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GLOBAL ENGLISH 9: UNIT 2 – WELL-BEING

GRAMMAR REVISION

A. REVISION

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

I. Complete the sentences with *can't have*, *must have*, or *might have* using the verbs in brackets.

0. I realized I **must have left** (leave) my phone at the restaurant.

1. He looks tired. He _____ (stay) up late last night.

2. I think I _____ (drop) my umbrella in the park while walking this morning.

3. They _____ (miss) the train because they left home so early in the morning.

4. You _____ (hear) the news by now. It has already been all over the Internet.

5. I can't believe Jim hasn't arrived yet. He _____ (take) the correct train.

II. Circle the correct word in each of the following sentences.

0. I suppose Bill **must have lost** / ~~might have lost~~ his way.

1. Paul **can't have stayed up** / **must have stayed up** late. He knows he has to be here at 9 a.m. this morning.

2. It **must have been** / **can't have been** easy to learn a new language in three months.

3. She **must have won** / **might have won** the race if she hadn't fallen over in the last 50 meters.

4. They **might have got** / **can't have got** lost. I gave them very clear directions.

5. The violinist played the piece perfectly. She **can't have practiced** / **must have practiced** a lot before the concert.

III. Complete the following sentences using the correct comparative form of the words in the box.

effective	sunny	good	tired	fluently	friendly
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0. Painkillers are much **more effective** now so they reduce pain a lot faster than in the past.

1. I speak English _____ now than last year.

2. It is almost impossible to find a parking space in the city centre, so it is _____ to travel by public transport if you need to go there.

3. I think people from the North of my country are _____ than people from the South.

4. Did you get enough sleep? You look even _____ than yesterday.
5. Tomorrow will be _____ than today.

IV. Write meaningful sentences using the comparatives and the given words. Add any words you need.

0. My sister / tall / me.

→ My sister is taller than me.

1. Sweden / cold / Spain.

→ _____.

2. You / catch / coughs and colds / frequently / if / you / do not / exercise / regularly.

→ _____.

3. Planes / can / fly / high / birds.

→ _____.

4. He / worked / hard / ever before.

→ _____.

5. If / you / be / active / you / feel / better.

→ _____.

V. Choose the correct answer.

0. Jim can run _____ than John.

A. more fast

B. faster

C. fastest

1. Weightlifters these days are lifting _____ weights than ever before.

A. more heavy

B. more heavily

C. heavier

2. She smiled _____ than before coming back to the countryside.

A. happilier

B. happier

C. more happily

3. The cake is gone! Someone _____ eaten it while we were out.

A. must have

B. might have

C. can't have

4. Nobody knows exactly why he died. But we think it _____ been an accident.

A. must have

B. can't have

C. might have

5. Sarah looked very happy. She _____ passed her driving test.

A. must have

B. can't have

C. might have

B. IELTS PRACTICE

09

Skim this text for the main ideas, then label each paragraph with ONE or more of the descriptions from the box.

cause and effect factual opinion problems reason summary

The screenshot shows a website with a blue header containing navigation links: Home, About, News, Articles, and Search. The article title is 'HOW THE YOUNGER GENERATION CONSUMES THE NEWS' in large, bold, blue letters. Below the title is the date 'Posted September 07'. The article is divided into six paragraphs, each labeled with a letter in a blue box: A, B, C, D, E, and F. Paragraph A discusses the growing concern about the younger generation's disengagement from news. Paragraph B explains that the younger generation's use of digital devices for news is not necessarily better than the older generation's use of newspapers. Paragraph C highlights the role of social media in news consumption. Paragraph D notes that while social media is used for breaking news, television remains the preferred choice for accuracy and reliability. Paragraph E mentions that motivations for following news vary by generation, with the younger generation valuing convenience and social connection, while the older generation values a sense of duty and habit. Paragraph F concludes that news is important to all generations, but the reasons and methods of access differ.

HOW THE YOUNGER GENERATION CONSUMES THE NEWS
Posted September 07

A In recent years, there has been growing concern by researchers and indeed the older generation that the younger generation are somewhat disengaged from the news, and as a result have a very narrow view of the world around them. This, however, couldn't be further from the truth, as shown by a recent study carried out by the Media Insight Project (American Press Institute & Associated Press). According to this research, 85% of youngsters say that keeping up to date with the news is important to them, and 69% receive news on a daily basis. opinion/factual

B Perhaps what some of the older generation fail to understand is that just because the younger generation does not buy a daily newspaper, it doesn't mean that they don't follow the news. Born into a digital age, or more specifically the age of the internet, the younger generation simply accesses news through the digital devices they grew up using: laptops, tablets, smartphones, etc. A recent study produced by Ofcom revealed that 60% of youngsters in the UK use the internet or apps for news, compared to just 21% of those in the older age range.

C Social media also plays an important part in consuming the news for the younger generation. It was also revealed that most youngsters actually don't seek out news from social media, but choose to follow it once they see it there. In other words, they encounter it accidentally and therefore following the news is secondary. For example, when accessing social media sites, news headlines automatically appear. These catch the user's eye and consequently the news link is clicked and followed.

D For the moment, social networks are being used selectively, however. For example, social media is used for breaking news, but is not relied on in terms of accuracy. For hard news topics, such as economics or local crime, youngsters continue to look to original sources. For accuracy and reliability, television is still the preferred choice for both generations.

E According to Alison Preston, Head of Media Literacy Research at Ofcom, motivations for following the news also vary according to the generation. In her current report on the topic, she states that, for the younger generation, news is largely about convenience and being social. For the older generation, however, motivation is greatly linked to a sense of duty and habit.

F Overall, it is fair to say that news plays an important part in all our everyday lives, regardless of generation. However, what is different amongst the generations is why and how it is accessed.

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The reading passage 'How the younger generation consumes the news' has six paragraphs A–F. Which paragraph contains the following information?

- the reasons why the younger generation seeks news _____
- the opinion that news is important to the younger generation _____
- the percentage of older adults in the UK who access the news digitally

- the idea that the younger generation largely encounters the news by chance

- the news is of great significance to both young and old people _____
- why the younger generation consumes the news through modern technology

The Boeing 787

The Boeing 787 'Dreamliner' has been described as the airliner of the future. We look at the technology that makes it different

Until now, airliner fuselages have been made of aluminium sheets. Large aircraft can have 1,500 of these sheets with between 40,000 and 50,000 metal fasteners. The 787 is the first airliner to be built with a one-piece fuselage made from a special material called 'composite'. Not only does this make the airliner quicker and easier to build, but it also makes it a lot lighter. The advantage of this weight reduction is that the 787 uses 20 percent less fuel than other airliners of a similar size, which makes it much more environmentally friendly. The reduced weight also means that the Boeing 787 can fly further than many other airliners of a similar size, carrying 210 passengers or more up to 15,200 kilometres before refuelling.

Sometimes an airliner needs to change from one type of engine to another. This is a difficult and time-consuming process. The 787 has a revolutionary engine attachment on the wing which means that the engines can be changed in a much shorter time. The case containing the engine is also different from those on other airliners. It has been designed to cut down the noise from the engine, making it less noisy for passengers in the cabin as well as for people on the ground.

In addition to a quieter cabin, passengers will also benefit from windows which are 65 percent larger than those on other airliners, giving them a much better view of the world passing by below them. The windows also have a unique facility which allows passengers or cabin crew to control the amount of light that enters them. This is thanks to a liquid in the window which reacts to an electric current. When a passenger or cabin crew member presses a button, the current causes a chemical reaction in the window which darkens the liquid.

- 1** You are going to read a passage about an airliner. Answer the question below.

Read the title and subtitle and look at the picture. What do you think the passage will be about?

- a an airliner that is not the same as other airliners
- b reasons why a new airliner has been so successful
- c the problems that a new type of airliner has been having

- 2** Read the passage carefully. Complete labels (1-7) on the diagram. Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.

1 Composite fuselage material is much than traditional aluminium sheets.

2 Composite fuselage material reduces the amount of that the airliner needs.

3 Airliner can accommodate at least

4 Engineers can fit a new engine in a than it takes on other airliners.

5 A special engine case reduces

6 The size of the windows has increased by

7 Window glass can be made darker by passing an through them.

4 Read the passage quickly and underline words 1–8. Then match them with their definitions, a–h.

- | | |
|-----------------|---|
| 1 pedestrians | a trying something in order to discover what it is like |
| 2 exhaust fumes | b the work that is done to keep something in good condition |
| 3 experimenting | c people who own or manage shops |
| 4 resistance | d when people disagree with a change, idea, etc., and refuse to accept it |
| 5 shopkeepers | e the outer area of a city, town or village |
| 6 construction | f the work of building houses, offices, bridges, etc. |
| 7 maintenance | g people who are walking and not in a vehicle |
| 8 outskirts | h strong, unpleasant and often dangerous gases from vehicles |

Pedestrians only

How traffic-free shopping streets developed

- A The concept of traffic-free shopping areas goes back a long time. During the Middle Ages, traffic-free shopping areas known as souks were built in Middle Eastern countries to allow people to shop in comfort and, more importantly, safety. As far back as 2,000 years ago, road traffic was banned from central Rome during the day to allow for the free movement of pedestrians, and was only allowed in at night when shops and markets had closed for the day. In most other cities, however, pedestrians were forced to share the streets with horses, coaches and, later, with cars and other motorised vehicles.

- B The modern, traffic-free shopping street was born in Europe in the 1960s, when both city populations and car ownership increased rapidly. Dirty exhaust fumes from cars and the risks involved in crossing the road were beginning to make shopping an unpleasant and dangerous experience. Many believed the time was right for experimenting with car-free streets, and shopping areas seemed the best place to start.
- C At first, there was resistance from shopkeepers. They believed that such a move would be bad for business. They argued that people would avoid streets if they were unable to get to them in their cars. When the first streets in Europe were closed to traffic, there were even noisy demonstrations, as many shopkeepers predicted they would lose customers.
- D However, research carried out afterwards in several European cities revealed some unexpected statistics. In Munich, Cologne and Hamburg, visitors to shopping areas increased by 50 percent. On Copenhagen's main shopping street, shopkeepers reported sales increases of 25–40 percent. Shopkeepers in Minneapolis, USA, were so impressed when they learnt this that they even offered to pay for the construction and maintenance costs of their own traffic-free streets.
- E With the arrival of the traffic-free shopping street, many shops, especially those selling things like clothes, food and smaller luxury items, prospered. Unfortunately, it wasn't good news for everyone, as shops selling furniture and larger electrical appliances actually saw their sales drop. Many of these were forced to move elsewhere, away from the city centre. Today they are a common feature on the outskirts of towns and cities, often situated in out-of-town retail zones with their own car parks and other local facilities.

- 5 Now match the headings i–vii below with paragraphs A–E in the passage on page 19. There are two headings that you do not need.

List of Headings

- i Facing local opposition
- ii Some reasons for success
- iii Winners and losers
- iv A need for change
- v An experiment that went wrong
- vi An idea from ancient history
- vii North America learns from Europe

MINI TEST

I. Replace the underlined words with the word in brackets and a suitable adjective from the box.

annoyed	exhausted	furious	successful	terrified
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1. Lisa always goes by train because she is very frightened of flying. (*really*) → _____
2. By the time we'd finished the 30-kilometer walk, we were very tired.
(*completely*) → _____
3. My dad was very angry when his car was stolen from outside our house.
(*absolutely*) → _____
4. We were very unhappy that there were no vegetarian options because our
friends don't eat meat. (*particularly*) → _____
5. My sister is a very good swimmer; she's won lots of championships.
(*highly*) → _____

II. Rewrite the following sentences. Use the *must have*, *might have* and *can't have*.

1. Maybe they left early because of the holiday traffic.
→ _____
2. I think it's impossible that he completed the entire project in one day.
→ _____
3. There's a strong likelihood that he ate all the cookies.
→ _____
4. There's a chance that he finished the race in under an hour.
→ _____
5. It's possible that they forgot to invite us to the party.
→ _____

***Lưu ý:** Với những từ con không nhớ và viết sai, con viết từ đó vào vở 2 dòng.