Name: ……..

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Ngày GV giao bài: Thứ …… ngày ……/…….

Ngày HS nộp bài: Thứ …… ngày ……/…….

Grammar: ……

Reading: ……..

Mini Test: ……

GLOBAL ENGLISH 9

Unit 7: Competition - Grammar 1 & CAE Reading

A. GRAMMAR

I. Past perfect simple *(Thì quá khứ hoàn thành)*

- **Thì quá khứ hoàn thành** được sử dụng để nói về **các hành động đã xảy ra trước một hành động hoặc tình huống khác trong quá khứ**. Ta sử dụng nó khi **nhấn mạnh vào kết quả của hành động**.

(+)	**S + had + $V_{3/ed}$.**	*Ex: She **had had** breakfast before we came.*
(–)	**S + had + not + $V_{3/ed}$.**	*Ex: Linda **had not washed** the dishes when her mother came home.*
(?)	**Had + S + $V_{3/ed}$?** **Wh-word + had + S + $V_{3/ed}$?**	*Ex: **Had** he **left** when we went to bed?* *What **had** you **done** before midnight yesterday?*

- **Thì quá khứ hoàn thành** mô tả **hành động trước đó** và **thì quá khứ đơn** mô tả **hành động sau đó**.
  Ex: When the police **arrived**, the thief **had escaped**.
- Ta **sử dụng thì quá khứ hoàn thành** khi câu có các cụm từ: **until then, by the time, before, after, as soon as, by, by the end of + time in the past, etc.**

***Note:** had = 'd; had not = hadn't

II. Past perfect continuous *(Thì quá khứ hoàn thành tiếp diễn)*

- Thì quá khứ hoàn thành tiếp diễn dùng để nói về **các hành động đã tiếp tục trong một khoảng thời gian trước một hành động hoặc tình huống khác trong quá khứ.** Ta sử dụng nó khi **nhấn mạnh vào sự kéo dài của hành động.**

(+)	**S + had + been + V_{ing}.**	*Ex: When I woke up, I saw that it **had been raining**.*
(–)	**S + had + not + been + V_{ing}.**	*Ex: My sister and I **had not been listening** to music before we found our headphones.*
(?)	**Had + S + been + V_{ing}?** **Wh-word + had + S + been + V_{ing}?**	*Ex: **Had** James **been playing** video games when we came?* *Why **had** they **been making** noise when you arrived?*

- Ta **sử dụng thì quá khứ hoàn thành tiếp diễn** khi câu có: **for, since, when, how long, until then, by the time, before, after, etc.**

***Note:** *Hai thì này có một số đặc điểm tương đồng, phải chú ý đến sự nhấn mạnh vào kết quả hoặc tính liên tục của hành động để phân biệt chúng.*

B. EXTRA VOCABULARY

No.	New words	Meanings	No.	New words	Meanings
1	**shake out** (phr.v)	rũ ra, rũ sạch	6	**unitary** (adj)	đơn nhất, thống nhất
2	**tip up** (phr.v)	lật lên, nghiêng lên	7	**classifier** (n)	việc phân loại
3	**harassed** (adj)	căng thẳng	8	**autonomous** (adj)	tự trị, tự hoạt động
4	**gabble** (v/n)	nói nhanh, lời nói khó nghe	9	**switch off** (phr.v)	tắt, mất tập trung
5	**misconception** (n)	quan niệm sai lầm			

***Note:** *n = noun: danh từ; v = verb: động 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.

C. HOMEWORK

I. Choose the correct answer for each of the following questions.

0. By the time I could talk to her, she _____ to quit her job.

A. had decided B. decided C. has decided

1. Dinosaurs _____ hundreds of millions of years ago.

A. has been living B. had lived C. lived

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2. I looked at the photo and suddenly realized that I _____ that man somewhere before.

A. had been seeing B. had seen C. saw

3. She didn't feel like another coffee as she _____ one.

A. had just had B. has just had C. had just been having

4. "We had the French exam this morning. It _____ as hard as I'd expected, though."

A. wasn't B. hadn't been C. hasn't been

5. Before the train arrived, they _____ at the station for an hour.

A. have been waiting B. were waiting C. had been waiting

II. Fill in the gaps with the correct past tense of the given verbs.

Last weekend, Emily ***(0)*** *had been planning* ***(plan)*** her birthday party for weeks, and finally, the big day arrived. She **(1)** _____ **(invite)** all her friends and family to her house. Before the party started, she **(2)** _____ **(decorate)** the living room with balloons for hours. Her mother **(3)** _____ **(prepare)** a big cake, and her father **(4)** _____ **(set up)** the outdoor lights.

By the time the first guest arrived, Emily **(5)** _____ **(finish)** all the decorations. She **(6)** _____ **(feel)** very excited because she **(7)** _____ **(not see)** some of her friends for months.

Later that evening, after everyone **(8)** _____ **(eat)**, they **(9)** _____ **(play)** games and shared funny stories. It was almost midnight when Emily realized she **(10)** _____ **(not open)** her presents yet.

III. There are 5 UNDERLINE MISTAKES in the passage. Fix them.

Yesterday was a busy day for me. By the time I got to the bus stop, the bus had already ***(0)*** *leave*, so I had to walk. While I was walking to work, I remembered that I had **(1)** forget my lunch at home. At work, I was tired because I had been **(2)** stayed up late the night before preparing for a presentation. After I had given the presentation, I realized I wasn't **(3)** prepare enough and felt embarrassed. By the end of the day, I **(4)** had wanted to go straight home, but my friend called and said she had been waiting for me for an hour because we **(5)** hadn't agreed to meet that day!

0. leave → *left* 1. _____ → _____ 2. _____ → _____

3. _____ → _____ 4. _____ → _____ 5. _____ → _____

IV. Make a sentence with the given words.

0. By / time / she / arrive / at / party, / everyone / already / leave.

→ *By the time she arrived at the party, everyone had already left.*

1. She / had / be / wait / for / over / hour / when / bus / finally / arrive.

→ _____.

2. He / finish / his homework / before / he / went out / play.

→ _____.

3. I / had / be / work / at / company / for / five years / when / I / get / promote.

→ _____.

4. ground / be / wet / because / it / had / be / rain / for / hours.

→ _____.

5. I / have / never / be to / that restaurant / before last night.

→ _____.

LIVEWORKSHEETS

D. CAMBRIDGE READING PRACTICE

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**.

Moving house

A few days later, Lyn's mother told her to spend her evening sorting out and packing her belongings. 'I'll see to your clothes,' she said. 'I want you to do your books and paints and things. I've put some cardboard boxes in your room.'

'You should've asked me,' said Lyn, following her into the bedroom and seeing the assorted boxes. 'I would've got some. There's lots outside the supermarket near school.'

'These came from the local shop. Oh it's all right, I've shaken out all the dirt,' she said as Lyn tipped up the nearest one, checking that it was empty.

line 8 'OK. I'll do it,' said Lyn. 'We're ready to move then, are we?'

'Yes, the day after tomorrow. You're going to miss the end of school term, but you won't mind that, will you?'

'You mean Friday's my last day at school?' Lyn pushed the boxes aside with her foot to clear a path to her bed so that she could sit down. 'You could've told me,' she said. 'I have got people to say goodbye to, you know.'

'I am telling you,' said her mother reasonably. 'It doesn't take two days to say goodbye, does it? You'll only get upset.'

'Why are we doing my things first?' Lyn asked. 'I haven't got much. There's all the other stuff in the house – shouldn't we start on that first?'

'Don't worry about that. Mrs Wilson's coming to help me tomorrow.'

Lyn remembered what Mandy Wilson had said all those days ago. 'My mum's coming round to help you pack.' She felt angry with herself for not having said something straightaway – it was probably too late now. But worth a try. 'I can help you,' she said. 'We can do it together.'

'You'll be at school – you want to say goodbye.'

'I'll go in at lunchtime for that. Mum, we can do it together. I don't want that Mrs Wilson touching our things.' Mandy Wilson's mother – picking things over – telling Mandy what they'd found – Mandy at school announcing importantly, 'My mother says they've got cheap plates and half of them are cracked and none of their towels match.' The image was intolerable.

Lyn's mother moved over to sit beside her on the bed. She was wearing her harassed expression. She was clearly feeling the pressure too, but managed to keep her patience. 'Nothing's ever straightforward with you, is it?' she said. 'It's been agreed for a long time and it's extremely kind of her to help. Everything's got to be wrapped up carefully so it doesn't get broken, then put in storage boxes in the right order – I don't doubt you'd do your best, but there's not room for anyone else – and she offered first.'

Lyn said no more and got on with the job she'd agreed to do. Her bedroom looked odd when she'd finished, but not as odd as the rest of the house when she got home from school next day. It was so sad. There were no curtains at the windows and no ornaments on the shelves, and in the middle of the room stood four large wooden boxes, full of objects wrapped in newspaper. But what really struck Lyn most were the rectangles of lighter-coloured paint on the wall where pictures had once hung. It was as if they had been atomised by a ray gun. Moving into the kitchen, she saw empty cupboards, their doors wide open. Somebody had done a thorough job.

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31 When Lyn is asked to pack her belongings, she

- **A** objects to putting her clothes in boxes.
- **B** is worried whether the boxes are clean.
- **C** thinks that boxes are unsuitable for the job.
- **D** is annoyed that she forgot to get better boxes.

32 When Lyn says 'I'll do it' in line 8, she is talking about

- **A** filling something.
- **B** checking something.
- **C** collecting something.
- **D** replacing something.

33 How does Lyn react to the news that the family is moving soon?

- **A** She's sad to learn that she's leaving her old home.
- **B** She wonders how her friends will take the news.
- **C** She's worried about missing her schoolwork.
- **D** She wishes she'd been told earlier.

34 Why does Lyn offer to do more of the packing?

- **A** She feels her mother needs her support.
- **B** She regrets having refused to do it before.
- **C** She distrusts the person who is coming to help.
- **D** She's concerned that some things will get damaged.

35 What reason does Lyn's mother give for not accepting Lyn's offer of help?

- **A** Other people have already said they will do it.
- **B** The job will take more than two people.
- **C** Lyn would not be capable of doing it.
- **D** Lyn would not enjoy doing it.

36 What made the greatest impression on Lyn when she came home the next day?

- **A** how sad her bedroom looked
- **B** the empty spaces where things had once been
- **C** how the things from the house had been packed
- **D** the fact that the kitchen had been completely cleared

LIVEWORKSHEETS

PAPER 1 READING (1 hour 15 minutes)

Part 1

You are going to read three extracts which are all concerned in some way with communication. For questions **1–6**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text. Mark your answers **on the separate answer sheet.**

How useful is the term 'non-verbal expression'?

The term 'non-verbal' is commonly used to describe such communicative resources as gesture, facial movement and tone of voice. The term has long been useful in challenging the misconception that words constitute the whole of communication. However, a further assumption has sometimes seemed to follow: that 'non-verbal' expression is something unitary, independent of verbal communicating, or classifiable under some single term like 'body language'. This is to drastically simplify our actual practice. As pointed out by writers on language and social interaction, gestural and vocal actions are often integrated rather than autonomous, and verbal and non-verbal communicating usually produced in a highly coordinated fashion. Proposing a concept of 'non-verbal expression' has led to an unfounded generalisation about this supposedly distinct subject: that it is the medium for expressing emotions and relations rather than conscious thought or ideas, for example. Even if this were true, the fact remains that the resources covered by the term 'non-verbal' are diverse and complex in the extreme. It can only be misleading to bunch them together as a distinctive communicative mode.

1 The writer supports the view that non-verbal expression

- **A** is more complex than verbal expression.
- **B** is a separate field of study from verbal expression.
- **C** is commonly used in conjunction with verbal expression.
- **D** is able to communicate more information than verbal expression.

2 The writer suggests that we should

- **A** recognise the differences between verbal and non-verbal expression.
- **B** be aware of the many aspects of non-verbal expression.
- **C** do further research into non-verbal expression.
- **D** accept the limitations of non-verbal expression.

LIVEWORKSHEETS

Public speaking

Last year I started work with a new company. Unfortunately, in my new role I was required to speak in public, at conferences. The thought filled me with dread, because I was sure my voice was boring. Also, I wouldn't know what to say. Anyway, when the time came I tried not to panic, and went back to first principles: I made a plan, first deciding my key message. This gave me a structure, and was the first step to dispelling my nerves.

Then I found a voice coach who taught me how to relax and breathe properly. Suddenly there was power behind my voice and I found I was in control. It was like going to a vocal gym. Instead of gabbling my sentences, I slowed down and took time to enjoy the words.

I lacked the confidence at first to speak without a script, but I learnt not to write everything down to the last word – the audience switched off when I did that. A friend gave me the tip of memorising the first few sentences, then I could make eye contact with the people I was speaking to – engage with them.

3 In this article the writer's aim is to show that

- **A** public speaking need not be anything to worry about.
- **B** there is always something new for a speaker to learn.
- **C** it is important for a speaker to have an outgoing personality.
- **D** success in public speaking depends on the quality of the speaker's memory.

4 The writer says he trained in how to speak at conferences by

- **A** studying articles written by well-known public speakers.
- **B** attending a course on how to give effective presentations.
- **C** getting help with the physical aspects of public speaking.
- **D** following colleagues' advice on ways of keeping the audience's attention.

LIVEWORKSHEETS

Iowa State University: Business and Technical Communication

Essay Assignment

This assignment asks you to write an essay suitable for publication in a professional journal or newsletter. You will identify an issue that's interesting to teachers and/or workplace professionals in business and technical communication and then pose a question you want to explore about that issue. Your essay will be an argument for a clearly stated position and should be presented in a logical, understandable, and engaging manner. Your essay should be targeted to a particular journal, which means that you need to read enough articles and essays in that journal to identify their general features.

Consider the following questions:

- What are the conventions of essays in the journal or newsletter you are targeting?
- What is the question you are addressing?
- What is the argument you are making?

Cover Memo

When you submit your essay, please include a cover sheet in which you identify the features of essay conventions that you consciously employed to make the essay appropriate for the intended journal or newsletter. This is the meta-cognitive element – you knowing not only what you've done but why you did it. Please indicate the journal or newsletter to which you plan to submit your revised essay.

5 What are students expected to do in their assignment?

A put forward an original idea about a subject
B provide support for a particular point of view on a topic
C present an argument against an existing essay or article
D offer a solution to an unresolved issue in a particular field

6 Along with their essay, students are asked to provide a note which

A indicates the reason for their choice of topic.
B identifies the background texts they have read.
C justifies their choice of intended journal or newsletter.
D specifies the essay-writing characteristics used in their assignment.

LIVEWORKSHEETS

E. WRITING
Write a letter to explain a unique tradition from your country to an international friend

- What is the tradition, and when does it usually take place?
- What are the key activities or rituals involved in this tradition?
- Why is this tradition meaningful to you and your country?

Example:

Dear Lan,

I hope this letter finds you well! Today, I want to share a beautiful tradition from Vietnam called Tet Nguyen Dan, or simply Tet, which is our Lunar New Year. It's the most important celebration in Vietnam, and it usually takes place in late January or early February, depending on the lunar calendar.

Tet is a time when families come together to welcome the new year with happiness and good fortune. The preparations start weeks in advance, with people cleaning and decorating their homes to get rid of bad luck from the previous year. We also prepare special foods like Banh Chung (a square sticky rice cake filled with pork and mung beans) and buy peach blossoms or kumquat trees to decorate our houses. On the first day of Tet, we wear traditional clothes like ao dai, visit relatives, and give each other red envelopes with money (called li xi) to wish for luck and prosperity.

This tradition is meaningful because it brings families together and helps us honor our ancestors. For me, Tet is a time of joy, where everyone reflects on the past year and sets new hopes for the future. It's also a great opportunity to share our unique culture with the world.

I'd love for you to visit Vietnam during Tet one day. I think you'll enjoy the vibrant atmosphere and the warmth of our traditions. Let me know if you have any questions about Tet—I'd be happy to share more!

Warm regards,
Nam.

* **Note:** Học sinh không được viết giống nội dung câu mẫu từ 70% trở lên.

LIVEWORKSHEETS