

Name:

Grammar:.....

Class: S6....

Reading:

Ngày giao bài: Thứ, ngày/.....



Mini Test:

Ngày nộp bài: Thứ, ngày/.....

Final test Correction & PET Reading Practice

❖ **Lưu ý:** 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.

A. EXTRA VOCABULARY

No.	Word	Meaning	No.	Word	Meaning
1	influence (v)	gây ảnh hưởng	4	agricultural (adj)	thuộc về nông nghiệp
2	run out (phr.v)	cạn kiệt, hết	5	in charge of (prep.phr)	phụ trách
3	be involved in (v.phr)	tham gia vào	6	wasted (adj)	bị lãng phí/mệt lả

❖ **Note :** v = verb: động từ, v.phr = verb phrase: cụm động từ; phr.v = phrasal verb: cụm động từ đặc biệt;
adj = adjective: tính từ; prep.phr = prepositional phrase: cụm giới từ.

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

B. CLASSWORK – CAMBRIDGE READING PRACTICE

PART 3: Question 11 – 20

Look at the sentences below about fish farming in Tobago.

Read the text below to decide if each sentence is correct or incorrect.

If it is right, circle A. If it is wrong, circle B.

- | | | |
|--|---|---|
| 11. Some of the fish caught by local fishermen is sold. | A | B |
| 12. Local fishermen avoid catching young fish. | A | B |
| 13. The school programme aims to encourage more local people to eat fish. | A | B |
| 14. Mr Peters runs a holiday company as well as working as a teacher. | A | B |
| 15. The children are learning about a fish which lives in fresh water. | A | B |
| 16. Aimswell sells the fish they produce at school. | A | B |
| 17. The students are trying out different kinds of food for their fish. | A | B |
| 18. Mr Peters would like the school project to influence people all over Tobago. | A | B |
| 19. Aimswell is keen on the school fish farm for several reasons. | A | B |
| 20. The students are looking forward to cooking the tilapia. | A | B |

Fish farming for the future

by Aimswell, 14, Tobago

I'm Aimswell and I live on the island of Tobago in the West Indies. Like lots of people here, my father is a fisherman and he taught me to fish when I was about five. I love it and have even won some prizes in fishing competitions. Local people here fish for themselves and some of them even supply fish to the big hotels. Recently everyone has started to notice that there are not as many fish in the sea as there used to be and the fish that we are catching now are really small, still young. If everyone keeps catching all the fish when they are so young, we may soon run out.

I am involved in a programme at my school to find a way for people in Tobago to be able to continue eating fish without making the ones in the sea rare. My teacher, Mr Peters, started it a little while ago with help from a holiday company and a UK charity that cares for places where people go on holiday. The project is teaching all the kids in my school about fishing sustainably. This means learning about ways that we can eat fish without running out in the future. We are farming a freshwater fish called tilapia which people can grow in their homes and gardens in tanks, instead of catching lots of fish from the sea.

We look after the fish during our agricultural science lessons. It's my favourite lesson because we get to go outside and work in our school vegetable garden and look after the fish. I am in charge of the fish at the moment. They will grow big enough to eat in about four months. We have two different types of tilapia and they will each taste different when we eat them at last. They are really easy to look after as all they need to eat is water plants which we grow here too. Mr Peters hopes that when all the kids at my school go home and show their parents how we have grown fish at school, they can do the same at home. He hopes that one day everyone in Tobago will be able to do it.

I love working on the project because it is fun but also because it teaches us business skills and ways to help protect the environment. For example, none of the water we use for the fish is wasted as we use it to water our vegetables.

It won't be long until our fish are big enough to eat and then we will learn some nice recipes so we can cook and enjoy them at last.

C. HOMEWORK

GRAMMAR

Exercise 1: Read each sentence. Write (H) if it describes something happening now, or (P) if it talks about a future plan.

- | | |
|--|----------|
| 0. <i>It's eight o'clock, Meg. Are you getting ready for school?</i> | <u>H</u> |
| 1. What time are Paul and Paula coming for dinner tonight? | _____ |
| 2. Why are you laughing? | _____ |
| 3. Where's Jim? He's taking the dog out for a walk. | _____ |
| 4. What are you doing after school? | _____ |
| 5. She is working late next Friday. | _____ |
| 6. Are you enjoying the lesson? | _____ |

Exercise 2: Put the adjectives in the correct order to complete the sentences.

0. *She owns a lovely small French (lovely/French/small) antique vase.*
- The chef prepared a _____ (delicious/Japanese/big) sushi dish.
 - The painter displayed his _____ (beautiful/new/large) canvas at the gallery.
 - She received a _____ (beautiful/antique/round) gold locket.
 - They live in a _____ (spacious/modern/white) suburban house.
 - She found a(n) _____ (small/charming/old) English cottage.
 - The store sells _____ (leather/expensive/Italian) handbags.

Exercise 3: Complete the sentences below with the correct indefinite pronouns in the box.

~~no one~~ nothing someone something anyone everyone everything anything

0. Joseph called his friend, but no one answered the phone.

1. Did you hear that? I think _____ rang the doorbell.
2. _____ was on time. No one was late.
3. I didn't eat _____ for lunch, so I am really hungry.
4. Was _____ at home when you knocked on the door?
5. There's _____ under the bed. You must be dreaming.
6. Linda understood _____ that her teacher said.
7. Help! There's _____ moving in the tent.

Exercise 4: Fill in the blanks with the verbs in brackets using the present simple or present continuous.

0. The train arrives (**arrive**) at 9 p.m.

1. Giovanni _____ (**come**) to spend the weekend with us.
2. What time _____ you _____ (**go**) to the doctor on Wednesday?
3. What time _____ the film _____ (**start**)?
4. _____ the concert _____ (**begin**) at 7 or 8 p.m.?
5. We _____ (**have**) a dinner party on Friday and you're invited.
6. Most shops in Spain _____ (**not open**) until 10 a.m.

Exercise 5: Write the questions for the underlined part using the present perfect.

0. How long has John worked here?

→ John's worked here for three years.

1. _____ ?

→ I've lived in this town since 2019.

2. _____ ?

→ She's studied English for two years.

3. _____ ?

→ I've had it for a couple of months now.

4. _____ ?

→ He's had that phone since last summer.

5. _____ ?

→ They've worked at the café for six months.

6. _____ ?

→ They've known Helen for a long time.

PART 2

QUESTIONS 6–10

Read the sentences about going shopping.

Choose the best word (A, B or C) for each space.

For questions 6–10, mark A, B or C on your answer sheet.

Example:



0 Susan to go shopping last Saturday morning.

A liked B wanted C thought

Answer:

0	A	B	C
		<input checked="" type="checkbox"/>	

6 Her friend Carol she'd like to go too.

A said B told C asked

7 At the shopping centre they went up in the to the shops on the second floor.

A street B stairs C lift

8 Susan tried on some shoes but they were the colour.

A bad B wrong C dark

9 They stopped in a café for a drink and a of cake.

A part B little C piece

10 The café was but they didn't have to wait a long time.

A fast B busy C late