Name: ……..

Class: S9

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Ngày GV giao bài: Thứ ….. ngày ……/…….

Ngày HS nộp bài: Thứ ….. ngày ……/…….

Vocabulary+Grammar: ……

Reading: ……..

Mini Test: …….

GLOBAL ENGLISH 9

Unit 6: Rules and laws - Vocabulary 1 & FCE Speaking

A. VOCABULARY

I. New Vocabulary

★ **School rules**

No.	New words	Meanings	No.	New words	Meanings
1	**get into trouble** (phr)	gặp rắc rối	5	**compulsory** (adj)	bắt buộc
2	**stay behind after school** (phr)	ở lại sau giờ học	6	**anti-bullying rules/guidelines** (phr)	quy định/chỉ dẫn chống bắt nạt
3	**detention** (n)	đình chỉ học	7	**cyberbullying** (n)	bắt nạt qua không gian mạng
4	**interrupt** (v)	làm gián đoạn	8	**'zero-tolerance' policy** (phr)	chính sách không khoan nhượng

★ **Business studies**

No.	New words	Meanings	No.	New words	Meanings
1	**efficiency** (n)	hiệu quả	8	**chaos** (n)	sự hỗn loạn
2	**executive** (n)	giám đốc	9	**chaotic** (adj)	hỗn loạn
3	**productivity** (n)	năng suất	10	**pharmaceutical company** (n.phr)	công ty dược phẩm
4	**workload** (n)	khối lượng công việc	11	**employer** (n)	nhà tuyển dụng
5	**hectic** (adj)	bận rộn, hối hả	12	**employee** (n)	nhân viên
6	**pitch in** (phr.v)	chung tay, góp sức	13	**noticeboard** (n)	bảng thông báo
7	**resentment** (n)	sự phẫn uất			

★ **House rules**

No.	New words	Meanings	No.	New words	Meanings
1	**ban** (n/v)	lệnh cấm, cấm	4	**a phone-free zone** (n.phr)	khu vực không sử dụng điện thoại
2	**screen time** (n.phr)	thời gian sử dụng màn hình	5	**be charged for sth** (phr)	bị tính phí cho điều gì
3	**ask permission** (phr)	xin phép			

II. Extra Vocabulary

No.	New words	Meanings	No.	New words	Meanings
1	**stand** (v)	chịu đựng	7	**discipline** (n)	kỷ luật
2	**disposable** (adj)	có thể vứt sau khi dùng	8	**conducive** (adj)	có lợi
3	**consistency** (n)	độ đặc, chắc	9	**foster** (v)	tăng cường, thúc đẩy
4	**hard-wearing** (adj)	bền, lâu mòn	10	**drill** (n)	buổi diễn tập
5	**prohibited** (adj)	cấm	11	**interfere** (v)	gây trở ngại, cản trở
6	**imprisonment** (n)	sự bỏ tù, tống giam, nhốt	12	**suspension** (n)	sự đình chỉ, đuổi

***Note:** *n = noun: danh từ; v=verb: động từ; n.phr = noun phrase: cụm danh từ; phr = phrase: cụm từ; phr.v = phrasal verb: cụm động từ; adj = adjective: tính từ.*

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

LIVEWORKSHEETS

B. Use of English

No	Structure	Meanings	No.	Structure	Meanings
1	**unlikely to do sth**	không thể làm điều gì	3	**put up with sth**	chịu đựng điều gì
2	**have/ has great trouble doing sth**	gặp rắc rối khi làm điều gì	4	**such a good + N**	quả là một N giỏi

***Note:** *N = Noun: danh từ; sth = something: thứ gì, điều gì đó.*

B. HOMEWORK

I. Choose the word that have the SIMILAR meaning with the bold word.

*0. He decided to **pitch in** to complete the project on time.*

A. withdraw *B. contribute* *C. ignore* *D. disrupt*

1. Smoking is strictly **banned** in this area.

A. allowed B. prohibited C. ignored D. encouraged

2. The student received **detention** for breaking school rules.

A. imprisonment B. freedom C. suspension D. reward

3. The company's success depends on the **efficiency** of its workers.

A. laziness B. proficiency C. inefficiency D. difficulty

4. Please don't **interrupt** me while I'm speaking.

A. ignore B. interfere C. support D. assist

5. The office has been extremely **hectic** during the holiday season.

A. calm B. relaxed C. peaceful D. busy

II. Fill in the blank with the following words to complete the passage. Some will not be used.

noticeboard	~~compulsory~~	chaotic	cyberbullying	ask permission
ban	employee	chaos	screen time	interrupt

Schools are places where discipline and structure are emphasized to maintain a conductive learning environment. For instance, it is ***(0)*** *compulsory* for students to attend all classes unless they have valid reasons for being absent. Rules and regulations are implemented to prevent unwanted behavior; for example, a strict **(1)** _____ on bringing mobile phones to class ensures that students remain focused on their studies.

In many households, parents monitor their children's **(2)** _____ to ensure they have a healthy balance between using technology and engaging in physical or creative activities. When using certain devices or spaces, children are often required to **(3)** _____ from their parents, fostering a sense of responsibility and respect.

However, despite all the rules, schools and homes can still experience moments of **(4)** _____, especially during unexpected events like power outages or fire drills. To manage information effectively, schools rely on a(n) **(5)** _____ where announcements and updates are shared with students and staff.

LIVEWORKSHEETS

III. Rewrite the following sentences in SIMILAR meaning.

0. The teacher assigns homework every week.

→ *Homework is assigned by the teacher every week.*

1. Does the chef prepare the meals on time?

→ Are _____?

2. The teacher is preparing the homework for the children.

→ The children _____.

→ The homework _____.

3. A new hospital is being built for city A by them.

→ Are _____?

→ City A _____.

4. The manager doesn't sign the documents regularly.

→ The documents _____.

5. The company isn't repairing the computers for the employees this week.

→ The computers _____.

→ The employees _____.

IV. Complete the following sentences with the given prompt.

0. Understand / complex theories / require / lot of / patience and effort.

→ *Understanding complex theories requires a lot of patience and effort.*

1. She / avoid / discuss / sensitive topics / in public settings.

→ _____.

2. He / commit / improve / his communication skills / this year.

→ _____.

3. Take / risks / often / lead / unexpected opportunities.

→ _____.

4. I can't / imagine / live / in / city / without / access / green spaces.

→ _____.

5. Free / lunches / provide / employees / by / company.

→ _____.

LIVEWORKSHEETS

Part 3

For questions **17–24**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (**0**).

In the exam, write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

Example: 0 SUITABLE

In praise of plastic

Wherever you are, you're likely to be surrounded by objects made of some kind of plastic material. There are many types of plastic, each one **(0)** ..... for a particular use. Thin, flexible plastic is good for making objects such as bags, whereas thick, hard plastic is a **(17)** ..... material for making functional objects, and has been used to make very **(18)** ..... pieces of furniture. **SUIT** **USE** **ATTRACT**

Although plastic has a **(19)** ..... for being cheap and disposable, in the hands of a good **(20)** ..... , it can be used to make objects of great beauty. As well as offering **(21)** ..... high quality at a low price, plastic can take almost any shape, colour or consistency. **REPUTE** **DESIGN** **EXTREME**

Plastic can also be seen as an environmentally friendly **(22)** ..... of material. It can be used in place of wood and other materials that are in short supply in their **(23)** ..... state, and it is also very hard-wearing. A good plastic chair, for example, could last you a lifetime and when you no longer wanted it, then it would probably be possible to **(24)** ..... the material. **CHOOSE** **NATURE** **CYCLE**

LIVEWORKSHEETS

Part 5

You are going to read an extract from a novel. For questions **31–36**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

In the exam, mark your answers **on the separate answer sheet**.

A whole year had gone by since Tyler and I'd hung out together and I'd grown used to people reporting bad things about him. Mostly I just sighed. I'd accepted the fact that he was no longer the lad I once knew. He'd chosen the wrong kind of people to hang around with and had got into trouble. I knew these things only too well. Still, the news that he was in hospital shook me all the same. It was Beth's brother who told me.

'Wait for me outside Whitechapel station, Ashe,' Beth had said. She was late and I kept looking at my mobile to check the time.

The odd thing was that I'd been thinking about Tyler since the previous afternoon. I'd seen him while walking home from college. He'd got out of a car about ten metres in front of me. It had taken me only a second to recognise who it was and I'd darted into the doorway of a closed shop to avoid coming face to face with him.

When eventually I'd peeked out, he was standing on the pavement speaking on the phone. He had a long coat on over jeans and boots. His hair was cropped and his face was pale. He wasn't wearing his glasses and his free hand was cutting the air as if he was making points while
line 15 talking. He was looking round but his attention was on the call. Suddenly, he brought it to an abrupt end and slipped the mobile into a pocket. He walked a couple of steps and then, to my dismay, he spotted me. He smiled and headed in my direction. I kept my face towards the glass window and studied one of the posters that had been stuck there. 'Ashe!' he'd called.

'Oh, hi!'

'What are you up to?' he said, glancing at the poster on the shop window. I stumbled out some words about looking for a gig to go to. I'd no idea what my hair looked like or if I'd got a spot on my chin or if he'd noticed me earlier watching him from the shop doorway. 'Fancy a coffee?' he said.

'I've got to be somewhere,' I said, stepping out of the shop doorway and making off.

'See you, Ashe,' he'd called after me.

After about twenty metres, I looked round and saw that he was in exactly the same position, staring at me. He raised his hand in a tiny wave and I turned and went on. I didn't look back again.

I'd thought about him on and off during the previous evening. Now, while waiting for Beth, I thought about him again. I wondered what he was doing. I pictured the funny brown glasses he'd worn to read with and wondered if he still read books by George Orwell. Perhaps I should have gone for that coffee, I might not get another chance to find out what he was really up to these days.

Beth was very late. A couple of cars started hooting and there were some raised voices from a group of pedestrians who were ignoring the red man and crossing the road. I looked through the shoppers to see if I could see Beth's cheery face but there was no sign. I took my mobile out
line 37 of my pocket again and stared at the screen, but again drew a blank. I wondered what to do. I was stamping my feet with the cold. Something must have happened. Beth wouldn't just leave me standing in the freezing cold for no reason. Tyler came into my mind again. That's when I saw her brother walking towards me.

LIVEWORKSHEETS

31 In the first paragraph, Ashe is surprised to discover that Tyler

- **A** has got into trouble again.
- **B** has made unsuitable friends.
- **C** has been admitted to hospital.
- **D** has been the subject of rumours.

32 How did Ashe feel when she'd first seen Tyler the previous day?

- **A** unsure if it was him
- **B** surprised that he was driving
- **C** keen that he shouldn't see her
- **D** upset that he didn't recognise her

33 The word 'it' in line 15 refers to

- **A** a movement.
- **B** a conversation.
- **C** a way of looking.
- **D** a piece of equipment.

34 When Tyler finally noticed her, Ashe felt

- **A** relieved that he was smiling.
- **B** sure he'd been waiting for her.
- **C** offended by something he said.
- **D** concerned about her appearance.

35 After meeting Tyler the previous day, Ashe had felt

- **A** sorry that she'd been rude.
- **B** curious about his current life.
- **C** guilty about refusing his invitation.
- **D** convinced that she would see him again.

36 The phrase 'drew a blank' (line 37) suggests that

- **A** Beth had left no message.
- **B** Ashe's mobile wasn't working.
- **C** Ashe had decided to wait no longer.
- **D** Beth was just being typically unreliable.

LIVEWORKSHEETS