**Tên:** ……..

**Lớp:** S9…

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

**Ngày nộp bài:** Thứ ……, ngày ……/…….

**Ngữ pháp:** ……

**Đọc:** ……

**Mini Test:** ……..

# GLOBAL ENGLISH 9

## UNIT 5: TECHNOLOGY – GRAMMAR REVISION

### A. GRAMMAR REVISION

**1. Relative clauses with *which/that* (Mệnh đề quan hệ với *which/that*)**




**BONUS:** Các đại từ/trạng từ quan hệ thường gặp

| Từ | Vai trò trong câu | Ví dụ | Lưu ý |
|---|---|---|---|
| who | Chủ ngữ hoặc tân ngữ (nhưng chủ yếu là chủ ngữ) | The girl **who** lives next door is friendly. | **KHÔNG** dùng cho vật |
| whom | Tân ngữ của động từ hoặc giới từ | The teacher **whom** you met yesterday is famous. | Thường dùng trong văn trang trọng. Văn nói thường dùng **who** thay thế.<br>**KHÔNG** dùng cho vật. |
| whose | Sự sở hữu, thường đứng trước danh từ | The man **whose** car was stolen is my neighbour. | **KHÔNG** thay bằng *who/which*. |
| which | Chủ ngữ hoặc tân ngữ, hoặc đại từ tham chiếu cả mệnh đề trước | - The laptop **which** I bought is expensive.<br>- He forgot my birthday, **which** upset me. | Dùng trong cả mệnh đề xác định (defining) & không xác định (non-defining).<br>**KHÔNG** dùng cho người.<br>**KHÔNG** dùng thay *that* sau các đại từ bất định (everything, something, all, anything...).<br>**KHÔNG** dùng sau so sánh nhất trong mệnh đề xác định. |



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| | | | |
|---|---|---|---|
| that | Chủ ngữ hoặc tân ngữ | The book **that** I read was amazing. | Chỉ dùng trong mệnh đề **xác định (defining)**.<br>**KHÔNG** đứng sau dấu phẩy.<br>**KHÔNG** đi sau giới từ (dùng *which* thay). |
| where | Trạng từ quan hệ chỉ nơi chốn | This is the café **where** we met. | Dùng thay cho *at/on/in + which*. |
| when | Trạng từ quan hệ chỉ thời gian | I remember the day **when** we first met. | Dùng thay cho *at/on/in + which*. |
| why | Trạng từ quan hệ chỉ lý do | I don't know the reason **why** he left. | Thường dùng với danh từ "reason". |

**2. Additional Grammar: Future Perfect (Simple and Continuous)**

| Cấu trúc | Cách sử dụng | Ví dụ |
|---|---|---|
| **S + will have + V3/ed (Future Perfect Simple)** | • Diễn tả **hành động sẽ hoàn thành trước một thời điểm cụ thể** trong tương lai.<br>• Nhấn mạnh **kết quả** của hành động. | By 2030, they **will have completed** the new railway system. |
| **S + will have been + V-ing (Future Perfect Continuous)** | • Diễn tả **hành động đang diễn ra và kéo dài đến một thời điểm xác định trong tương lai**.<br>• Nhấn mạnh **quá trình, thời lượng** của hành động. | By July, she **will have been working** here for ten years. |

## B. EXTRA VOCABULARY

| No. | New words | Meanings | No. | New words | Meanings |
|---|---|---|---|---|---|
| 1 | **inconceivable** (adj) | không thể tưởng tượng nổi | 4 | **therapeutic** (adj) | mang tính chữa lành, thư giãn |
| 2 | **enthusiast** (n) | người đam mê | 5 | **fringe** (adj) | bên lề, ít phổ biến |
| 3 | **faff** (n) | sự lằng nhằng, mất thời gian | | | |

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

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

## C. EXERCISE

### GRAMMAR (25 questions)

**I. Circle the correct answers.**

*0. The conference room _____ we held the seminar yesterday has been renovated.*

*A. which* (B.) *where* *C. that* *D. when*

1. The researcher _____ paper won the international award will speak at our university next month.

A. who B. whom C. whose D. that

2. The manager introduced me to the consultant _____ I had emailed the week before.

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

3. The report, _____ was completed last night, highlights several major risks.

A. that B. whose C. which D. where

4. The meeting _____ they announced the new policy lasted over three hours.

A. in which B. whose C. whom D. that

5. I don't understand the reason _____ the system keeps crashing during peak hours.

A. which B. that C. why D. when

6. Summer is the season _____ many tourists visit this region for outdoor activities.

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


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**II. Complete using the FUTURE PERFECT SIMPLE or FUTURE PERFECT CONTINUOUS of the verbs in brackets.**

0. *I **will have cooked** **(cook)** dinner by the time you get home.*
1. In a few minutes, I _____ **(wait)** here for Craig for over two hours. Where can he be?
2. We'll be halfway through the sponsored swim in one hour so we _____ **(swim)** for forty-eight hours non-stop by then.
3. They _____ **(not / finish)** painting the house by the time we get back from holiday.
4. If she's still on the phone at eight o'clock, _____ **(Jan / talk)** to Melissa for over two hours.
5. At six o'clock this evening, we _____ **(not / climb)** for five hours but for seven hours!
6. This time next month, you _____ **(probably / pass)** your driving test!
7. _____ **(you / do)** all your homework by bedtime?
8. Tomorrow, _____ **(Elaine / work)** on the project for ten days.
9. We _____ **(not / leave)** by the time you get home.

**III. Combine the two sentences into one, using relative pronouns WHICH, WHO or WHOSE in NON-DEFINING RELATIVE CLAUSES. Use the second sentence as the relative clause.**

0. *My literature teacher is a wonderful woman. I borrowed several books from her last week.*
   → ***My literature teacher, from whom I borrowed several books last week, is a wonderful woman***.
1. Emma moved to Berlin last month. She received a prestigious scholarship.
   → _____.
2. The museum will reopen next week. It contains one of the largest robotics exhibitions in Europe.
   → _____.
3. I talked to Dr. Howard. His research changed the entire direction of my thesis.
   → _____.
4. Our school invited a famous author. I've admired her books since I was a child.
   → _____.
5. Mr. Taylor is our new project manager. I worked with him on a major project last year.
   → _____.

**IV. Write your own answers using the FUTURE PERFECT SIMPLE or FUTURE PERFECT CONTINUOUS.**

0. *By this time tomorrow, **I will have finished my homework**.*

1. By 9 p.m. tonight, I _____ .
2. This time next year, _____ .
3. When you arrive at my house, _____ .
4. By the end of the semester, _____ .
5. At 10 a.m. tomorrow, _____ .


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**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 4 Reading and Use of English • Part 5

You are going to read a text about a survival adventure trip for young people in the mountains. For questions **1–6**, 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.**

# Survival adventure camp

Last summer, I took part in a survival adventure camp in the mountains. It was run by Survive! Adventure Club, and the idea behind it was to give teenagers like me a taste of what it's like to survive in the wild. There were no luxuries such as showers or shops which you find on other adventure camps. That might have bothered some people – not me, though. Our guides were experienced and reassured us they'd be with us every step of the way. They provided tips to help us make informed decisions about things like where to camp, how to make meals from food we'd find ourselves, and how to get around without maps.

The experience began at the Survive! Adventure Club headquarters at the base of the mountains. There, we were divided into teams for the camp. The teams weren't based on age and experience but on our performance in a number of team-building tasks, which was a way for the leaders to put us together based on individual skills and personalities, to ensure a good mix in each team. We were led through a series of fun activities, such as making a raft which floated on water and taking part in a quiz. The activities were aimed at helping us make the most of our strengths, in addition to building confidence before the real survival adventure began.

Once we'd decided that we still wanted to take part after the day's activities, our first night was spent in the cabins at the club's headquarters. We had a proper bed for the night but the evening meal was down to us – I knew there'd be some kind of challenge for us! Our survival expert, Hans, gave us a lesson on finding food, such as plants, in the wild. He warned us that not everything that looks good is safe to eat, and explained that it's vital to identify what you're looking at. Hans not only pointed out what was edible or should be left alone, but also taught us to build a campfire and provided cooking tips. He told us we should use our imaginations, as cooking in the wild was different to cooking at home.



Next morning the real survival adventure began. We'd been advised to take well-fitting hiking boots, warm clothing and waterproofs. I appreciated the advice because as we soon found out, the weather in mountainous regions can be highly unpredictable. After an initial steep climb, we spent the rest of the morning identifying wildlife and learning to navigate using nature alone. We learned to determine where we were heading and what time it was. We put our cooking skills to the test at lunchtime, which was trickier than we'd imagined, though we eventually came up with something we could all eat! When evening fell, we had to locate a spot to put up our tents in. Although we'd been told there was nothing dangerous in the nearby forest, we still kept away from the edges, which put us at ease.

Over the next two days, we made a shelter, learned to treat minor injuries and built a bridge. I was put in charge of the latter and although I hadn't done anything like it previously and wasn't particularly keen to be given the responsibility, I discovered a new skill in engineering, which I never thought I'd be good at. The tasks were all fascinating and I'd like to do more of that kind of thing.

It was a wonderful adventure. I had no idea what to expect when I signed up and I wasn't an outdoors kind of person, so why I thought it was a good idea, I'm not sure! I don't regret it, though and I'm pleased I didn't quit, even when things got tougher than I ever thought they would. I always knew I was in the capable hands of the leaders and we had such good fun. I hope to be back again at some point in the future!


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**31** What is the writer doing in the first paragraph?

**A** describing the kinds of accommodation available on the trip
**B** explaining why she had some concerns about going on the trip
**C** highlighting that the adventure camp she went on was unlike others
**D** offering advice to other teenagers about how to cope with conditions on the trip

**32** The writer says that the team-building tasks were carried out in order to

**A** enable participants to get to know each other.
**B** ensure each group was balanced in terms of ability.
**C** provide some fun before the challenges of the trip started.
**D** select those who would take part in the actual survival adventure.

**33** What does the writer suggest about the first night's activity?

**A** It didn't require too much creativity on the part of participants.
**B** It helped participants decide whether they wanted to carry on.
**C** It equipped participants with some useful knowledge.
**D** It wasn't as relaxing as she had expected it to be.

**34** How does the writer say she felt when the survival adventure started?

**A** proud that she quickly acquired knowledge about getting around
**B** grateful that she had the appropriate gear with her
**C** nervous about the location she chose to camp in
**D** disappointed in her cooking skills

**35** What does the writer say about the activities they did on the following two days?

**A** She found she was good at something she hadn't tried before.
**B** She didn't enjoy some of them as much as she had hoped to.
**C** She liked being put in a position of leadership for one activity.
**D** She felt that experience of doing similar activities helped her.

**36** How does the writer feel about having taken part in the survival adventure?

**A** excited about returning as soon as she can
**B** sorry that she hadn't thought of doing it before
**C** surprised by how much she learned from the leaders
**D** proud of herself for dealing with unexpected difficulties


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You are going to read an article about the sport of indoor climbing. For questions **31–36**, choose the answer (**A, B, C** or **D**) which you think fits best according to the text.

## CLIMBING WALLS

**John Greene visits a climbing centre, called The Crag, to investigate a sport that's becoming increasingly popular.**

It's a Saturday morning and I'm just four metres from the ground, clinging to a wall and suddenly remembering that I am terrified of heights. Although my ascent was far from effortless, it was basically fine while I was moving. But now I've reached the top and can't find a foothold to start back down. My heart is hammering and my whole body is cold. I could just let go and drop to the thick, soft safety mats below; but although I know that wouldn't hurt, somehow it seems inconceivable.

I am here to find out why so many people are falling in love with indoor climbing. There were recently estimated to be over 35 million climbers worldwide, and in the UK alone the numbers are growing by 15–20% a year. I tried it once before, two decades ago. It was in a converted warehouse — as with so many climbing centres, enthusiasts had seen the potential in large empty industrial structures. In those days, climbing was a fringe activity, and venues were few and far between. Little had changed since the 1960s, when the first walls were created so that proper mountaineers could get some practice when weather, or lack of time, kept them from their **usual haunts**. Numbers have exploded since those times and there are now 500 or so walls in different cities around the UK.

Sam Bailey has volunteered to show me around The Crag. Like many indoor climbers, he focuses on 'bouldering' — tackling walls of no more than five metres, free of the usual heavy climbing gear designed to prevent a fall — rather than roped climbing, where lines (to which you're attached with a harness and various metal clips) let you go higher, but with considerably more **faff**. If that sounds like a soft option, it's not: the hand- and footholds for bouldering can be little more than bumps in the wall, and that wall sometimes tilts back on itself so that it overhangs the floor.

So, what's the attraction? 'I find it really hard not to think about work all the time,' says Katia Lennon, who has been climbing for two years. 'The wall is the one place where I don't even need to try to switch off. You just focus on what you're doing and it's very therapeutic.' 'There's lots of problem-solving, working out where to put your hands and feet,' Sam Bailey says. 'The mental effort distracts you from doing much else. At the same time, all the different muscle groups are working and it's only when you stop that you realise how much you've exerted yourself.' Teresa Ibarra, a climbing instructor, points out — and this is echoed by everyone I talk to — that 'you don't need to be a great athlete to do it. All sorts of body shapes and ages get something out of it.' 'I've never been sporty,' says lab technician Lee Foo. 'But, a year ago, I did bouldering with some friends, and I've been hooked ever since. I now manage things I'd never have imagined possible.'

One thing that intrigues me, is the number of women in The Crag. 'It's non-threatening — super-chilled,' says 24-year-old Yasmine, when I mention this to her, 'unlike most gyms I've been to.' Other women I talk to make the same point. Jasmine has been climbing for three years and relishes the way that flexibility can trump brute force: 'You see muscly gym guys coming in and thinking they're going to do it easily, but it doesn't happen for them.' Another climber, Aleida, says: 'I don't feel at a disadvantage, and I know some other women who come here feel like me. If a tall strong guy does the climb with a one-arm pull-up, I can do it by throwing my leg into a split and balancing on a hold. My years of gymnastics when I was at school have really helped. Although I'm short and look relatively weak compared with others, I've got a leg-up in other ways.'

When I eventually unfreeze and make it back down to earth, I talk to Rebecca Peters, a maths teacher. She's been bringing her nine-year-old daughter Sophie to classes for about two years. 'I'm so impressed by how it develops young people,' she says.


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I decide to have another go and share a wall with Sophie and her friend Luke. They are both vastly stronger, more agile and more confident than me. They also seem much more mature in their decision-making and team-working skills than I would normally expect from children their age — though thinking about what I've observed during my visit to The Crag, somehow it doesn't seem that surprising.

**31. What does the writer say about his situation in the first paragraph?**

A. The temperature in the centre affects his mobility.
B. Fear prevents him from climbing any higher.
C. The idea of jumping to the floor is out of the question.
D. Tiredness slows down his thoughts and movements.

**32. What do the words 'usual haunts' in the second paragraph refer to?**

A. early climbing walls
B. outdoor rock climbs
C. old industrial buildings
D. urban climbing centres

**33. What does the writer mean by the word 'faff' in the third paragraph?**

A. the predictability of some climbing routes
B. the places where climbers can grip the walls
C. the technical challenge involved in bouldering
D. the inconvenience of dealing with safety equipment

**34. The climbers mentioned in the fourth paragraph all comment on**

A. the way that climbing appeals to a wide range of people.
B. the psychological benefits that climbing can bring.
C. the speed with which new climbers improve.
D. the impact that climbing has on fitness.

**35. Women say they prefer going to the climbing centre than to a gym because of**

A. the welcoming atmosphere.
B. the way it affects their bodies.
C. the competitions they can take part in.
D. the opportunity to meet like-minded people.

**36. What is the writer doing in the final paragraph?**

A. drawing attention to an unanticipated perspective
B. summarising the main ideas addressed in the article
C. elaborating on a point one of the speakers raised previously
D. explaining his own feelings about climbing


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