Name: ……..

Class: S9

Tel: 034 200 9294

Grammar: ……..

Reading: ……

Mini Test: ……

Ngày GV giao bài: Thứ …… ngày ……/…….

Ngày HS nộp bài: Thứ …… ngày ……/…….

GLOBAL ENGLISH 9

UNIT 2 – WELL-BEING – GRAMMAR 2 & IELTS READING

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.*

A. GRAMMAR

I. Động từ khuyết thiếu + have + quá khứ phân từ

Must have + VpII	Diễn tả một việc mà người nói **rất chắc chắn đã diễn ra** (có thật) **trong quá khứ**. ***Ex:*** The grass is wet. It **must have rained** last night.
Might have + VpII	Diễn tả khi người nói **không chắc chắn** về **sự việc trong quá khứ** được nhắc đến (một lời **phỏng đoán**). ***Ex*:** She couldn't find her phone. She **might have forgotten** it at the office.
Could have + VpII	Diễn tả một việc mà người nói **đủ khả năng làm** trong **quá khứ** nhưng **thực tế đã không làm**, HOẶC một **phỏng đoán** về điều gì đó đã **diễn ra trong quá khứ**. ***Ex:*** I **could have stayed** up late to watch my favourite TV show, but I decided to go to bed early. Ann is late. She **could have overslept**.
Should have + VpII	Diễn tả một việc mà người nói đáng ra **nên làm trong quá khứ** nhưng **thực tế đã không làm**. ***Ex:*** I'm exhausted today. I **should have gone** to bed early last night.
Would have + VpII	Diễn tả một việc mà người nói **đáng lẽ đã làm trong quá khứ** nhưng **thực tế đã không làm**. ***Ex:*** I **would have gone** to the party, but I was really busy.
Can't have + VpII	Để diễn tả một sự việc mà người nói **chắc chắn không thể diễn ra** ở **quá khứ**, **thay vì sử dụng mustn't have**, ***"can't have + past participle"*** sẽ được sử dụng. ***Ex*:** She **can't have driven** there. Her car keys are still here.

II. Tính từ mạnh và từ nhấn mạnh



LIVEWORKSHEETS

B. EXTRA VOCABULARY

No.	New words	Meanings	No.	New words	Meanings
1	**apprenticeship** (n)	học nghề	4	**partnership** (n)	quan hệ đối tác
2	**emphasis** (n)	sự nhấn mạnh	5	**doctorate** (n)	tiến sĩ
3	**specialised** (adj)	chuyên môn hóa	6	**academically** (adv)	về mặt học thuật

***Note:** *n = noun: danh từ;* *adj = adjective: tính từ;* *adv = adverb: trạng từ*

***Con học thuộc nghĩa của từ, chỉnh phát âm theo từ điển và chép mỗi từ 1 dòng vào vở ghi.**

C. HOMEWORK

I. Complete the sentences with CAN'T / MUST / MIGHT / SHOULD + HAVE and the correct forms of the verbs in brackets.

*0. He **must have studied** **(study)** hard for his exams because his results were very good.*

1. My handbag has simply disappeared. Someone _____ **(take)** it!
2. The Loch Ness Monster _____ **(exist)**, but there's no proof of it.
3. He _____ **(see)** us at the supermarket. We were in London all day.
4. I _____ **(listen)** to your advice; things would be different now.
5. They _____ **(miss)** the train because they're still not here.

II. Fill in the blank with an appropriate word from the box.

starving	huge	fascinating	ridiculous	delicious	~~furious~~

*0. When Tom discovered that someone had stolen his jacket, he was absolutely **furious**.*

1. Derek invited thirty people to his birthday party so he ordered a really _____ cake.
2. He told me he didn't do his homework because his dog had eaten his book. That kind of excuse is really _____.
3. I'm so hungry that I could eat a horse! I'm absolutely _____!
4. Jane's stories about her trips to Africa are extremely _____.
5. These dumplings are really _____!

III. Choose the correct answer.

0. When we were told about the school trip to Amsterdam, we were all _____.

A. gorgeous *B. thrilled* *C. boiling*

1. I've never seen a prettier girl in my whole life. She's absolutely _____.

A. fascinating B. stunning C. hilarious

2. Your homework this week is really bad. In fact, it's absolutely _____. You must do all the exercises again.

A. boiling B. dreadful C. terrifying

3. Surprisingly, the film I watched last night with Jenny was not just funny. It was absolutely _____.

A. hilarious B. good C. exciting

4. The new reality show of this channel is worse than I thought. It is quite _____.

A. terrible B. terrifying C. terrific

5. Her divorce was surprising, but her marriage to an 80-year-old man was really _____.

A. stunning B. fascinating C. shocking

LIVEWORKSHEETS

IV. Rewrite the following sentences. Use the verb in brackets.

0. I don't think David enjoyed the party. ***(can't)***

→ ***David can't have enjoyed the party.***

1. It is possible that the train has arrived. **(might)**

→ _____ .

2. I'm sure that Ruben stole my wallet. **(must)**

→ _____ .

3. John probably got stuck in traffic. **(could)**

→ _____ .

4. Eva didn't commit the crime. She was with me. **(can't)**

→ _____ .

5. It is certain that Claire forgot the meeting. **(must)**

→ _____ .

Lưu ý:

1. Khi làm bài tập có từ mới, các con phải tra từ điển. Sau khi tra từ điển, các con chép mỗi từ mới **1 dòng** để ghi nhớ.
2. Các con gạch chân các từ khoá chính trong bài đọc.

09 **Read the text on work-based learning and answer the questions that follow.**



A There has been a trend towards creating a closer connection between education/training and the workplace. This is because many employers felt that school leavers were not prepared well enough and didn't have the skills they would need to do well at work. Having a close relationship between training and work is not new: apprenticeships were a common way of learning in the past. Young people learnt by working with an expert, but this was most common in trades such as builders or electricians. The trend now is for a closer connection between education and the workplace at all levels and in many different types of job.

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B In 1944, the UK government created a new system of education. Education was divided into three parts. Children who passed an exam at 11 went to grammar schools. Pupils who didn't do well in the exam went to 'secondary modern' schools or technical schools. At technical schools they studied work-based subjects. In practice, however, only 0.5% of pupils went to technical schools, and this system divided students at a very young age into academic and non-academic. The system did not produce good results, and changed to a more equal system in the 1970s.

C In the 1980s the British government introduced NVQs or National Vocational Qualifications so that young people could get certificates to show their practical skills. It helps employers understand what workers can do. In 1994, the government started a programme which aimed to provide 'quality training on a work-based (educational) route'. These 'modern apprenticeships' are available at three different levels.

D At the higher levels of education, too, there has been more emphasis on work-based learning, which links academic study closely to practical experience. At degree level, companies have linked with universities to create specialised qualifications, such as the BA in Distribution run between Middlesex University and Asda Supermarket. Such partnerships also exist at Masters and even doctorate level.

LIVEWORKSHEETS

E The development of technology has helped work-based learning to develop. Blended learning means part of the course can be delivered online, so people don't have to miss work to go to classes. Older or recently retired employees have been given the opportunity to develop new skills as tutors, mentors and coaches for the work-based part of these courses. This kind of work-based training was common in fields such as nursing and teaching, but has now spread to careers which were traditionally not closely linked to education.

F There are some challenges involved in work-based learning. Some lecturers might find it difficult to teach students with a lot of work experience. It may also be difficult to find teachers who can teach in different places and at different times. However, it is a positive trend as there are more ways to learn and people can study at different stages of their lives.

1 Apprenticeships

A are a new way of learning.

B were common in the past.

C only existed in the past.

D did not help people do well at work.

2 The education system introduced in 1944

A only affected 0.5% of students.

B taught only technical subjects.

C was not a great success.

D was for academically gifted students.

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3 Blended learning

A mainly benefits older or retired people.

B involves mainly face to face classes.

C is mainly for teaching and nursing.

D is convenient for working people.

4 The challenges of work-based learning include

A practical issues like when classes are held.

B students who are not very experienced.

C more types of *learning* are *acceptable*.

D older people can't use computers well.

LIVEWORKSHEETS