Name: ……..

Class: S9

Tel: 034 200 9294

Ngày GV giao bài: Thứ …… ngày ……/…….

Ngày HS nộp bài: Thứ …… ngày ……/…….

Grammar: ……

Reading: ……..

Mini Test: ……

GLOBAL ENGLISH 9

Unit 5 + 6 - Grammar Revision

A. EXTRA VOCABULARY

No.	New words	Meanings	No.	New words	Meanings
1	**unanimous** (adj)	nhất trí, đồng lòng	5	**unceremoniously** (adv)	một cách không lịch sự, thô lỗ
2	**fiddly** (adj)	khó xử lý, khó sử dụng	6	**on the edge of your seat** (idiom)	rất háo hức hoặc lo lắng khi chờ đợi điều gì xảy ra
3	**imprecision** (n)	sự thiếu chính xác	7	**margin for error** (phr)	phạm vi sai sót
4	**validate** (v)	xác nhận, hợp lệ	8	**tickled by** (phr.v)	cảm thấy thích thú

***Note:** *n = noun: danh từ; adj = adjective: tính từ; v = verb: động từ; adv = adverb: trạng từ; idiom: thành ngữ; phr = phrase: cụm từ; phr.v = phrasal verb: cụm động từ.*

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

B. HOMEWORK

I. Fill in the gaps with the correct forms of the given verbs.

When I *(0)* ***stepped*** ***(step)*** into the gallery, the artist (1) _____ **(arrange)** the final pieces for the exhibition. She (2) _____ **(chat)** with a visitor while (3) _____ **(adjust)** a painting on the wall when I (4) _____ **(introduce)** myself.

I (5) _____ **(wander)** around the room. As I (6) _____ **(admire)** one of the abstract sculptures, a child (7) _____ **(bump)** into it and nearly (8) _____ **(knock)** it over. The artist (9) _____ **(rush)** over, visibly alarmed, and (10) _____ **(scold)** the child for being careless.

II. Complete the sentences or questions using the words from the box.

~~*bushes / trim*~~	windows / clean	roof tiles / mend
plumbing / replace	security system / install	floors / polish

0. *A: The garden looks so messy lately!*

   B: You should ***have the bushes trimmed*** *to make it look neat.*

1. A: A storm blew off some of the tiles on our roof.

   B: You really ought to _____ before it rains again.

2. A: My neighbors got robbed last month.

   B: You should _____ for peace of mind.

LIVEWORKSHEETS

3. A: The sunlight isn't coming in properly.

   B: That's because we _____ yet.

4. A: There's water leaking from the bathroom ceiling!

   B: Sounds like you need to _____ immediately.

5. A: The wooden floors in this house have lost their shine.

   B: You'd better _____ before hosting the party.

III. Write the sentences with the given prompt. Use the THIRD CONDITIONAL.

0. we / not forget / umbrella / we / not get / wet

→ ***If we hadn't forgotten our umbrella, we wouldn't have gotten wet***.

1. he / not miss / bus / he / arrive / on time

   → _____.

2. I / listen / to you / I / not make / that mistake

   → _____.

3. they / not leave / window / open / rain / not damage / sofa

   → _____.

4. she / study / harder / she / pass / the test

   → _____.

5. we / take / another route / we / avoid / the traffic jam

   → _____.

IV. Complete the sentences so that they have the same meaning as the first ones.

0. "Did you enjoy the trip?" she asked me.

→ *She asked me* ***if I had enjoyed the trip***.

1. My teacher said, "Why didn't you do your homework?"

   → My teacher asked me _____.

2. "Will you come to the meeting tomorrow?" John asked her.

   → John wondered _____.

3. His mom told him, "You must clean your room before dinner."

   → His mom told him _____.

4. "Where are you going for your vacation?" she asked us.

   → She asked us _____.

5. "Please don't touch this machine," the manager said to the worker.

   → The manager told _____.

LIVEWORKSHEETS

Test 6 Reading and Use of English Part 5

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

Distance learning

Distance learning can give students the chance to work and learn at the same time.



Nineteen-year-old Jamie Henderson hasn't had what you'd call a typical student experience. Despite wanting to read for a degree in Law, Jamie decided against the usual university route and instead opted to study from home.

'With course fees now so high in this country, I was really put off by all the debt I would have when I came out of university,' he says.

Having made this decision, Jamie was able to look into alternatives – which in the end turned out to be a degree validated by a university through a distance learning provider.

'It was a massive weight off my mind and it was a perfect option for me,' Jamie says. 'It has allowed me to stay near my friends and my family and still work part-time.'

Jamie has been able to take on two part-time jobs – alongside his studies – but has also been free to undertake work experience for a law firm, which has led to a full-time job offer before he has even completed his course.

Jonathan Smith, who is studying for a BA in Business, chose to study via a distance learning course when already in full-time employment.

'I'd studied History, Politics and Economics at school but going to university wasn't even a consideration for me,' he explains. 'My friends were at home, I didn't want to be burdened with debt and I wanted to get straight into a career.'

Jonathan completed a Business and Administration Apprenticeship with the local council. While working as a medical administrator, he studied for a diploma and after 12 months had valuable workplace experience.

'I'd done so well at work that they kept me on. But after six months getting settled into my new role, I was financially stable and ready to progress my career with a degree. I didn't want to give up what I'd achieved to go to university, so distance learning was an appealing choice.'

Obviously, one of the downsides to a distance learning course is that students miss out on the experience of attending university, which means missing out on traditional lectures.

'Reading feedback and instructions from a screen isn't quite the same as talking to someone face-to-face,' Jamie says. 'It's also a lot of work to do on your own. I don't have a close circle of friends going through the same thing, so I can't really ask my peers for help and advice. However, I've found the online student forums helpful and the firm I've been working for have offered advice and guidance when I've needed it.' *line 46*

'I haven't met as many new people as I would have, had I moved away,' says Jamie. 'But I have met new people through work instead. It's just a different type of experience, which is just as rewarding and ultimately, in my opinion, makes me more employable.'

For anyone considering a distance learning course, there are several other factors to be considered; perhaps most importantly, motivation.

'Distance learning isn't an easy option,' says Dr Philip Hallam, Chief Executive Officer of a distance and online learning provider. 'It's going to be a substantial commitment, not only financially but also on your time. We need to make sure that people have really thought it through and understand why they want a degree. You will need to dig deep occasionally.'

Jonathan Smith is confident in the choices he's made regarding education, but believes more could be done to make young people aware of the choices they have.

'When I left school with good qualifications, I was shocked at how little advice was available on options other than university. Everyone is different and education should reflect that. I'm glad I took the route I did and I think it is important that more people have the opportunity to study in a way that suits them.'

LIVEWORKSHEETS

31 Why did Jamie decide to do his degree from home?

A His friends were also studying by distance learning.

B He had already been offered a full-time job.

C He wanted to avoid owing a lot of money.

D He was unable to obtain a place at university.

32 Jonathan's reason for studying from home was that

A he wanted to remain in his job.

B the job he was doing was badly paid.

C his preferred subject wasn't available at university.

D it was too late for him to apply to university.

33 In line 46, what does 'my peers' mean?

A the university staff

B students who have already graduated

C the management of the firm

D students of the same age

34 Jamie says that studying from home has enabled him to

A work with people who were also studying at the same time.

B improve his chances of finding work in the future.

C get to know more people than he would have done at university.

D concentrate on studying rather than spend time socializing.

35 Dr Hallam recommends distance learning for students who

A dislike having to work very hard.

B have little time available for study.

C cannot afford to go to university.

D know exactly what it involves.

36 In the last paragraph, Jonathan says that young people should

A be advised not to go to university.

B be made more aware of the choices they have.

C apply for work with employers like his.

D ensure they get high grades at school.

LIVEWORKSHEETS

Part 1

Answer questions **1–16** by referring to the newspaper article about clock radios on page **9**. Indicate your answers **on the separate answer sheet**.

For questions **1–16**, answer by choosing from the sections of the article (**A–E**) on page 9. Some of the choices may be required more than once.

In which section are the following mentioned?

a tester admitting that he did not trust any type of alarm clock	**1**.....
a tester later regretting having touched the controls	**2**.....
a tester approving of a model because of its conspicuous appearance	**3**.....
the testers being able to operate the model without reference to the manual	**4**.....
a tester's praise for a model despite the existence of a technical fault	**5**.....
doubts about the reliability of a model because of the design of an additional feature	**6**.....
the testers feeling positive about their success in getting the model to work	**7**.....
doubts about whether anyone would wish to follow certain instructions from the manual	**8**.....
an explanation of why companies had started to make better radios	**9**.....
the intended market for the model being apparent from its design	**10**.....
a tester realising that he had drawn the wrong conclusion about a particular feature	**11**.....
the testers agreeing on the usefulness of a particular feature	**12**.....
an additional feature which made the price seem competitive	**13**.....
uncertainty over whether the radio controls had been set in the correct sequence	**14**.....
a tester's reaction to the imprecision of the alarm	**15**.....
surprise at the commercial success of a particular model	**16**.....

LIVEWORKSHEETS

SOUND THE ALARM

Stuart Harris reports

Many of us listen to the radio when we get up in the morning and most of us also require some external means to persuade us to get out of bed. Thus we have the clock radio. But how do you pick a good one? Our panel, which consisted of myself plus the inventor Tom Granger and the broadcaster Paul Bridges, tested five currently available.

A

The 'dual alarm function' that is advertised with this model does not allow you, as I first supposed, to be woken by the buzzer, snooze a while and then finally be driven out of bed. The instruction booklet advises you to use this function to set two different wake-up times, one for work days and one for weekends, but whose life is programmed to this extent?

Since this model costs more or less the same as the second model tested, the inclusion of a cassette player is quite a bargain – you can fall asleep to your own soothing tapes and wake up to a day without news. We all thought the quality of the radio excellent, too – if only the whole thing was smaller. It's as big as a rugby ball. Paul Bridges said, 'Any clock radio I buy has to leave enough space on the bedside table for my keys, wallet, glasses and telephone. Anyway, I'm completely paranoid and always book a wake-up call in case the alarm doesn't go off.'

B

This model was voted best in the beauty stakes and overall winner. Paul Bridges declared himself 'in love with it', although the clock on the one he tested 'kept getting stuck at 16.00'. I was fascinated by the digital display, with its classy grey numbers on a gentle green background. The wide snooze bar means you can tap it on the edge with your eyes shut. Unfortunately, the smooth undulations and tactile buttons, like pebbles on the beach, encouraged me to run my fingers over them as if they were keys on a piano, which proved my undoing when I finally looked at the 80-page instruction booklet.

The clock has a self-power back-up so you don't have to reset it if someone unceremoniously pulls the plug out in order to use a hairdryer or the vacuum cleaner; this met with unanimous approval. However, we all found it a technical feat to set up – though completing the learning curve made us feel 'cool' and sophisticated.

C

Tom Granger described this model with its extra built-in lamp as 'unbelievably tacky' in the way it's made. 'You have to wrench the funny light out of its socket to get it to work, which makes me wonder about the quality of the rest of it.' He complained that he had to read the instruction booklet twice before he could get it to work; the clock kept leaping from 12.00 to 02.00 so he had to go round again.

The light was certainly hard to position; you would never be able to read by it – it only shines on the clock, which is illuminated anyway. Paul Bridges said he was 'very tickled' by the lamp idea but agreed that the radio was hard to tune. The buzzer is reminiscent of 'action stations' on a submarine and made me feel like hurling the whole thing across the bedroom. Interestingly, however, this model is the third most popular on the market.

D

Clearly aimed at young people, with its brightly coloured casing and matching bootlace strap, this one appealed to the child in Tom Granger and me. 'I would choose this one because it doesn't disappear into the background like the others,' he said. In fact, the traditional design of the controls made it the only one we managed to set up without reading the instruction booklet. Too bad the alarm is allowed a hilarious 20-minute margin for error; the manual notes, 'the alarm may sound about 10 minutes earlier or later than the pre-set time'. Paul Bridges scoffed at such a notion, adding that this model was 'terribly fiddly' and, indeed, 'completely useless'.

E

The simplest and cheapest of all the models tested, this scored points with Tom Granger because it 'seemed very standard and took up little space', but also because it has old-fashioned dial tuning. 'It's more intuitive to set up. With modern push-button tuning you're never really sure if you've pressed all the buttons in the right order so you can't have confidence that the thing will actually work.' He accepted, however, that manufacturers had been obliged to improve the quality of radios because of the advent of button-tuning. I thought the tuning rather crude, as did Paul Bridges, but we agreed that the radio quality was fine. The buzzer on this model certainly works; it succeeded in getting me out of bed in just two beeps!

❖ Extra vocabulary

No.	New words	Meanings	No.	New words	Meanings
1			5		
2			6		
3			7		
4			8		

LIVEWORKSHEETS