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Class: S9

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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 chú 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<sub>ing</sub>):

+ 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<sub>3/ed</sub>):

+ 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<sub>3/ed</sub>):

+ 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.



condition. Thus, two years ago, a fundraising project was launched by Britain's National Trust<sup>1</sup> to pay for its conservation.

It turned to textile conservator Zenie Tinker to do the job. Zenie 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 Zenie'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 Zenie 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 crocheted<sup>2</sup> 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 Zenie. 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.'

Zenie 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 Zenie.

### 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 Zenie 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).