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GLOBAL ENGLISH 9: UNIT 9 – ACHIEVEMENTS AND AMBITIONS

GRAMMAR 2

A. GRAMMAR

***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.

Participle clauses (Mệnh đề phân từ)

- **Participle clauses** enable us to **say information** in a more **economical way**. They are **formed** using **present participles**, **past participles** or **perfect participles**.

a. Present participle clause (V_{ing}):

+ To give **the result** of an action. Ex: *The bomb exploded, **destroying** the building.*

+ To give **the reason** for an action. Ex: ***Knowing** she loved reading, Richard bought her a book.*

+ To talk about two actions happened at the same time. Ex: ***Standing** in the queue, I realised I didn't have any money.*

+ To **add information** about the subject of the main clause. Ex: ***Starting** in the new year, the new policy bans cars in the city center.*

b. Past participle clause (V_{3/ed}):

+ With a **similar meaning** to an **if condition**. Ex: ***Used** in this way, participles can make your writing more concise. = If you use participles in this way, you can make your writing more concise (ngắn gọn).*

+ To give **the reason** for an action. Ex: ***Worried** about the news, she called the hospital.*

+ To **add information** about the subject of the main clause. Ex: ***Filled** with pride, he walked towards the stage.*

c. Perfect participle clause (Having + V_{3/ed}):

+ To show that the **action** they describe was **finished before the action in the main clause**.

Ex: ***Having finished** their training, they will be fully qualified doctors.*

***Note:** Participle clauses **can replace** relative clauses in some sentences.

Ex: *If you receive an e-mail **containing** a virus, delete it immediately. = If you receive an e-mail **that contains** a virus, delete it immediately.*

*This is the last photograph **taken** of my grandmother. = This is the last photograph **that was taken** of my grandmother.*

B. HOMEWORK

I. Choose the best answer.

0. _____ the envelope, I found two concert tickets.

A. Opened

B. Having opened

C. Opening

1. _____ lunch, I sat in the garden with a drink.

A. Making

B. Made

C. Having made

2. _____ for the bus, she slipped on some ice and fell over.

A. Running

B. Run

C. Having run

3. On _____ her former owner, the dog ran across the room to greet him.

A. Seeing

B. seen

C. Having seen

4. _____ in the hospital for several weeks, she was *delighted* (hân hoan) to be home.

A. Been

B. being

C. Having been

5. _____ by all the attention, he thanked everyone for the cake and presents.

A. Embarrassing

B. Embarrassed

C. Having embarrassed

II. Fill in the blank with the correct form of the participle clause.

0. Opening (open) the envelope, I found two concert tickets.

1. The building collapsed, _____ (injure) two people.

2. _____ (wear) under normal clothes, a *thermal* (ấm) layer keeps you warm in minus temperatures.

3. _____ (blind) by the sun, she didn't see the boy crossing the road.

4. _____ (confuse) by the changing information, they thought the plane was cancelled.

5. _____ (live) in India for two years, Kaleem could speak some Hindi.

III. 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.

→ _____.

IV. 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 _____.

V. Which is the correct answer?

0. *'My dad ran a marathon at the age of 65.'*

→ She told me that her dad **had run** / **was running** a marathon at the age of 65.

1. *'I've written three pages of the report.'*

→ He said that he **wrote** / **had written** three pages of the report.

2. *'I live in the centre.'*

→ She told me that she **has lived** / **lived** in the centre, but I think she's moved.

3. *'We're meeting Toni at 8 o'clock.'*

→ She said that they **were meeting** / **had been meeting** Toni at 8 o'clock. I hope they're having a nice time!

4. *'We're having a great time here on holiday!'*

→ I got a postcard from my parents – they said they're having a great time **here** / **there** on holiday.

5. *'Coralie's arriving today.'*

→ She told me that Coralie was arriving **today** / **that day**, but I found out the next day that her visit was cancelled.

Write about the following topic:

Some people say that the clothes people wear are the most important indication of what they are like. Others, however, say that people should not be judged by the clothes they wear.

Discuss both these views and give your own opinion.

Give reasons for your answer and include any relevant examples from your knowledge or experience.

COMPLETE IELTS (STB) - UNIT 8 - READING

An astonishingly intricate project is being undertaken to restore a legendary theatrical dress, Angela Wintle explains.

On December 28th, 1888, the curtain rose on a daring new stage revival of Shakespeare's *Macbeth* at the Lyceum Theatre in London. Topping the bill, playing Lady Macbeth, a main character in the play, was Ellen Terry. She was the greatest and most adored English actress of the age. But she didn't achieve this devotion through her acting ability alone. She knew the power of presentation and carefully cultivated her image. That first night was no exception. When she walked on stage for the famous banquet scene, her appearance drew a collective gasp from the audience.

She was dressed in the most extraordinary clothes ever to have graced a British stage: a long, emerald and sea-green gown with tapering sleeves, surmounted by a velvet cloak, which glistened and sparkled eerily in the limelight. Yet this was no mere stage trickery. The effect had been achieved using hundreds of wings from beetles. The gown – later named the 'Beetlewing dress' – became one of the most iconic and celebrated costumes of the age.

Terry was every bit as remarkable as her costumes. At 31, she became a leading lady at the Lyceum Theatre and for two decades, she set about bringing culture to the masses. The productions she worked on were extravagant and daring. Shakespeare's plays were staged alongside blood-and-thunder melodramas and their texts were ruthlessly cut. Some people were critical, but they missed the point. The innovations sold tickets and brought new audiences to see masterpieces that they would never otherwise have seen.

However, it was a painter who immortalised her. John Singer Sargent had been so struck by Terry's appearance at that first performance that he asked her to model for him, and his famous portrait of 1889, now at the Tate Gallery in London, showed her with a glint in her eye, holding a crown over her flame-red hair. But while the painting remains almost as fresh as the day it was painted, the years have not been so kind to the dress. Its delicate structure, combined with the cumulative effects of time, has meant it is now in an extremely fragile

condition. Thus, two years ago, a fundraising project was launched by Britain's National Trust¹ to pay for its conservation.

It turned to textile conservator Zenzie Tinker to do the job. Zenzie loves historical dress because of the link with the past. 'Working on costumes like the Beetlewing dress gives you a real sense of the people who wore them; you can see the sweat stains and wear marks. But it's quite unusual to know who actually wore a garment. That's the thing that makes the Beetlewing project so special.'

Before any of Zenzie's conservation work can begin, she and her team will conduct a thorough investigation to help determine what changes have been made to the dress and when. This will involve close examination of the dress for signs of damage and wear, and will be aided by comparing it with John Singer Sargent's painting and contemporary photographs. Then Zenzie and the National Trust will decide how far back to take the reconstruction, as some members feel that even the most recent changes are now part of the history of the dress.

The first stages in the actual restoration will involve delicate surface cleaning, using a small vacuum suction device. Once the level of reconstruction has been determined, the original crocheted² overdress will be stitched onto a dyed net support before repairs begin. 'It's going to be extraordinarily difficult, because the original cloth is quite stretchy, so we've deliberately chosen net because that has a certain amount of flexibility in it too,' says Zenzie. When the dress is displayed, none of our work will be noticeable, but we'll retain all the evidence on the reverse so that future experts will be able to see exactly what we've done – and I'll produce a detailed report.'

Zenzie has estimated that the project, costing about £30,000, will require more than 700 hours' work. 'It will be a huge undertaking and I don't think the Trust has ever spent quite as much on a costume before,' she says. 'But this dress is unique. It's very unusual to see this level of workmanship on a theatrical costume, and it must have looked spectacular on stage.' If Terry was alive today, there's no doubt she would be delighted. Unlike many other actresses, she valued her costumes because she kept and reused them time and time again. 'I'd like to think she'd see our contribution as part of the ongoing history of the dress,' says Zenzie.

Questions 1–6

Choose the correct letter, A, B, C or D.

- 1 What do you learn about Ellen Terry in the first paragraph?
A Lady Macbeth was her first leading role.
B The Lyceum was her favourite theatre.
C She tried hard to look good on stage.
D She wanted to look young for her audience.
- 2 What is the writer's purpose in paragraph 2?
A to describe different responses to the Beetlewing dress
B to explain why the Beetlewing dress had such a big impact
C to consider the suitability of the Beetlewing dress for the play
D to compare the look of the Beetlewing dress on and off the stage
- 3 According to the writer, the main effect of the Lyceum productions was to
A expose more people to Shakespeare's plays.
B reduce the interest in other types of production.
C raise the cost of going to the theatre.
D encourage writers to produce more plays.
- 4 In the fourth paragraph, what comparison does the writer make between Sargent's portrait and the Beetlewing dress?
A The dress has attracted more attention than the painting.
B The dress is worth more money than the painting.
C The painting took longer to produce.
D The painting looks newer.
- 5 Zenzie says the Beetlewing project is particularly special because
A the dress is very old.
B people know who wore the dress.
C the dress was designed by someone famous.
D there is evidence that the dress has been used.
- 6 Which of the following is the most suitable title for the passage?
A A lesson from the past
B A challenging task
C An unusual fashion show
D An unexpected discovery

Questions 7–10

Do the following statements agree with the views of the writer in the reading passage?

Write

YES if the statement agrees with the views of the writer

NO if the statement contradicts the views of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

- 7 The National Trust conducted useful research to assist Zenzie's plans for the dress.
- 8 There will be some discussion over the changes that Zenzie's team should make to the dress.
- 9 Zenzie's estimate for the timing of the project is realistic.
- 10 Ellen Terry's attitude towards her dresses was typical of her time.

Questions 11–14

Complete each sentence with the correct ending, A–F, below.

- 11 Pictures will be used
- 12 A special machine will be used
- 13 A net material has been selected
- 14 Work will be visible on one side

- A to show how the team did the repairs on the dress.

B to reduce the time taken to repair the dress.

C to remove the dirt from the top layer of the dress.

D to demonstrate the quality of the team's work on the dress.

E to match a quality of the original fabric used in the dress.

F to help show where the dress needs repair work.

COMPLETE IELTS (6.5 – 7.5 WB) - UNIT 8 - LISTENING

Các con mở link nghe bằng máy tính nhé:

<https://tinyurl.com/44727mfk> (audio 13)

Questions 1–10

Complete the notes below.

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

Space travel: health issues

Background

Crew on board ISS conduct 1 which establish effects of space travel on their bodies.

Findings: 2 of time in space have a negative impact on human body.

Effects on cardiovascular system

On Earth: human body can regulate 3 to compensate for effects of gravity.

In space: Amount and distribution is altered.

Results:

- Cold-like 4, including headache and 'moon face'.

- Space motion sickness (affects roughly 5 of space travellers)

Effects soon wear off.

Effects on skeletal structure

Body loses calcium in zero-gravity situations:

Results:

- 6 reduced by about:
3.2% after 10 days in space.
2% per month thereafter.

- 7 become more likely.

Exercise reduces this risk and is also good for preventing loss of 8

Effects of cosmic radiation

Big problem in space – can damage human DNA.

On Earth: people protected by a 9, which prevents radiation reaching planet's surface.

6 In space: 10 of cosmic radiation can cause serious illnesses (including cancer, cataracts, brain damage).