- Dad asked mom \_\_\_\_\_  
 A. whether the children had put away their toys because it would be time for bed 15 minutes later.  
 B. whether the children put away their toys because it would be time for bed 15 minutes later.  
 C. whether the children had put away their toys because it would be time for bed in 15 minutes.
- Mary asked Jane \_\_\_\_\_  
 A. whether she is free the following night because she would like her to come to her party.  
 B. whether she was free tomorrow night because she would like her to come to her party.  
 C. whether she was free the following night because she would like her to come to her party.
- Pete told Patricia \_\_\_\_\_  
 A. that this work looked difficult to him and asked if she could help him.  
 B. that this work looked difficult to him and asked whether she can help him.  
 C. that that work looked difficult to him and asked whether she could help him.
- Sandy asked Jennifer \_\_\_\_\_  
 A. if she will come that night and Jennifer answered that she won't.  
 B. if she would come that night and Jennifer answered that she wouldn't.  
 C. if she would come tonight and Jennifer answered that she wouldn't.

**\*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!

