Tên: ……..

Lớp: S9…

Ngày giao bài: Thứ ……, ngày ……/…….

Ngày nộp bài: Thứ ……, ngày ……/…….

Week: 15 - GVNN

Từ vựng & Ngữ pháp HW: ……

Đọc HW: ……

UNITS 3-4: TOURISM & SCIENCE - GRAMMAR & VOCABULARY REVISION

A. THEORY

Con truy cập link hoặc quét mã QR để học và làm bài tập từ vựng Unit 3-4 nhé:
https://quizlet.com/user/StarLink_English/folders/s9w15-u3-4?i=6qfpv3&x=1xqt

Unit	Vocabulary	Use of English
Unit 3: Tourism	• **Holiday Vocabulary:** eco hotel, a first-aid kit, insect repellent, a campsite, hot springs, windsurfing, waterskiing, a sightseeing tour. • **Travel Multi-word Verbs:** catch up with, eat out, take time off work, end up, get off to a bad start, break down, turn out. • **Responsible Tourism:** precious resources, an international hotel chain, local economy, local produce, wildlife products, endangered species, wildlife conservation, peaceful coexistence, monitor, neglect. • **Compound Adjectives & Impact:** environmentally sensitive, family-run, open-minded, narrow-minded, locally made, tourism-based, malnourished, infrastructure. • **Art, Architecture & Landscape:** an amphitheatre, an arch, a fresco, a maze, an orchard, a vineyard, a nature reserve, landscape, hotel chains, light-blue, big-name, locally grown. • **Describing Nature – The Summer Book:** vegetation, lush, moisture, drench, slippery, a haze, glisten, opposition, lose your balance, day trip, litter, stay on.	• **Past Modals: must/might/can't have + V3** - **must have + V3**: chắc chắn là *Ví dụ: The ground is wet. It **must have** rained last night.* - **might / may / could have + V3**: có lẽ đã *Ví dụ: She **might have** forgotten her phone.* - **can't / couldn't have + V3**: chắc chắn là không thể đã *Ví dụ: He **can't have** seen us. He was abroad.* **Lưu ý:** phủ định của must have là can't have, không dùng "mustn't have". • **after/before/when/while + -ing**. - Dùng để rút gọn mệnh đề thời gian khi hai mệnh đề có cùng chủ ngữ. ***After + V-ing:** After finishing the report, she went home.* ***Before + V-ing:** Before leaving, please turn off the lights.* ***While + V-ing (đồng thời):** While waiting for the bus, I read a book.* ***When + V-ing:** When crossing the road, always look both ways.*
Unit 4: Science	• **Zoos, Evaluation & Functional Collocations:** enclosure, natural instinct, wildlife park, genetic diversity, breed animals in captivity, suffer from stress and boredom, identify with and care about wildlife, approve of, agree with, believe in, succeed in, specialise in, protect from, depend on, rely on, introduce people to, listen to, compare with, objective, biased, livestock, cattle. • **Colour Perception & Genetics:** colour-blind, colour receptor, cone, retina, wavelength of light, interpret light, trichromatic vision, tetrachromatic vision, shade of colour,	• **Participle Adjectives** - **-ed:** mô tả người cảm thấy thế nào. *Ví dụ: I was **bored** during the lecture.* - **-ing:** mô tả người/vật/sự việc gây ra cảm giác đó. *Ví dụ: The lecture was **boring**.* Các cặp hay gặp: bored/boring, interested/interesting, tired/tiring, surprised/surprising, confused/confusing, exhausted/exhausting, discouraged/discouraging. • **Compound Adjectives:** Gồm 2 từ trở lên nối bằng dấu gạch nối, thường đứng trước danh từ.

LIVEWORKSHEETS

	dark/deep + colour, light/pale + colour, DNA, gene, genetics, human genome, inherited characteristics, unique fingerprint pattern. • **Medical Science, Disease & Treatment:** epidemic, pandemic, fatal disease, plague, smallpox, cholera, tuberculosis (TB), viral disease, bacterial infection, contaminated water, good sanitation, quarantine, vaccination, vaccine, inoculation, antibiotic, provide immunity, eradicate a disease, die of. • **Environmental Science & Conservation:** extinct, habitat loss, prey, poacher, pollinator, interdependent, in captivity, in the wild, illegal wildlife trade, natural habitat, conservation programme, protect wildlife, release into the wild, breed endangered species, save a species from extinction, reduce the size of natural habitats, live and let live, belong to.	- number + singular noun *Ví dụ: a ten-minute walk, a five-year-old* - adj + noun-**ed** *Ví dụ: kind-hearted, blue-eyed* - adj/adv/noun + **V-ing** *Ví dụ: hard-working, time-consuming* - adv/noun + **V3** *Ví dụ: well-known, home-made*

B. CLASSWORK

VOCABULARY & GRAMMAR (10 questions)

I. Choose the correct answer (A, B, C or D).

1. The hot springs were completely empty and the staff were already cleaning the pools, so all the guests _____ left.
   A. must have B. can't have
   C. should have D. needn't have
2. Jack _____ the windsurfing lesson this morning because he was with us on the sightseeing tour all day.
   A. must have attended B. can't have attended
   C. can't attend D. mustn't have attended
3. Before _____ for the campsite, please make sure you have packed a first-aid kit and plenty of insect repellent.
   A. leave B. leaving
   C. to leave D. left
4. While _____ off the coast, Tom lost his balance and fell into the water, which made everyone laugh.
   A. waterski B. waterskiing
   C. to waterski D. waterskied
5. I can't find my passport anywhere. I _____ it at the eco hotel, or it might have fallen out of my bag on the coach.
   A. must leave B. might have left
   C. can't have left D. must be left

II. Rewrite each sentence so that it keeps the same meaning. Begin with the words given and use the word in bracket.

1. All of us were amazed by the tour guide's story about the old fresco. **(amazed)**
   → The tour guide's _____
2. This restaurant only sells vegetables that are grown locally in the nearby orchards. **(locally grown)**
   → This restaurant only sells _____

LIVEWORKSHEETS

3. The economy of the island is based on tourism, so it suffers badly whenever visitors stop coming. **(tourism-based)**

→ The island has _____

4. The film about the plague frightened the students so much that they could hardly sleep. **(frightened)**

→ The students _____

5. The owner of the guesthouse is always willing to accept different opinions and lifestyles, so her guests respect her a great deal. **(open-minded)**

→ The owner of the guesthouse _____

C. HOMEWORK

VOCABULARY & GRAMMAR (15 questions)

I. Con học nghĩa, phát âm và làm bài tập từ vựng trên link Quizlet ở trang 1.

II. Put the verbs in brackets into the correct form. Write ONE answer in each gap.

1. The cholera epidemic spread so quickly that the villagers **(must / drink)** _____ contaminated water for several weeks before anyone noticed.
2. Before **(introduce)** _____ the new vaccine to the public, the researchers tested it on hundreds of volunteers.
3. The tourists **(can't / see)** _____ the endangered species in the nature reserve, because the rangers say it hasn't been spotted for years.
4. While **(breed)** _____ animals in captivity, the zookeepers noticed that many of them suffered from stress and boredom.
5. The patient **(might / not / catch)** _____ the bacterial infection from the contaminated water, since everyone else who drank it stayed healthy. Doctors are now checking other possible sources.

III. Each sentence has ONE mistake. Find it and correct it.

1. Everyone felt so tiring after the long day trip through the lush vegetation that we went to bed straight after dinner.

→ _____

2. The guide's talk about wildlife conservation was so interested that nobody wanted to leave the amphitheatre.

→ _____

3. After a ten-days sightseeing tour around the vineyards and orchards, the group ended up completely exhausted.

→ _____

4. The charity sends food and medicine to the malnourishing children who live in the remote villages near the nature reserve.

→ _____

5. Local people say that the narrow-mind attitude of some owners of the international hotel chain is harming the family-run guesthouses and the tourism-based economy of the island.

→ _____

IV. Rewrite each sentence so that it keeps the same meaning. Use the word in brackets.

1. Before they went windsurfing, the group checked the weather forecast carefully. **(going)**

→ _____

2. Tourists who want to support the local economy should buy souvenirs that are made locally. **(locally made)**

→ _____

LIVEWORKSHEETS

3. The report about the illegal wildlife trade shocked the whole class. **(shocked)**

→ _____

4. It is impossible that the guide forgot the first-aid kit, because I saw him taking it out of his rucksack when we arrived at the campsite. **(can't)**

→ _____

_____

5. Perhaps the children did not receive the vaccine in time, because the clinic ran out of supplies just before the epidemic began. **(might)**

→ _____

_____

EXTRA VOCABULARY

Con học thuộc các từ dưới đây để làm bài bên dưới và chuẩn bị cho bài kiểm tra buổi sau nhé!

Con truy cập link hoặc quét mã QR để nghe và đọc lại từ vựng nhé:
https://soundcloud.com/ms-chi-english/for-s9-w15-extra-vocab

No.	Words / Phrases	Meanings	No.	Words / Phrases	Meanings
1	**reflect on** (phr)	suy ngẫm về	5	**follow in somebody's footsteps** (idiom)	nối nghiệp, theo bước ai đó
2	**turn somebody down** (phr)	từ chối ai đó	6	**enthusiasm** (n)	sự nhiệt tình, hào hứng
3	**be on course to** (phr)	đang trên đà đạt được điều gì	7	**humble** (adj)	khiêm tốn
4	**opponent** (n)	đối thủ	8	**an old head on young shoulders** (idiom)	người trẻ nhưng có suy nghĩ chín chắn, trưởng thành hơn tuổi

READING PRACTICE (10 questions)

You are going to read a newspaper article about a young professional footballer. For questions 43–52, choose from the sections (A–D). The sections may be chosen more than once. Mark your answers on the separate answer sheet.

Which paragraph...

43. states how surprised the writer was at Duncan's early difficulties? _____
44. says that Duncan sometimes seems much more mature than he really is? _____
45. describes the frustration felt by Duncan's father? _____
46. says that Duncan is on course to reach a high point in his profession? _____
47. suggests that Duncan caught up with his team-mates in terms of physical development? _____
48. explains how Duncan was a good all-round sportsperson? _____
49. gives an example of how Gavin reassured his son? _____
50. mentions Duncan's current club's low opinion of him at one time? _____
51. mentions a personal success despite a failure for the team? _____
52. explains how Duncan and his father are fulfilling a similar role? _____

LIVEWORKSHEETS

Rising Star

Margaret Garelly goes to meet Duncan Williams, who plays for Chelsea Football Club.

A

It's my first time driving to Chelsea's training ground and I turn off slightly too early at the London University playing fields. Had he accepted football's rejections in his early teenage years, it is exactly the sort of ground Duncan Williams would have found himself running around on at weekends. At his current age of 18, he would have been a bright first-year undergraduate mixing his academic studies with a bit of football, rugby and cricket, given his early talent in all these sports.

However, Duncan undoubtedly took the right path. Instead of studying, he is sitting with his father Gavin in one of the interview rooms at Chelsea's training base reflecting on Saturday's match against Manchester City. Such has been his rise to fame that it is with some disbelief that you listen to him describing how his career was nearly all over before it began.

B

Gavin, himself a fine footballer – a member of the national team in his time – and now a professional coach, sent Duncan to three professional clubs as a 14 year-old, but all three turned him down.

'I worked with him a lot when he was around 12, and it was clear he had fantastic technique and skill. But then the other boys shot up in height and he didn't. But I was still upset and surprised that no team seemed to want him, that they couldn't see what he might develop into in time. When Chelsea accepted him as a junior, it was made clear to him that this was more of a last chance than a new beginning. They told him he had a lot of hard work to do and wasn't part of their plans. Fortunately, that summer he just grew and grew, and got much stronger as well.'

C

Duncan takes up the story: 'The first half of that season I played in the youth team. I got lucky – the first-team manager came to watch us play QPR, and though we lost 3-1, I had a really good game. I moved up to the first team after that performance.'

Gavin points out that it can be beneficial to be smaller and weaker when you are developing – it forces you to learn how to keep the ball better, how to use 'quick feet' to get out of tight spaces.

'A couple of years ago, Duncan would run past an opponent as if he wasn't there but then the other guy would close in on him. I used to say to him, "Look, if you can do that now, imagine what you'll be like when you're 17, 18 and you're big and quick and they won't be able to get near you." If you're a smaller player, you have to use your brain a lot more.'

D

Not every kid gets advice from an ex-England player over dinner, nor their own private training sessions. Now Duncan is following in Gavin's footsteps. He has joined a national scheme where people like him give advice to ambitious young teenagers who are hoping to become professionals.

He is an old head on young shoulders. Yet he's also like a young kid in his enthusiasm. And fame has clearly not gone to his head; it would be hard to meet a more likeable, humble young man.

So will he get to play for the national team?

'One day I'd love to, but when that is, is for somebody else to decide.'

The way he is playing, that won't be long.

LIVEWORKSHEETS