Name: ……..

Class: S9…

Điểm: …….

Lưu ý

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.

CLASSWORK

READING PASSAGE 1

You should spend about 20 minutes on Questions 1-10, which are based on Reading Passage 1 below.

Stonehenge

Archaeologists think that Stonehenge, one of England's most famous ancient sites, was built in different stages, starting over 5,000 years ago. At first, people from the Neolithic period used simple tools, possibly made from deer antlers, to dig a large circular ditch and bank, called a henge. Some deep holes from that time found inside the circle might have once held a ring of timber posts, according to some researchers.

One old theory suggests that the builders of Stonehenge used sledges and rollers made from tree trunks to move the bluestones from the Preseli Hills. More recent theories suggest that the builders might have carried the bluestones using large wicker baskets on top of wooden planks and ball bearings, pulled by oxen.

As early as the 1970s, geologists have been adding their voices to the debate over how Stonehenge came into being. Challenging the classic image of industrious builders pushing, carting, rolling or hauling giant stones from faraway Wales, some scientists have suggested that it was glaciers, not humans, that carried the bluestones to Salisbury Plain.

The third stage of building Stonehenge happened around 2000 BCE. At this time, large sandstone stones, called 'sarsens', were arranged into an outer circle or ring. Some of them were put together to form the famous three-piece structures called trilithons, which stand tall in the center of Stonehenge. About 50 of these stones can still be seen at the site today, but there may have been many more originally. Radiocarbon dating shows that work at Stonehenge continued until about 1600 BCE, with the bluestones being moved several times.

But who were the builders of Stonehenge? In the 17th century, archaeologist John Aubrey made the claim that Stonehenge was the work of druids, who had important religious, judicial and political roles in Celtic society. However, in the mid-20th century, radiocarbon dating demonstrated that Stonehenge stood more than 1,000 years before the Celts inhabited the region.

If the facts surrounding the architects and construction of Stonehenge remain shadowy at best, the purpose of the striking monument is even more of a mystery. While there is consensus among the majority of modern scholars that Stonehenge once served the function of a burial site, they have yet to determine what other purposes it had.

In the 1960s, the astronomer Gerald Hawkins suggested that the cluster of megalithic stones operated as a form of calendar, with different points corresponding to astrological phenomena such as solstices, equinoxes and eclipses occurring at different times of the year.

LIVEWORKSHEETS

Detailed questions:

Stonehenge

Construction

Stage 1:

- The ditch and henge were dug, possibly using tools made from **1** _____
- **2** _____ may have been arranged in deep pits inside the circle

Stage 2:

- Bluestones from the Preseli Hills were placed in standing position
- Theories about the transportation of the bluestones:
    - Archaeological:
        - Builders used **3** _____ to make sledges and rollers
        - **4** _____ pulled them on giant baskets
    - Geological:
        - They were brought from Wales by **5** _____

Stage 3:

- Sandstone slabs were arranged into an outer crescent or ring

Builders

- A theory arose in the 17th century that its builders were Celtic **6** _____

Purpose

- Many experts agree it has been used as a **7** _____ site
- In the 1960s, it was suggested that it worked as a kind of **8** _____

General questions:

9. What is the main theory about the construction of Stonehenge?

A. It was built by druids as a religious monument.

B. It was constructed in stages over a long period by different groups of people.

C. It was created by glaciers that transported the stones.

D. It was a military site for ancient warriors.

10. What is one suggested purpose of Stonehenge according to modern scholars?

A. It was used for religious ceremonies by the Celts.

B. It served as a burial site and possibly had astronomical functions.

C. It was a place for political debates and judicial decisions.

D. It was a fort built for defense purposes.

LIVEWORKSHEETS

Name: ……..

Class: S9…

Ngày giao bài: Thứ……., ngày…./….

Ngày nộp bài: Thứ……., ngày…./….

Grammar: …….

Reading: …….

Mini Test: …….

GLOBAL ENGLISH 9

END OF TERM REVISION

A. EXTRA VOCABULARY

No.	Words	Meanings	No.	Words	Meanings
1	**sustainability** (n)	tính bền vững	4	**disintegrate** (v)	phân hủy, tan rã
2	**inactivate** (v)	làm ngừng hoạt động	5	**space debris** (n.phr)	mảnh vỡ không gian
3	**pressurize** (v)	gây áp lực	6	**steward** (n)	quản gia

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

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

B. HOMEWORK

GRAMMAR

I. Choose the correct answers.

0. While I _____ the book, my brother _____ TV.

A. was reading / was watching *B. read / watched*

C. was reading / watched *D. read / was watching*

1. The woman _____ is sitting next to me is my teacher.

A. whom B. who C. which D. where

2. He said that he _____ her before.

A. haven't seen B. didn't see C. hadn't seen D. hasn't seen

3. I told her that I _____ to the market after lunch.

A. went B. was going C. were going D. am going

4. She tried to _____ after hearing the bad news, but it was difficult.

A. calm down B. turn off C. take up D. make up

5. The restaurant _____ we had dinner last night was amazing.

A. which B. where C. who D. when

II. Find and correct the mistakes.

0. While I was reading the book, my brother were watching TV.

⇨ *were* → *was*

1. He asked if I had seen her before, but I didn't.

⇨ _____ → _____

2. If I had known about the party, I would have attend it yesterday.

⇨ _____ → _____

LIVEWORKSHEETS

3. He told me that he was studying English for two years before moving to the US.

⇨ _____ → _____

4. The man where we met yesterday is a famous actor.

⇨ _____ → _____

5. If they would have arrived earlier, they wouldn't have missed the beginning of the movie.

⇨ _____ → _____

III. Combine the sentences, using a relative clause with the correct relative pronoun.

0. David is my brother. He lives in New York.

⇨ *David, who lives in New York, is my brother.*

1. I visited a city last summer. It is known for its rich cultural heritage.

⇨ I visited a city last summer _____ .

2. The program offers various resources. They are intended for new students.

⇨ The program offers various resources _____ .

3. The student was awarded a scholarship. His research paper was considered groundbreaking.

⇨ The student _____ .

4. The hotel was very comfortable. We stayed there during our vacation.

⇨ The hotel _____ .

5. The decision was controversial. It was made without consulting the team.

⇨ The decision _____ .

IV. Fill in the blanks with a suitable phrase from the box.

~~put up with~~	broke down	take over	catch up with	set up	look after

0. I don't know how she can put up with such a difficult situation at work.

1. The car suddenly _____ on the highway, and we had to call a mechanic.

2. They decided to _____ a new office in the city center to accommodate the growing team.

3. I'm so happy I finally had a chance to _____ my old friend from high school!

4. After Mr. Lee retired, his son decided to _____the family business.

5. I'll have to _____ the kids while you're out.

V. Underline the correct answers.

0. The city **(which / where)** I grew up is very different from where I live now.

1. The day **(which / when)** the new project starts is next Monday.

2. The man **(whose / who)** car broke down on the highway is my neighbor.

3. He is taking an intensive course **(where / which)** focuses on business management.

LIVEWORKSHEETS

Lưu ý:

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CAMBRIDGE READING PRACTICE

Part 2

For questions **9–16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning **(0)**.

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

Example: 0 O F

Choosing the best shades

Most of us buy a new pair **(0)** ..... fashionable sunglasses each year. To be honest, we probably **(9)** ..... more thought into looking cool than we do into ensuring that the glasses match our needs.

It seems an obvious thing to say, **(10)** ..... the main role of sunglasses isn't actually to enhance your image. It is rather to protect your eyes from the potentially harmful rays of the sun. What's **(11)** ..... , price isn't necessarily the best guide **(12)** ..... the effectiveness of sunglasses. Indeed, expensive designer glasses may not provide the best defence against sun damage. **(13)** ..... you may still want to choose a pair of sunglasses that look good on you, it's also crucial to check out just how effective they will be in protecting your eyes.

There are three types of light **(14)** ..... can harm the human eye. They are known **(15)** ..... ultra-violet light, visible light and infra-red light. If you **(16)** ..... the choice of sunglasses seriously, then you will want to protect yourself against all three.

LIVEWORKSHEETS

PASSAGE 3

Even as our ability to monitor space objects increases, so too does the total number of items in orbit. That means companies, governments and other players in space are collaborating in new ways to avoid a shared threat. International groups such as the Inter-Agency Space Debris Coordination Committee have developed guidelines on space sustainability. Those include inactivating satellites at the end of their useful life by venting pressurised materials or leftover fuel that might lead to explosions. The intergovernmental groups also advise lowering satellites deep enough into the atmosphere that they will burn up or disintegrate within 25 years. But so far, only about half of all missions have abided by this 25-year goal, says Holger Krag, head of the European Space Agency's space-debris office in Darmstadt, Germany. Operators of the planned large constellations of satellites say they will be responsible stewards in their enterprises in space, but Krag worries that problems could increase, despite their best intentions. 'What happens to those that fail or go bankrupt?' he asks. 'They are probably not going to spend money to remove their satellites from space.'

Questions 32–35

Complete the summary below.

*Choose **ONE WORD ONLY** from the passage for each answer.*

Write your answers in boxes 32–35 on your answer sheet.

The Inter-Agency Space Debris Coordination Committee

The committee gives advice on how the **32** ..... of space can be achieved. The committee advises that when satellites are no longer active, any unused **33** ..... or pressurised material that could cause **34** ..... should be removed.

Although operators of large satellite constellations accept that they have obligations as stewards of space, Holger Krag points out that the operators that become **35** ..... are unlikely to prioritise removing their satellites from space.

LIVEWORKSHEETS