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Ngày GV giao bài: Thứ ngày/.....



Grammar:

Reading:

Ngày HS nộp bài: Thứ ngày/.....

GLOBAL ENGLISH 9

Mini Test:

Unit 7: Competition - Grammar 2 & CAE Reading**A. GRAMMAR****I. Past perfect active and passive (Thì quá khứ hoàn thành thể chủ động và bị động)**

	Past perfect simple active	Past perfect simple passive
(+)	S + had + V_{3/ed} + O. <i>Ex: She had had breakfast before we came.</i>	S + had + been + V_{3/ed} (+ by O). <i>Ex: English had been learned by Anna for ten years when she moved to London.</i>
(-)	S + had + not + V_{3/ed} + O. <i>Ex: Linda had not washed the dishes when her mother came home.</i>	S + had + not + been + V_{3/ed} (+ by O). <i>Ex: My teeth had not been brushed (by me) before I went to bed last night.</i>
(?)	Had + S + V_{3/ed} + O? <i>Ex: Had he left when we went to bed?</i>	Had + S + been + V_{3/ed} (+ by O)? <i>Ex: Had the problems been solved by Dorothy?</i>
	Wh-word + had + S + V_{3/ed} + O? <i>Ex: What had you done before midnight yesterday?</i>	Wh-word + had + S + been + V_{3/ed} (+ by O)? <i>Ex: Where had the money been invested (by her)?</i>

*Note: had = 'd; had not = hadn't; by O = by + đối tượng thực hiện hành động.

II. Connectives (Từ nối)

- **Từ nối** là những từ dùng để **kết nối** các câu (hoặc các mệnh đề) với nhau. Từ nối có thể là liên từ (conjunctions), giới từ (prepositions), hoặc trạng từ (adverbs).

+ Dùng để nối các vế của một câu: **and, but, so, because, when, before, after, as soon as, although, until, both ... and, not only ... but also ..., etc.**

*Ex: I visit our grandfather's house **not only** in autumn **but also** in spring.*

+ Dùng để nối các luận điểm: **however, additionally, also, as well as, in addition, moreover, further, furthermore.**

*Ex: The university is beautiful. **Furthermore**, it's in a great convenient traffic location.*

+ Chúng có thể là các chỉ dẫn trong một đoạn văn bản: **Finally, In conclusion, On the one hand, On the other hand, etc.**

*Ex: **On the one hand**, studying abroad is a good way to learn new things.*

B. EXTRA VOCABULARY

No.	New words	Meanings	No.	New words	Meanings
1	pre-historic (adj)	tiền sử	6	mucus (n)	chất nhầy
2	composition (n)	thành phần, sự sáng tác	7	jolt (v/n)	làm giật mình, gây sốc
3	clientele (n)	khách quen	8	miscontrue (v)	hiểu sai, hiểu nhầm
4	roamer (n)	kẻ lang thang, du mục	9	coinage (n)	tiền xu
5	territory (n)	lãnh thổ, khu vực			

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

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

C. HOMEWORK**I. Choose the best answer for each of the following questions.**

0. Sea levels will probably rise in the next few decades _____ of global warming.

A. as a result

B. in case

C. thanks to

1. I hope he drives carefully, _____ he may have problems on such a slippery road.

A. provided that

B. otherwise

C. although

2. I think he's asleep. _____ his eyes are closed.

A. At least

B. Although

C. However

II. Complete each sentence using past perfect forms.

0. Thousands of young people had applied (apply) for this competition.

1. It was one of the best moments of his life when 13-year-old Zak Travess found out that he _____ (give) the chance to appear on Junior Bake Off.
2. When we met, she _____ (just / award) the title of Women's World Chess Champion, the greatest honor in women's chess, for the third time.
3. Her opponent _____ (show) great determination and skill.
4. The first six games _____ (play) in Shanghai before the players flew to Vladivostok for the remaining six.
5. She _____ (never / learn) English until she went to Australia.

III. Put the following sentences into passive voice in 2 ways.

0. *The manager had assigned the team a new task.*

→ A new task had been assigned to the team by the manager.

→ *The team had been assigned a new task by the manager.*

1. The waiter had served the customers their meals.
→ _____
→ _____
2. The principal had offered the students scholarships.
→ _____
→ _____
3. The librarian had shown the visitors the rare books.
→ _____
→ _____
4. Had the company sent the employees an invitation?
→ _____
→ _____
5. The coach had given the players some advice.
→ _____
→ _____

D. CAMBRIDGE READING PRACTICE

PASSAGE 1: Fish who work for a living

Cleaner wrasses are small marine fish that feed on the parasites living on the bodies of larger fish. Each cleaner owns a 'station' on a reef where clientele come to get their mouths and teeth cleaned. Client fish come in two varieties: residents and roamers. Residents belong to species with small territories; they have no choice but to go to their local cleaner. Roamers, on the other hand, either hold large territories or travel widely, which means that they have several cleaning stations to choose from. The cleaner wrasses sometimes 'cheat'. This occurs when the fish takes a bite out of its client, feeding on healthy mucus. This makes the client jolt and swim away.

Roamers are more likely to change stations if a cleaner has ignored them for too long or cheated them. Cleaners seem to know this: if a roamer and a resident arrive at the same time, the cleaner almost always services the roamer first. Residents can be kept waiting. The only category of fish that cleaners never cheat are predators, who possess a radical counterstrategy, which is to swallow the cleaner. With predators, cleaner fish wisely adopt an unconditionally cooperative strategy.

PASSAGE 2: The Giordano painting

'I was up in town yesterday,' I tell Tony easily, turning back from my long study of the sky outside the window as if I'd simply been wondering whether the matter was worth mentioning, 'and someone I was talking to thinks he knows someone who might possibly be interested.'

Tony frowns. 'Not a dealer?' he queries suspiciously.

'No, no – a collector. Said to be keen on seventeenth-century art. Especially the paintings of Giordano. *Very* keen.'

'Money all right?' Tony asks.

'Money, as I understand it, is far from being a problem.'

So, it's all happening. The words are coming. And it's not at all a bad start, it seems to me. I'm impressed with myself. I've given him a good spoonful of jam to sweeten the tiny pill that's arriving next.

'Something of a mystery man, though, I gather,' I say solemnly. 'Keeps a low profile. Won't show his face in public.'

Tony looks at me thoughtfully. And sees right through me. All my boldness vanishes at once. I've been caught cheating my neighbours! I feel the panic rise.

'You mean he wouldn't want to come down here to look at it?'

'I don't know,' I flounder hopelessly. 'Perhaps . . . possibly . . .'

'Take it up to town,' he says decisively. 'Get your chum to show it to him.'

I'm too occupied in breathing again to be able to reply. He misconstrues my silence.

'Bit of a bore for you,' he says.

PASSAGE 3: The invention of banking

The invention of banking preceded that of coinage. Banking originated something like 4,000 years ago in Ancient Mesopotamia, in present-day Iraq, where the royal palaces and temples provided secure places for the safekeeping of grain and other commodities. Receipts came to be used for transfers not only to the original depositors but also to third parties. Eventually private houses in Mesopotamia also got involved in these banking operations, and laws regulating them were included in the code of Hammurabi, the legal code developed not long afterwards.

In Ancient Egypt too, the centralisation of harvests in state warehouses led to the development of a system of banking. Written orders for the withdrawal of separate lots of grain by owners whose crops had been deposited there for safety and convenience, or which had been compulsorily deposited to the credit of the king, soon became used as a more general method of payment of debts to other people, including tax gatherers, priests and traders. Even after the introduction of coinage, these Egyptian grain banks served to reduce the need for precious metals, which tended to be reserved for foreign purchases, particularly in connection with military activities.

I. Classwork*** General questions****1. What is the main focus of Passage 1?**

- A. The diet and habitats of cleaner wrasses.
- B. The cooperative and sometimes deceptive behavior of cleaner wrasses.
- C. The competition between resident and roamer fish for cleaning services.
- D. The relationship between cleaner wrasses and their predators.

2. What is the main focus of Passage 2?

- A. A mysterious collector's interest in seventeenth-century art.
- B. The challenges of transporting valuable paintings.
- C. Tony's skepticism about the narrator's story.
- D. The narrator's bold attempt to sell a painting.

3. What is the main focus of Passage 3?

- A. The development of coinage in ancient civilizations.
- B. How grain banks evolved into modern banking systems.
- C. The history of banking systems in Mesopotamia and Ancient Egypt.
- D. The role of state warehouses in regulating trade.

4. Passage 1: Which of the following statements about the cleaner wrasses is true?

- A. They regard 'roamer' fish as important clients.
- B. They take great care not to hurt any of their clients.
- C. They are too frightened to feed from the mouths of certain clients.
- D. They are in a strong position as they can move to find clients elsewhere.

5. Passage 2: When he brings up the subject of the Giordano painting, the narrator wants to give Tony the impression of being

- A. cautious.
- B. resigned.
- C. Mysterious.
- D. casual.

6. Passage 3: In both Mesopotamia and Egypt the banking systems

- A. Were initially limited to transactions involving depositors.
- B. Were created to provide income for the king.
- C. Required a large staff to administer them.
- D. Grew out of the provision of storage facilities for food.

II. Homework**7. Passage 1: What happens when cleaner wrasses "cheat" their clients?**

- A. The client fish swims away immediately.
- B. The cleaner fish loses its station.
- C. The client fish jolts and swims away.
- D. The cleaner fish avoids predators.

8. Passage 1: The writer uses business terms in the text to

- A. illustrate how fish negotiate rewards.
- B. show how bigger fish can dominate smaller ones.
- C. exemplify cooperation in the animal world.
- D. describe the way fish take over a rival's territory.

9. Passage 2: What is the narrator referring to when he uses the expression 'tiny pill' in line 10?

- A. His shortage of precise details about the collector.
- B. His lack of certainty about the value of the painting.
- C. His concerns about the collector's interest in the painting.
- D. His doubts about the collector's ability to pay for the painting.

10. Passage 2: Why does Tony suggest taking the item to town?

- A. Because the collector refuses to come down to see it.
- B. Because Tony thinks it will be easier to sell in town.
- C. Because the narrator is too occupied to handle it.
- D. Because the collector prefers a public meeting.

11. Passage 3: What purpose did Egyptian grain banks serve even after the introduction of coinage?

- A. To replace coinage as a method of payment for debts.
- B. To reduce the reliance on precious metals for foreign purchases.
- C. To centralize the storage of harvested crops.
- D. To eliminate the need for written withdrawal orders.

12. Passage 3: What does the writer suggest about banking?

- A. It can take place without the existence of coins.
- B. It is likely to begin when people are in debt.
- C. It normally requires precious metals.
- D. It was started to provide the state with an income.