

Tên: .....

Lớp: S9...

Viết: .....



Ngày làm bài: Thứ ....., ngày ..../.....

## WRITING INTENSIVE

Some people believe zoos are good places for people to learn about animals. Other people believe animals belong in nature and it is wrong to keep them in zoos. What do you think? Explain, giving specific reasons for your choice (150-200 words).

### 1. PRE-WRITING - IDEAS & LANGUAGE PREPARATION

#### a. Clarify the task

What to identify	Notes
Keywords	zoos – learn about animals – belong in nature – wrong to keep animals
Task type	Opinion Essay
Choose your opinion	Agree <input type="checkbox"/> / Disagree <input type="checkbox"/> (choose <b>ONE</b> )

#### b. Brainstorm ideas

Zoos are good	Zoos are wrong
Educational purpose	Animals lose natural habitat
Protect endangered animals	Unnatural / stressful environment
_____	_____

#### c. Useful language

Purpose	Sentence starters
Stating your opinion	In my opinion, I strongly believe...
Giving first reason	One clear advantage/drawback is that...
Giving second reason	Another reason is that...
Mentioning other views	Some people argue that...
Reaffirming your view	Despite this, I believe...

### 2. WRITING - PRODUCING THE ESSAY (120–150 words)

Part	What to write	Example starters
Introduction	Paraphrase the topic + give your opinion	Many people claim that zoos are useful... I believe that...
Body	Topic sentence → Explanation → Simple example	One main reason is that...
	Topic sentence → Explanation → Short example	Another benefit is...
Conclusion	Restate opinion + summarise reasons	For these reasons, I think...

### 3. POST-WRITING - CHECKING

#### a. Language check

Area to check	What students often do wrong	What to do
Tenses	Mixing present & past without reason	Use Present Simple: “ <b>Zoos help... Zoos provide...</b> ”
Articles	Missing <b>a / an / the</b>	Add articles where necessary: <b>the animals, the environment, ...</b>
Linking words	Repeating <b>because / and / so</b> too much	Use <b>however, although, therefore, in addition</b>
Sentence length	Very long sentences with many ideas	Split into shorter and clearer sentences
Spelling	environment, educational, believe	Proofread & check dictionary before submitting

#### b. Self-checklist

Question	✓ / ✗
Did I state my opinion clearly?	<input type="checkbox"/>
Do I have at least <b>two</b> strong reasons?	<input type="checkbox"/>
Does each reason include an example?	<input type="checkbox"/>
Did I use 5–7 linking words?	<input type="checkbox"/>
Are my sentences clear and correct?	<input type="checkbox"/>
Is my essay 150–200 words?	<input type="checkbox"/>

#### c. Sentence upgrade

Basic sentence	Better version
✗ Zoos are good because we can see animals.	<input checked="" type="checkbox"/> Zoos provide a safe and controlled environment where people can observe animals and learn more about their behaviour.
_____	_____
_____	_____
_____	_____

Tên: .....

Lớp: S9...

Ngày giao bài: Thứ ....., ngày ..../.....

Ngày nộp bài: Thứ ....., ngày ..../.....



Ngữ pháp: .....

Đọc: .....

Mini Test: .....

## WRITING INTENSIVE

### A. EXTRA VOCABULARY

No.	New words	Meanings	No.	New words	Meanings
1	<b>test out</b> (phr.v)	thử nghiệm	4	<b>first in line</b> (phr.)	người đầu tiên (tình nguyện/được chọn làm gì)
2	<b>confirm in my mind</b> (phr.)	cùng có niềm tin	5	<b>fulfil</b> (v)	hoàn thành, thực hiện
3	<b>rush straight to (somewhere)</b> (phr.)	lao thẳng đến đâu			

\*Note: v = verb: động từ; phr. = phrase: cụm từ; phr.v = phrasal verb: cụm động từ.

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

### B. CLASSWORK

#### GRAMMAR

##### I. Choose the correct answers.

0. The company organised a \_\_\_\_\_ workshop to train new employees.
  - A. five-minutes
  - B. five-minute
  - C. five-minuted
  - D. fifth-minute
1. She gave a \_\_\_\_\_ performance that left the audience speechless.
  - A. heart-touch
  - B. heart-touching
  - C. heart-touched
  - D. heart-touchingly
2. It was a \_\_\_\_\_ situation, and we had to act fast.
  - A. life-threat
  - B. life-threatening
  - C. life-threatened
  - D. life-threaten
3. He's a \_\_\_\_\_ speaker who can engage any crowd.
  - A. well-spoken
  - B. well-speak
  - C. good-speaking
  - D. best-spoken
4. The team made a \_\_\_\_\_ decision that saved the company.
  - A. fast-thinking
  - B. quick-thinked
  - C. quick-thinking
  - D. quick-thought
5. They stayed in a small \_\_\_\_\_ cabin near the lake.
  - A. wood-paint
  - B. strong-fixing
  - C. well-built
  - D. deep-hanging

##### II. Complete the sentences with the correct form of the word in brackets. You may need to use the word as A VERB or as AN -ED/-ING ADJECTIVE.

0. My new job is extremely tiring (tire). I'm always exhausted (exhaust) at the end of the day.
1. The lecture was so \_\_\_\_\_ (confuse) that many students felt completely \_\_\_\_\_ (frustrate) by the end of it.
2. She felt \_\_\_\_\_ (embarrass) when he made a(n) \_\_\_\_\_ (embarrass) comment about her clothes.
3. I get \_\_\_\_\_ (annoy) when I'm constantly \_\_\_\_\_ (distract) at work.

4. He was \_\_\_\_\_ (**amaze**) by the magician's \_\_\_\_\_ (**amaze**) performance at the party.

5. The film was so \_\_\_\_\_ (**disappoint**) that we left halfway through, feeling deeply \_\_\_\_\_ (**disappoint**).

## C. HOMEWORK

### I. Fill in the blank with the correct form of the given verbs.

0. *The trees were being planted (**plant**) by the gardener when the storm came.*

1. The analysts \_\_\_\_\_ (**evaluate**) the proposal when the new figures were announced.

2. Sensitive data \_\_\_\_\_ (**encrypt**) when the hackers attempted to breach the system.

3. At 9 p.m., the technician \_\_\_\_\_ (**troubleshoot**) the connectivity issue in the server room.

4. Several experiments \_\_\_\_\_ (**conduct**) when the lab was unexpectedly evacuated.

5. I \_\_\_\_\_ (**proofread**) the final version of my dissertation when the deadline reminder popped up.

### II. Rearrange the words/phrases to make complete sentences.

0. *movie / a / was / heart-warming / the / experience*

→ **The movie was a heart-warming experience.**

1. *exhausting / the / hike / was / journey / an / across the mountain*

→ \_\_\_\_\_.

2. *gave / well-prepared / a / speech / the / speaker / yesterday*

→ \_\_\_\_\_.

3. *bored / students / seemed / the / lecture / during / the*

→ \_\_\_\_\_.

4. *impressively designed / well-built / and / was / the structure*

→ \_\_\_\_\_.

5. *found / news / the / shocking / quite / they / on the front page*

→ \_\_\_\_\_.

### III. Write sentences with your own ideas, using the phrases given. Change the form if necessary.

<b><i>run into</i></b>	<b><i>put off</i></b>	<b><i>look up</i></b>	<b><i>look down on</i></b>	<b><i>go out with</i></b>	<b><i>put up</i></b>
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0. **I ran into my old teacher at the supermarket yesterday.**

1. \_\_\_\_\_.

2. \_\_\_\_\_.

3. \_\_\_\_\_.

4. \_\_\_\_\_.

5. \_\_\_\_\_.

**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.

**Test 2 Exam practice****Reading and Use of English • Part 5**

You are going to read a magazine article about a girl who took part in a TV cooking competition. 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.

### A MEMORABLE EXPERIENCE

Sara Adelardi, 17, tells us about taking part in a TV cooking competition.

Since I was a child who stood in my grandmother's kitchen sniffing the delicious smell of freshly baked bread and homemade soups, I've known there is only one thing I want to do in life: cook. So, when I spotted an advert on a website inviting young people to apply for a TV cooking competition, there was little doubt I'd be first in line to take part. I thought 'This could be the beginning of my cooking career!'

The application process was far from straightforward, as I soon discovered. First, I had to fill in a lengthy form, detailing everything from how I became interested in cooking (that was the easy part), to things like what I hoped to get out of being part of the show (these were much trickier!). Once I'd got through that stage of the process, the next step was to cook a test dish for the show's judges: scary but exciting, too. If that was good enough, I'd be invited to take part in the four-week televised competition. One person, selected by the judges, would be voted out of the competition in each programme, until the winner was announced during the final.

Until I had to create a test dish, I'd been pretty positive about my cooking ability; I often cooked big meals for my family at the weekends, and my friends loved the little snacks I took into school for break times. But suddenly I found myself up against 11 other young people who'd been cooking for longer. Some of them – I'd known this might be the case – had even had part-time jobs as waiters, surrounded by top-class food prepared by professional chefs. Would I really be able to compete? As I stood at my counter in the test kitchen, ready to start cooking, I remembered my grandmother's advice: 'Stick to what you know best'.

The judges tasted each test dish, made a few notes, and sent us all home. Then the wait began. Had I made it to the televised competition? Eventually, the phone call came. I'd be in the first live programme of the series the following week! Our first challenge would be to make a meal with a selection of ingredients chosen by the judges.

It was impossible to know what they'd pick in advance, and I knew I'd just have to use my creativity on the day, but I was still desperate to do some preparation, and rushed straight to my parents' kitchen, pulling everything from the cupboards in a panic. All day I experimented with new flavour combinations, testing them out on my parents and sister. Most things they liked, some they didn't. What if the judges weren't keen on my dishes?

The day of the first programme dawned and suddenly there I was with the other competitors, waiting to be given our instructions. The lights were hot in the TV studio, but although I'd expected to be nervous about being filmed for a TV show, my excitement soon took over. I recognised all the ingredients spread out on the table in front of me and I was eager to get to work. I knew exactly what I was going to cook! My grandmother's words rang in my ears again. 'Keep it simple,' I thought, as I started chopping.

I didn't make it any further in the competition. The judges liked my dish and said I showed promise as a cook, but the other competitors were better on the day. I'd learnt a lot from seeing how they worked, and how imaginative their dishes were compared to mine, so I wasn't too disappointed. It had been a memorable experience, and confirmed in my mind that cooking was the career for me. Years of learning still lie ahead of me, but one day I'd love to own my own restaurant – and help other young people fulfil their dreams too!



31 What is the writer's purpose in the first paragraph?

- A to highlight the writer's relationship with her grandmother
- B to describe the kinds of meals that the writer enjoyed cooking
- C to help readers identify with the writer's ambitious character
- D to explain why the competition appealed to the writer

32 What does the writer say about applying for the competition in the second paragraph?

- A It took much longer than she had hoped it would.
- B She found it challenging to answer some of the questions.
- C The process was as complicated as she had expected it to be.
- D She discovered details about the competition which she did not like.

33 How did the writer feel after she met the other competitors for the first time?

- A confident that she had the necessary skills to do so
- B determined to use the advice that she had been given
- C concerned that they would be better at cooking than she was
- D surprised by how much experience some of them had

34 When it was confirmed that the writer would be taking part in the televised competition, she

- A decided to practise making some of her favourite recipes.
- B knew there was little point trying to guess what she'd have to do.
- C asked her family to make suggestions about what she should cook.
- D felt she ought to find out about ingredients she didn't ordinarily use.

35 On the first day of the competition, the writer says she felt

- A keen to get on with the task before her.
- B anxious about appearing on camera.
- C relieved to have ideas about what to cook.
- D grateful for the family support she had received.

36 What does *it* refer to in line 70?

- A the judges' feedback
- B her time at the studio
- C other competitors' food
- D a feeling of disappointment