Name: ……..

Class: S7

Ngày GV giao bài: Thứ ……, ngày ……/…….

Ngày HS nộp bài: Thứ ……, ngày ……/…….

Grammar: ……

Reading: ……...

Mini Test: …….

GLOBAL ENGLISH 7

UNIT 9 – THE DIGITAL WORLD – GRAMMAR 1 & FCE 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

1. Statements in reported speech (Câu trần thuật trong lời nói gián tiếp)

S + said / said to sb / told sb (that) + S + V (lùi thì) + O.

Ex: **Yesterday**, **Tom said**, "**I** never **eat** meat." → **The day before**, **Tom said** (that) **he** never **ate** meat.

***Câu trần thuật** được **tường thuật** bằng cách sử dụng **động từ giới thiệu** "**say**", hoặc "**tell**".

- Cần **áp dụng quy tắc lùi thì** đối với động từ:

Lời nói trực tiếp	Lời nói gián tiếp
Simple present (thì hiện tại đơn)	Simple past (thì quá khứ đơn)
Present continuous (thì hiện tại tiếp diễn)	Past continuous (thì quá khứ tiếp diễn)
Present perfect (thì hiện tại hoàn thành)	Past perfect (thì quá khứ hoàn thành)
Present perfect continuous (thì hiện tại hoàn thành tiếp diễn)	Past perfect continuous (thì quá khứ hoàn thành tiếp diễn)
Simple past (thì quá khứ đơn)	Past perfect (thì quá khứ hoàn thành)
Past continuous (thì quá khứ tiếp diễn)	Past perfect continuous (thì quá khứ hoàn thành tiếp diễn)
Past perfect (thì quá khứ hoàn thành)	Past perfect (thì quá khứ hoàn thành)
Future simple (thì tương lai đơn)	Future in the past (thì tương lai trong quá khứ)
Modal verbs (can, may, must)	Modal verbs in the past (could, might, must/ had to)

- Cần đổi **các đại từ nhân xưng, đại từ** hoặc **tính từ sở hữu** sao cho **tương ứng với chủ ngữ** hoặc **tân ngữ** của **mệnh đề chính**.

- Cần đổi **các trạng từ chỉ nơi chốn** và **thời gian**:

Lời nói trực tiếp	Lời nói gián tiếp	Lời nói trực tiếp	Lời nói gián tiếp
this/these	that/those	yesterday	the day before; the previous day
here	there	ago	before
that, those	không đổi	next week/ month/ year	the next/ following week/ month/ year; the week/ month/ year after
now	then	last week/ month/ year	the previous week/ month/ year; the week/ month/ year before
right now	immediately	the day before yesterday	2 days before
today	that day	the day after tomorrow	2 days after; in 2 days' time/ 2 days later
tonight	that night	tomorrow	the day after; the next/ following day

2. Questions in reported speech (Câu hỏi trong lời nói gián tiếp)

- **Câu hỏi Yes/ No:**

S + asked (+ O) / inquired / wondered / wanted to know + if / whether + S + V (lùi thì).

Ex: **He said**, "**Do you know** Bill?" → **He asked** (me) **if/ whether I knew** Bill.

- **Câu hỏi có từ để hỏi (Wh- Questions):**

S + asked (+ O) / wanted to know / inquired / wondered + Wh-words + S + V (lùi thì).

Ex: **He said**, "What time **does the film begin**?" → **He wanted to know** what time **the film began**.

LIVEWORKSHEETS

3. Requests in reported speech (Câu mệnh lệnh/ đề nghị trong lời nói gián tiếp)

S + asked / told / warned + O + (not) + to-infinitive.

Ex: "**Stay** in bed for a few days.", **the doctor said to me**. → **The doctor asked/ told me to stay** in bed for a few days.

B. EXTRA VOCABULARY

No.	New words	Meanings	No.	New words	Meanings
1	**imposing** (adj)	hùng vĩ, ấn tượng	4	**novice** (n)	người mới, người chưa có kinh nghiệm
2	**descend** (v)	đi xuống	5	**plunge into** (phr.v)	lao vào, nhảy vào
3	**straightforward** (adj)	đơn giản, dễ hiểu	6	**cramped** (adj)	bị chuột rút

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

C. CLASSWORK

Lưu ý:

CAMBRIDGE READING PRACTICE

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.

Open water swimming

Reporter Joanna Ruck recently attempted her first long-distance swim in a large lake.

I had only swum in open water a few times, and always in calm reservoirs or gentle lakes, so I wasn't quite prepared for how imposing and rough Lake Windermere, in the north of England, appeared on a cold grey day. But I, along with 10,000 others, was about to brave the lake to complete the challenge of the Great North Swim.

I'd arrived on a train packed with people descending on Windermere, and the hotel was buzzing with talk about what distances they were doing, and everyone was swapping techniques and advice. I headed to the lake just as the 5 km race was finishing, the longest distance over the weekend. A swimmer who had just completed this race told me the water felt colder than the 15.6°C it had been measured at, and that the water was a bit rough. But if 10,000 other people weren't put off, I wouldn't be either.

My training had involved a few sessions in a local reservoir, but had mainly been in a pool where seeing where you're going is fairly straightforward. It's very different in rough water. My new wetsuit had only
line 12 arrived two days before the swim so I'd popped to my local open-air swimming pool to give it a quick try out. I'd managed to do the mile (1.61 km) there in 29 ½ minutes – but how would I fare in open water?

Most of the people taking part were doing a one-mile race. 26 races were planned over the whole weekend. There seemed to be a mix of open-water enthusiasts alongside complete novices – which, according to the organisers, is precisely the aim of the swims, to get as many people as possible completing their own challenge. The oldest woman competing was 77, taking part in the two-mile race alongside a man who last year had swum in every one-mile race.

I had opted for the third one-mile race of the day. This gave me time to watch the impressive performance from the elites, who have their own races before everyone else gets going, and the start of the masses. A former Olympic swimmer emerged from his mile event, completing it in 22 minutes 29 seconds, and I asked his advice for my race. He told me: 'You'll be fine, it's all about focusing on where you're going and
line 23 staying calm.' Easy for him to say.

There were just over 200 people in my race. We were all taken through an acclimatisation area, a children's paddling pool-sized part of the lake where we plunged in to feel how cold the water was. 'Not too bad' was the verdict! We took off with a flurry of splashes and headed out towards the middle of the lake. We'd been warned that the first 100 m would be really rough, but that it would feel much calmer after that. Somewhere near the 750 m mark I was still waiting for the calm; it felt more like swimming in the sea than a lake. I felt battered by the water. I tried to focus on my breathing and technique, and just keep going. Then, as I approached the 400 m-to-go mark my lower right leg cramped painfully. I recalled overhearing people in the hotel the night before talking about how they keep swimming through cramp, so I tried.

It didn't work, so now instead of just my lower calf cramping the entire leg went into spasm. I didn't want to stop, so flexed my foot and just kicked with the left leg: fine until a friendly steward in a kayak pointed out that I'd drifted off course. However, I could now see the finishing post so just concentrated on getting there – still one-legged. My finishing time was 38 minutes 23 seconds but that didn't seem to matter – the atmosphere was fantastic and everyone felt a sense of achievement, whatever their time. I'm hooked, and want to give it another go. I've already signed up for my next open-water swim.

LIVEWORKSHEETS

Read the text above and choose the best answer (A, B, C, or D) for each question.

Note: For General Questions, read the whole text.

- Detailed Questions:

1. In the second paragraph, how did the writer feel?

A. disappointed by the difficult weather conditions
B. concerned by the other swimmers in the event
C. determined to be as tough as the people around her
D. relieved to have missed the most challenging event

2. What does 'it' refer to in line 12?

A. trying to swim so far
B. swimming in rough water
C. her new wetsuit
D. the open-air pool

- General Questions:

3. What is the writer's main purpose in this article?

A. to explain the rules of an open-water swimming competition
B. to share her personal experience of taking part in a race
C. to persuade others to try open-water swimming
D. to compare swimming in a pool with swimming in a lake

4. What challenge did the writer face during the swim?

A. She struggled with cold water and muscle cramps.
B. She got lost and had to be rescued.
C. She had difficulty following the race instructions.
D. She was unable to finish the race.

D. HOMEWORK

CAMBRIDGE READING PRACTICE

Read the text above and choose the best answer (A, B, C, or D) for each question.

1. You hear the writer talking about her feelings before the race. How did she feel?

A. nervous but motivated by the other swimmers
B. relieved that she didn't have to swim the longest race
C. worried about the cold water conditions
D. confident that she would finish among the top competitors

2. In line 12, what does 'it' refer to?

A. the race itself
B. the swimming pool where she trained
C. her wetsuit
D. the water temperature

3. Why does the writer mention the two people in the fourth paragraph?

A. to demonstrate how diverse the participants are
B. to show that most swimmers are very inexperienced
C. to explain the problems faced by those running the event
D. to justify her presence amongst the better swimmers

4. What is meant by 'Easy for him to say' in line 23?

A. He could have given her more useful tips.
B. He did not understand what it was like to be her.
C. He should have listened to her more carefully.
D. He was not even out of breath after his efforts.

5. What does the writer say about the swim in the sixth paragraph?

A. It would have been easier if she had taken other people's advice.
B. It was an effective way to prepare for more demanding swims.
C. It required less concentration after she had relaxed a little.
D. It turned out to be harder than she had been led to believe.

6. What does the writer express in the final paragraph?

A. her surprise at having managed to finish
B. her eagerness to repeat the experience
C. her pride at having swum so quickly
D. her confidence in her own ability

LIVEWORKSHEETS

PART 3 Questions 11-15

For each question, choose the correct answer.

This is how it all started

by Joanna Summers



I guess you could say that acting is in my blood as my mother and my father are both actors, my grandfather was a theatre musician and my grandmother was a singer and dancer. I suppose it seemed normal for me to perform for family and friends and I certainly wasn't shy while growing up. I actually used to enjoy the attention and I still have many enjoyable memories of the whole family singing and dancing together.

That's why it came as no surprise that I started going to Drama school from the young age of six. I attended classes there every Saturday for almost 10 years. We were taught how to sing and dance, as well as act, so I was quite good by my teens.

Once I'd left school, I went to drama school in London full-time to do a degree. I must say that at that time, and for a period of about six months, I needed a break. I had spent my whole childhood acting and it felt like I had missed out on so much. So I started partying with friends, danced the nights away and slept late most mornings. It was only when my personal tutor told me that I was on my final warning that I realised it was time to stop. Partying was great but I was about to lose everything I had worked so hard for all these years.

After the shock of that realisation, I got my act together very quickly, went back to classes and workshops and soon after, I ended up graduating with a first. I had always been confident about my acting skills but it was then that I felt truly ready to get myself out there professionally. A few months later, The Royal Shakespeare Company gave me my first real role and I acted alongside some great names in the world of the stage. Now, of course, I'm better known for my Hollywood roles and people will probably be amazed to hear that I started my acting career as a Shakespearean actor. But it's true; this is how it all started.

11. What does Joanna say about her childhood?

- **A.** Her parents made her become an actor.
- **B.** She grew up among entertainers.
- **C.** She did not want to perform for her family.
- **D.** She was too young to enjoy drama school.

12. When Joanna finished school,

- **A.** she had a break of about six months before going to drama school.
- **B.** she had to work full-time in order to pay for drama school.
- **C.** she realised she was under a lot of pressure and needed to relax.
- **D.** she had doubts as to whether she wanted to spend her adulthood acting.

13. What happened when Joanna was a full-time drama student?

- **A.** She was nearly told to leave the course.
- **B.** She had an argument with her personal tutor.
- **C.** She concentrated on developing as a serious dancer.
- **D.** She worked as a dancer in the evenings.

14. What does Joanna say about working as a Shakespearean actor?

- **A.** She found it boring after a while.
- **B.** It is what she is mostly known for.
- **C.** It was something she had to do to get into Hollywood.
- **D.** It gave her the chance to work with famous actors.

15. Which of the following is the best description of Joanna?

- **A.** The young actress who is developing a career.
- **B.** The actress who has followed in her parents' footsteps and went from Shakespeare to Hollywood.
- **C.** The actress who struggled through drama school and became a Hollywood director.
- **D.** The actress whose wild life is affecting her career but who is now trying to get serious.

LIVEWORKSHEETS

GRAMMAR

I. Choose the best option (A, B, C, or D) to transform the sentence into reported speech correctly.

0. "You must submit the assignment by Friday," the teacher told us.

A. The teacher said us must submit the assignment by Friday.

(B.) The teacher told us that we had to submit the assignment by Friday.

C. The teacher told us that we must submitted the assignment by Friday.

D. The teacher said that we have to submit the assignment by Friday.

1. "Where have you been?" she asked me.
   A. She asked me where had I been.
   B. She asked me where I had been.
   C. She asked me where I have been.
   D. She asked me where was I.
2. "Don't touch that button!" the engineer warned us.
   A. The engineer warned us not to touch that button.
   B. The engineer told us don't touch that button.
   C. The engineer warned us to not touch that button.
   D. The engineer said not to touch that button.
3. "I didn't see anyone at the park yesterday," Mark said.
   A. Mark said that he doesn't see anyone at the park the day before.
   B. Mark said that he hadn't seen anyone at the park yesterday.
   C. Mark said that he hadn't seen anyone at the park the day before.
   D. Mark said that he wasn't seeing anyone at the park the day before.

II. Complete each sentence below by transforming the direct request/command into REPORTED SPEECH. Use the sentences provided in the box and make necessary changes.

Will you marry me?	**Do you think you could give me a hand, Tom?**
Don't touch the electric wires!	**Please slow down!**
~~Hurry up!~~	**Can you open your bag?**

*0. Bill was taking a long time to get ready, so I told **him to hurry up**.*

1. Sarah was driving too fast, so I asked _____ .
2. John was very much in love with Mary, so he asked _____ .
3. The guard walked towards the children and warned _____ .
4. I couldn't move the piano alone, so I asked _____ .
5. The customs officer looked at me suspiciously and asked _____ .

III. Complete the sentences by changing the direct speech into reported speech.

0. "I can't come to the party tonight," Anna said.

*→ Anna said that **she couldn't come to the party that night**.*

1. "Why did you leave so early yesterday?" he asked me.

→ He asked me _____ .

2. "I'll call you when I arrive," Mark told Sarah.

→ Mark told Sarah that _____ .

3. "How long have you been living here?" Lisa asked me.

→ Lisa asked me _____ .

4. "Don't forget to submit the report before Friday," the manager reminded us.

→ The manager reminded _____ .

5. "You shouldn't eat too much fast food," the doctor advised me.

→ The doctor advised me _____ .

LIVEWORKSHEETS