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

Grammar: .....
Writing: .....
Reading: .....
Mini Test: .....

WRITING INSTRUCTION & IELTS READING

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.	**ambitious** (a)	tham vọng	6.	**classify** (v)	phân loại
2.	**keep track of something**	theo dõi, lần theo dấu	7.	**successor** (n)	người kế nhiệm
3.	**bring about**	đem lại, đem đến	8	**in response to + noun**	phản ứng, phản hồi lại
4.	**amateur** (a/n)	nghiệp dư	9	**incentive** (n)	động cơ, sự thúc đẩy
5.	**intend to do sth**	có ý định			

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

B. REVISION

I. Tick (✓) the correct sentences. If a sentence is incorrect, rewrite it correctly.

0. Looking through the window, a plane was passing overhead.

→ ***Looking through the window, I saw a plane passing overhead.***

1. Realising that it was late, I ran all the way home.

→_____

2. Having examined me, I was given a prescription by the doctor.

→_____

3. Turning on the television, the newsreader said there had been an explosion.

→_____

4. Dropping the shopping bags on the kitchen floor, Mrs. Moorcroft sighed and sat down heavily.

→_____

5. Having practised the piano, I decided to call one of my friends.

→_____

II. Choose the correct answer.

0. We _____ the game if we'd had a few more minutes.

A. could have won *B. won* *C. had won* *D. will win*

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1. I _____ William with me if I had known you and he didn't get along with each other.
A. hadn't brought B. didn't bring C. wouldn't have brought D. won't bring
2. At nine o'clock yesterday morning we _____ for the bus.
A. wait B. is waiting C. was waiting D. were waiting
3. The lecturer last night didn't know what he was talking about, but if Dr. Mason _____, I would have listened carefully.
A. lectured B. had been lecturing C. was lecturing D. would lecture
4. If I _____ the same problems you had as a child, I might not have succeeded in life as well as you have.
A. have B. would have C. had had D. should have
5. Janet was out of breath because _____.
A. she'd been running B. she ran C. she's been running D. she's run

III. Underline the correct answer.

0. I seldom visit my relatives, so I ***usually / almost never / almost always*** *see my uncle John.*

1. I'm never late for our English class. I'm **often / usually / always** on time.
2. Jame goes to the beach only once a year. He **almost never / never / sometimes** goes to the beach.
3. I **always / sometimes / seldom** eat junk food because I know it's not very healthy.
4. **Rarely / Sometimes / Always** we go to the gym to exercise, maybe two or three days a week.
5. I almost **always / sometimes / never** watch cartoons because I hate them. News shows are much better.

C. IELTS PRACTICE

Writing Topic: Write a story using at least 140 words. Your story must begin with this sentence:

"Nicholas was looking through a dictionary from his school library when he found a photo hidden between its pages."

LIVEWORKSHEETS

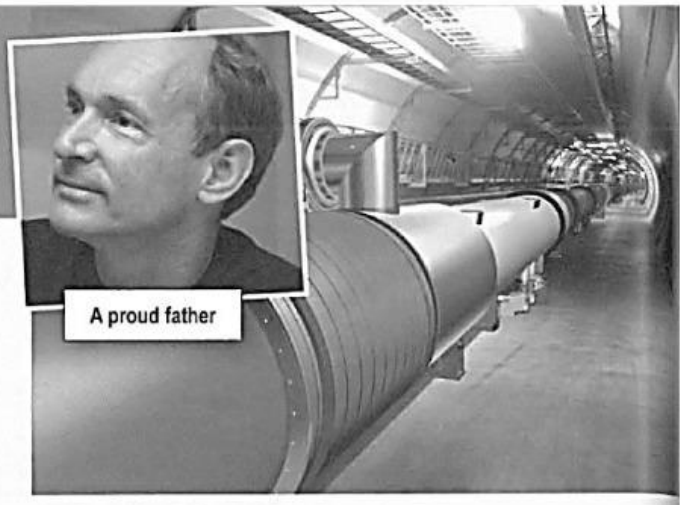
The World Wide Web from its origins

Science inspired the World Wide Web, and the Web has responded by changing science.

'Information Management: A Proposal'. That was the bland title of a document written in March 1989 by a then little-known computer scientist called Tim Berners-Lee, who was working at CERN, Europe's particle physics laboratory, near Geneva. His proposal, modestly called the World Wide Web, has achieved far more than anyone expected at the time.

In fact, the Web was invented to deal with a specific problem. In the late 1980s, CERN was planning one of the most ambitious scientific projects ever, the Large Hadron Collider*, or LHC. As the first few lines of the original proposal put it, 'Many of the discussions of the future at CERN and the LHC end with the question "Yes, but how will we ever keep track of such a large project?" This proposal provides an answer to such questions.'

The Web, as everyone now knows, has many more uses than the original idea of linking electronic documents about particle physics in laboratories around the world. But among all the changes it has brought about, from personal social networks to political campaigning, it has also transformed the business of doing science itself, as the man who invented it hoped it would.



A proud father

At first glance, the networks seemed enormous – the 300,000 Twitterers sampled had 80 friends each, on average (those on Facebook had 120), but some listed up to 1,000. Closer statistical inspection, however, revealed that the majority of the messages were directed at a few specific friends. This showed that an individual's active social network is far smaller than his 'clan'. Dr Huberman has also helped uncover several laws of web surfing, including the number of times an average person will go from web page to web page on a given site before giving up, and the details of the 'winner takes all' phenomenon, whereby a few sites on a given subject attract most of the attention, and the rest get very little.

LIVEWORKSHEETS

It allows journals to be published online and links to be made from one paper to another. It also permits professional scientists to recruit thousands of amateurs to give them a hand. One project of this type, called GalaxyZoo, used these unpaid workers to classify one million images of galaxies into various types (spiral, elliptical and irregular). This project, which was intended to help astronomers understand how galaxies evolve, was so successful that a successor has now been launched, to classify the brightest quarter of a million of them in finer detail. People working for a more modest project called Herbaria@home examine scanned images of handwritten notes about old plants stored in British museums. This will allow them to track the changes in the distribution of species in response to climate change.

Another new scientific application of the Web is to use it as an experimental laboratory. It is allowing social scientists, in particular, to do things that were previously impossible. In one project, scientists made observations about the sizes of human social networks using data from Facebook. A second investigation of these networks, produced by Bernardo Huberman of HP Labs, Hewlett-Packard's research arm in Palo Alto, California, looked at Twitter, a social networking website that allows people to post short messages to long lists of friends.

Scientists have been good at using the Web to carry out research. However, they have not been so effective at employing the latest web-based social-networking tools to open up scientific discussion and encourage more effective collaboration.

Journalists are now used to having their articles commented on by dozens of readers. Indeed, many bloggers develop and refine their essays as a result of these comments. Yet although people have tried to have scientific research reviewed in the same way, most researchers only accept reviews from a few anonymous experts. When *Nature*, one of the world's most respected scientific journals, experimented with open peer review in 2006, the results were disappointing. Only 5% of the authors it spoke to agreed to have their article posted for review on the Web – and their instinct turned out to be right, because almost half of the papers attracted no comments. Michael Nielsen, an expert on quantum computers, belongs to a new wave of scientist bloggers who want to change this. He thinks the reason for the lack of comments is that potential reviewers lack incentive.

adapted from **The Economist**

* The Large Hadron Collider (LHC) is the world's largest particle accelerator and collides particle beams. It provides information on fundamental questions of physics.

4 Now read those sections of the passage carefully to decide if the statements are true, false or not given.

Questions 1–6

Do the following statements agree with the information given in the reading passage?

Write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

1 Tim Berners-Lee was famous for his research in physics before he invented the World Wide Web.
2 The original intention of the Web was to help manage one extremely complex project.
3 Tim Berners-Lee has also been active in politics.
4 The Web has allowed professional and amateur scientists to work together.
5 The second galaxy project aims to examine more galaxies than the first.
6 Herbaria@home's work will help to reduce the effects of climate change.

Exam advice *True / False / Not Given*

- Find words in the passage that are the same as or similar to words in the statement.
- Quickly find the part of the passage that deals with each statement; you will be able to find this, even when an answer is Not Given.

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5 **Work in pairs. Look at Questions 7–10 in the next column.**

1 Read the title of the notes and find the section of the passage which deals with this.
2 Read Questions 7–10 and decide what type of information you need for each gap.
3 Read the relevant section of the passage carefully and answer Questions 7–10.

Questions 7–10

Complete the notes below.

Choose ***NO MORE THAN TWO WORDS*** *from the passage for each answer.*

Social networks and internet use

Web used by social scientists (including Dr Huberman) to investigate the 7 ..... of social networks.
Most 8 ..... intended for limited number of people – not everyone on list.
Dr Huberman has also investigated:
- 9 ..... to discover how long people will spend on a particular website;
- why a small number of sites get much more 10 ..... than others on same subject.

Exam advice *Note completion*

- Read the title of the notes and find the section of the passage which deals with the subject.
- Read the notes and decide what type of information you need for each gap.
- Be careful to copy the answer from the passage exactly.

6 **Look at Questions 11–13 below.**

1 Underline the key idea in each question and find the part of the passage which deals with it.
2 Read the passage and underline the words you need to answer the questions, then copy the answers carefully.
3 Check that your answer gives the correct information, e.g. for Question 11 your answer should be a name (*Whose writing ...* ?).

Questions 11–13

Answer the questions below.

Choose ***NO MORE THAN TWO WORDS*** *from the passage for each answer.*

11 Whose writing improves as a result of feedback received from readers?

12 What type of writing is not reviewed extensively on the Web?

13 Which publication invited authors to publish their articles on the World Wide Web?

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I. Choose the correct answer.

1. He left the room, returning after a short _____ with a message.

A. interval B. bushfire C. depletion

2. More vaccines are needed to _____ our stocks.

A. replenish B. decode C. buzz

3. She suffers from low _____ and it prevents her from pursuing her goals.

A. resilience B. adversary C. self-esteem

4. He has made some good films and he is a good _____ for the industry.

A. loan B. ambassador C. refugee

5. She didn't want to _____ with Maria, today of all days, when they had so little time left together.

A. interrupt B. quarrel C. iron

II. Use the words in brackets to complete the sentence. Use the structure HAVE SOMETHING DONE.

1. We _____ **(the house / paint)** at the moment.

2. I lost my key. I'll have to _____ **(another key / make)**.

3. When was the last time you _____ **(your hair / cut)**?

4. You look different. _____ **(you / your hair / cut)**?

5. A: What are those workmen doing in your garden?

B: Oh, we _____ **(a swimming pool / build)**.

*__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!

LIVEWORKSHEETS