Tên: ……..

Lớp: S9…

Ngày giao bài: Thứ……, ngày …/…/…

Ngày nộp bài: Thứ……, ngày …/…/…

Ngữ pháp: ……

Đọc: ……..

Mini Test: ……

HEALTH

GRAMMAR & WRITING CORRECTION

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: Conditionals type 2, 3

1. Type 2 Conditional:

- Được dùng để nói về **điều kiện không có thật ở hiện tại**, thường là **giả định trái với thực tế**. Những tình huống này **không có thật** hoặc **khó có thể xảy ra được**.
- Công thức:

If + S + V (quá khứ đơn), S + would/could/might + V (nguyên mẫu).

E.g. If I **were** rich, I **would travel** around the world.

2. Type 3 Conditional:

- Được dùng để nói về **điều kiện không có thật trong quá khứ**, thường là **giả định trái với thực tế đã xảy ra**. Ta thường hiểu là **"nếu điều này đã xảy ra thì kết quả đã khác"**.
- Công thức:

If + S + had + V3/ed, S + would/could/might + have + V3/ed.

E.g. If she **had studied** harder, she **would have passed** the exam.

***Note:**
- **Mệnh đề If** có thể đứng **ở vế đầu hoặc vế sau** của câu.
- Ở **mệnh đề If** của câu điều kiện loại 2, nếu động từ ở dạng **to be**, ta dùng **WERE** cho tất cả các ngôi.

B. EXTRA VOCABULARY

No.	New words	Meanings	No.	New words	Meanings
1	**emotional attachment** (n)	sự gắn bó về mặt cảm xúc	6	**slothfulness** (n)	tính lười biếng
2	**leaps and bounds** (idiom)	tiến bộ nhanh chóng	7	**press release** (n)	thông cáo báo chí
3	**unconventional** (adj)	phi truyền thống	8	**smartly dressed** (phr.)	ăn mặc chỉnh tề
4	**charismatic** (adj)	có sức lôi cuốn	9	**at a loss** (idiom)	bối rối, không biết làm gì
5	**go haywire** (idiom)	rối loạn, mất kiểm soát			

***Note:** *n = noun: danh từ; adj = adjective: tính từ; phr. = phrase: cụm từ; idiom = thành ngữ.*

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

C. HOMEWORK

GRAMMAR

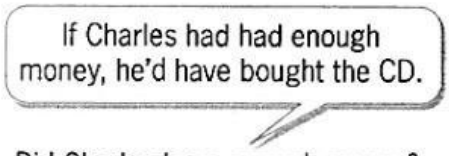
I. Circle the correct answers.

0. *If I **win** / (**won**) a million euros, I'd buy my mum and dad a new house.*
1. If Steve paid more attention in class, he **will / would** learn more.
2. They **will / would** go on a cruise if they had enough money.
3. You'd feel a lot healthier if you **don't / didn't** eat so much fast food.
4. If I **have / had** a bike, it wouldn't take me so long to get to school.
5. If you met Tom Hanks, what **will / would** you ask him?

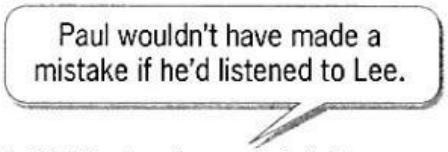
LIVEWORKSHEETS

6. **Will / Would** Bobby be upset if I didn't invite him?
7. If I **am / were** you, I'd get a haircut!

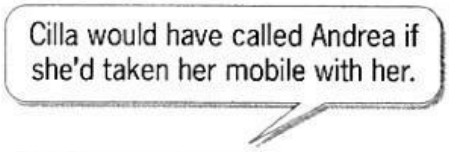
II. Circle the correct answers.



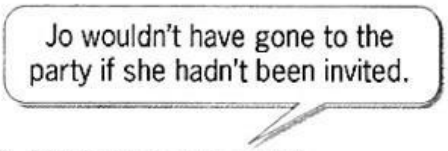
1 Did Charles have enough money? **Yes / (No)**
2 Did he buy the CD? **Yes / No**



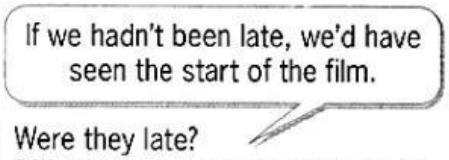
7 Did Paul make a mistake? **Yes / No**
8 Did Paul listen to Lee? **Yes / No**



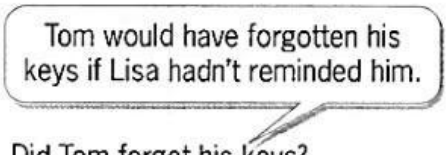
3 Did Cilla call Andrea? **Yes / No**
4 Did she take her mobile with her? **Yes / No**



9 Did Jo go to the party? **Yes / No**
10 Was Jo invited to the party? **Yes / No**



5 Were they late? **Yes / No**
6 Did they see the start of the film? **Yes / No**



11 Did Tom forget his keys? **Yes / No**
12 Did Lisa remind him about his keys? **Yes / No**

III. Complete the second sentences so that they have similar meanings to the first sentences. Use CONDITIONALS TYPE 2 AND 3.

0. *Sylvia doesn't have enough money, so she can't buy a new computer.*

   *If Sylvia **had** enough money, she'd buy a new computer.*

1. The twins don't see their friends often because they're very busy.

   If the twins weren't so busy, _____.

2. It wasn't cold, so we didn't light a fire.

   _____, we'd have lit a fire.

3. I don't live in a city, so there's not much to do in the evening.

   _____, there would be lots to do in the evening.

4. Grandma won't get a dog because she lives in a small flat.

   _____, she'd get a dog.

5. You use your mobile a lot, so you have large phone bills.

   If you didn't use your mobile so much, _____.

6. Claire didn't buy any clothes because she didn't see anything she liked.

   Claire would _____.

LIVEWORKSHEETS

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.

CAMBRIDGE READING PRACTICE

PAPER 1 Reading and Use of English
PAPER 2 Writing
PAPER 3 Listening
PAPER 4 Speaking

Part 1
Part 2
Part 3
Part 4
Part 5
Part 6
Part 7

You are going to read an article about a zoologist called Lucy Cooke. For questions **31–36**, 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.**

Animal defender

Zoologist Lucy Cooke draws attention to some of the world's least attractive animals.

Which species pulls at your heartstrings – a panda or a toad? A lion or a dung beetle? When it comes to emotional attachment, research funding, global popularity and conservation support, the fluffier your fur and the bigger your eyes, the better your chances – unless zoologist Lucy Cooke has a vote. She's on a one-woman mission to show the world why some of the most unlovable animals are actually the most interesting and deserving of our attention, study and protection.

Cooke's popular blogs, online videos, films and TV programmes bring her characteristic sense of humour and unusual storytelling style to a serious message: If we only care for the best known and best loved species, other enormously important parts of the web of life could vanish forever. With her unconventional attitude, she's taking advantage of the power of the internet to reach a new audience that more traditional wildlife programmes have yet to tap.

'My goal is to persuade the unconvinced,' says Cooke. 'A lot of conservation messages are difficult to hear; they make people feel guilty. I think humour is the sugar coating that helps people swallow the pill. If you manage to make someone laugh while you tell them something important, they'll stick around and listen to more.'

Cooke worries about what she calls 'the tyranny of the cute'. 'There are so many television shows about koala bears and kittens,' she observes. 'All the attention seems focused on a handful of charismatic "celebrity" animals. Even scientists get less funding for animals that aren't sweet and cuddly. In fact, large mammal species appear in 500 times as many articles in scientific journals as threatened amphibians.' She adds: 'Weird, freaky creatures fascinate me because they tell an amazing evolutionary story. I'm interested in all of nature, not just the shiny, fluffy bits.'

Amphibians – animals like frogs that live both on land and in water – top Cooke's list. 'Over a third of amphibians are going extinct; it's the worst extinction crisis since the dinosaurs were wiped off the planet. Yet I couldn't convince anyone to commission a film about it. That motivated me to start my Amphibian Avenger blog.' The widely read blog showcases creatures that rarely attract the spotlight. 'Frogs are such a fascinating miracle of evolution that I could study them forever.'

line 27 Amphibians also occupy a crucial spot in the middle of the food chain. 'If you remove them, everything else goes haywire,' she notes. 'When amphibians go extinct, birds and snakes that eat them also disappear. Since amphibians breathe through their delicate skin, they are very vulnerable to pollution, climate change, and disease. That makes them fantastic barometers of the health of ecosystems. If amphibians aren't doing well, chances are their overall environment is sick.'

One of Cooke's most popular online videos is about sloths – extremely slow-moving mammals that live in trees. Cooke would like to help elevate the status of sloths, animals that she insists are unfairly laughed at and misunderstood. 'They've always had a reputation for being lazy and stupid.' In fact, 'slothfulness' is the key to the animal's success. A slow metabolism allows the sloth's liver to process poisonous substances found in the leaves it eats. Moving slowly also keeps it hidden from predators. 'My video showed the world how interesting they are,' Cooke says.

The wobbly-nosed proboscis monkey, dung beetles, bats and more get their moment in the sun thanks to Cooke. 'It's about telling their stories in a way that engages a wider audience. I want people to share my sense of wonder, amazement and love for these creatures. Once you understand why they're ugly or odd, I hope you'll appreciate and want to save them as much as I do.'

LIVEWORKSHEETS

31 What are we told about Cooke in the second paragraph?

- **A** She hopes to make more conventional nature documentaries in the future.
- **B** She is communicating her ideas to people who have not heard them before.
- **C** Her approach is more suited to the internet than to other media.
- **D** Her manner shows a lack of concern about the problems she mentions.

32 According to Cooke, what is many people's attitude to nature conservation?

- **A** They are embarrassed at their lack of knowledge of the subject.
- **B** They are reluctant to think about the subject.
- **C** They find it hard to take the subject seriously.
- **D** They are tired of hearing so much about it.

33 What is Cooke's main point in the fourth paragraph?

- **A** It is a mistake to limit the types of species that are studied carefully.
- **B** Too much research is being done into animals that are endangered.
- **C** Scientists are wasting public money on unnecessary animal studies.
- **D** Television programmes rarely concentrate on larger species.

34 Cooke says she started her Amphibian Avenger blog because

- **A** she wanted to raise funds to make a film.
- **B** she felt inspired to start a search for a new species.
- **C** she realised she would have to inform people herself.
- **D** she knew she would always have something interesting to write about.

35 What does 'goes haywire' in line 27 mean?

- **A** tends to do better
- **B** carries on as it always has
- **C** finds ways of coping
- **D** stops working as it should

36 Cooke's video about sloths is an example of

- **A** why she believes it is more important to save some animals rather than others.
- **B** how other scientists have been unwilling to tell people about their work.
- **C** how she is trying to change people's minds.
- **D** why some animals deserve their reputation.

LIVEWORKSHEETS

You are going to read an article in which four people talk about their first day at work. For questions **43–52**, choose from the people (**A–D**). The people may be chosen more than once.

Mark your answers **on the separate answer sheet.**

Which person

achieved more than she had hoped to?	43 ☐
tried to appear busier than she really was?	44 ☐
imagined how she would personalise her workspace?	45 ☐
found it difficult to remember all her colleagues' names?	46 ☐
was surprised at how unprepared her colleagues were for her arrival?	47 ☐
discovered her working hours could be longer than she had expected?	48 ☐
felt too embarrassed to ask for assistance?	49 ☐
was relieved to see a familiar face?	50 ☐
realised how much she still had to learn?	51 ☐
regretted ignoring some advice she had been given?	52 ☐

LIVEWORKSHEETS

My first day at work

Four young people remember their first day in a new job.

A Sheila

My first day at work was alright, really. When I walked into the office the first person I saw was the person who'd interviewed me. She didn't make much of an effort to put me at my ease. I just sat down where she told me to and got on with it. They gave me a load of data to input, so I had plenty to do straight away, which was a relief. I wasn't familiar with the computer system, but I thought if I told anyone I needed help with it, they might just laugh at me. Now I know how kind everyone actually is, I know it would have been fine if I had. I decided I'd bring in some pictures and a plant for my desk, just to make it feel more mine. I could see that's what the others had done. I've been there for two years now, and I've made some good friends and learnt an awful lot.

B Judy

On my first day, everyone in my new team seemed to know all about me, which I hadn't expected. They all introduced themselves and were very friendly, but I immediately got everyone muddled up, because I felt pretty nervous. I thought my course had prepared me for the work, but in fact it was soon clear to me that there were huge gaps in my knowledge. I was asked to write a press release and then left on my own for ages. I didn't do it particularly well, mainly because I did it quite quickly. I didn't want to look as if I had nothing to do, though, so I typed it out three times. It was a bit disappointing, because I'd thought I'd get so much more done. Now I often wish I had a bit more time like I did on that first day – I never seem to stop!

C Marion

The first thing I did was learn what everybody was called – not too hard as I'm good at that sort of thing. It was a nice surprise to be greeted by someone I was at school with – it turned out we'd be working together. That was great as I'd been a little worried about not knowing anyone there at all. She showed me where everything was and it was a thrill to have my very own desk and even a locker with my name on! I was a little taken aback when she told me most people went home fairly late and I'd have to do the same if I wanted to be considered for promotion in the future. I should have realised that, I suppose, because my friends had warned me that might be the case. I didn't mind, though – I knew I was very lucky to be there.

D Valerie

I remember being quite nervous, and when I got there, nobody seemed to know who I was or what I should be doing. That was a little odd, I thought, but my boss turned out to be very friendly and soon made me feel at ease. I was very smartly dressed and everyone else was fairly casual – I wished I'd listened to a friend who'd worked there the previous summer and had told me not to wear a suit. I'd imagined I might not actually do much, but I was asked to look for some photographs of animals to go with an article my boss was writing. I found several suitable ones, and went home at the end of a long day feeling pretty pleased with myself! I've learnt a lot since then but I'll always remember that first day!

LIVEWORKSHEETS