

Tên:

Ngữ pháp HW:

Lớp: S9...

Đọc HW:

Ngày giao bài: Thứ, ngày/.....

Ngày nộp bài: Thứ, ngày/.....



GLOBAL ENGLISH 9

UNIT 7: COMPETITION – GRAMMAR 1

A. THEORY

I. GRAMMAR

I. Past perfect simple (Thì quá khứ hoàn thành đơn)

1. Cách dùng: Dùng để diễn tả một hành động **đã hoàn thành TRƯỚC** một mốc thời gian hoặc **một hành động khác trong quá khứ**.

- Thứ tự thời gian: Past Perfect → Past Simple

E.g. When the police **arrived**, the thief **had escaped**.

2. Công thức:

- Past Perfect Simple Active

(+)	S + had + V _{3/ed} .	E.g. She had had breakfast before we came.
(-)	S + had not (hadn't) + V _{3/ed} .	E.g. Linda had not washed the dishes when her mother came home.
(?)	Had + S + V _{3/ed} ? Wh-word + had + S + V _{3/ed} ?	E.g. Had he left when we went to bed? What had you done before midnight yesterday?

- Past Perfect Simple Passive: Dùng khi không quan trọng ai là người thực hiện hành động đó, hoặc muốn nhấn mạnh kết quả/hành động.

(+)	S + had + been + V _{3/ed} (+ by O).	E.g. English had been taught to Anna for ten years before she moved to London.
(-)	S + had not (hadn't) + been + V _{3/ed} (+ by O).	E.g. My teeth had not been brushed (by me) before I went to bed last night.
(?)	Had + S + been + V _{3/ed} (+ by O)? Wh-word + had + S + been + V _{3/ed} (+ by O)?	E.g. Had the tickets been booked online in advance? Where had the money been invested (by her)?

*Note: had = 'd; had not = hadn't; by O = by + đối tượng thực hiện hành động.

3. Dấu hiệu nhận biết:

- before, after, when, as soon as
- by, by the time, by the end of
- Dùng khi cần phân biệt rõ hành động/sự kiện nào xảy ra trước trong quá khứ

II. Past perfect continuous (Thì quá khứ hoàn thành tiếp diễn)

1. Cách dùng: Dùng để nhấn mạnh **quá trình / khoảng thời gian** của một hành động **đã diễn ra trước một mốc trong quá khứ**, thường có kết quả nhìn thấy được.

❖ So sánh nhanh:

- Past Perfect Simple → nhấn mạnh **đã xong**
- Past Perfect Continuous → nhấn mạnh **diễn ra bao lâu / liên tục**

2. Công thức:

(+)	S + had + been + V _{ing} .	E.g. When I woke up, I saw that it had been raining.
(-)	S + had + not + been + V _{ing} .	E.g. My sister and I had not been listening to music before we found our headphones.
(?)	Had + S + been + V _{ing} ? Wh-word + had + S + been + V _{ing} ?	E.g. Had James been playing video games when we came? Why had they been making noise when you arrived?

3. Dấu hiệu nhận biết:

- for, since, how long
- before, until, by the time, when

II. CAMBRIDGE VOCABULARY

- HOMEWORK

+ The oldest house in Britain

No.	New words	Meanings	No.	New words	Meanings
1	occupied (adj)	có người sinh sống	4	inhabitant (n)	cư dân
2	relic (n)	di tích, tàn tích lịch sử	5	decayed (adj)	bị mục nát, phân hủy
3	remain (n)	phần còn sót lại, di tích	6	nomadic (adj)	du mục, không định cư

+ My fastest ever plane ride

No.	New words	Meanings	No.	New words	Meanings
1	pylon (n)	cột mốc / cột tiêu (trong các cuộc đua, hàng không)	5	briefing (n)	buổi hướng dẫn ngắn trước khi làm việc
2	barrel roll (n)	động tác nhào lộn xoay tròn	6	under any circumstances (phr.)	trong bất kỳ trường hợp nào
3	oriented (adj)	giữ được phương hướng / tinh táo	7	paradox (n)	nghịch lý
4	manoeuvre (n)	động tác điều khiển phức tạp	8	momentary (adj)	thoáng qua, ngắn ngủi

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

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

B. HOMEWORK

GRAMMAR (22 questions)

I. Circle the correct answers.

- By the time the meeting started, the team _____ the issue for over two hours.

A. discussed B. had discussed C. had been discussing D. was discussing
- She looked exhausted because she _____ all night before the exam.

A. studied B. had been studying C. had been studied D. was studying
- When the police arrived, _____ through the back door already?

A. had the burglars escaped B. were the burglars escaping C. did the burglars escape D. had the burglars been escaping
- He apologized because he _____ the truth to her earlier that day.

A. didn't tell B. wasn't telling C. hadn't told D. hadn't been telling
- for an hour before they realized they were in the wrong queue?

A. Were they waiting B. Had they been waiting C. Did they wait D. Had they waited
- By the time she finally replied, I _____ my patience.

A. lost B. was losing C. had lost D. had been losing
- He knew the road well because he _____ there for years before moving abroad.

A. lived B. had lived C. was living D. had been living
- By the time the guests arrived, the room _____ properly.

A. wasn't prepared B. hadn't prepared C. hadn't been prepared D. had been prepared
- When the journalist tried to access the files, they _____ without permission.

A. deleted B. was deleted C. had been deleted D. had been deleting

II. Fill in the gaps with the correct past tense of the given verbs.

Last weekend, Emily (0) had been planning (plan) her birthday party for weeks, and finally, the big day arrived. She (1) _____ (invite) all her friends and family to her house. Before the party started, she (2) _____ (decorate) the living room with balloons for hours. Her mother (3) _____ (prepare) a big cake, and her father (4) _____ (set up) the outdoor lights.

By the time the first guest arrived, Emily (5) _____ (finish) all the decorations. She felt very excited because she (6) _____ (not see) some of her friends for months.

Later that evening, after everyone (7) _____ (eat), they played games and shared funny stories. It was almost midnight when Emily realized she (8) _____ (not open) her presents yet.

III. Put the following sentences into passive voice in 2 ways.

0. The manager had assigned the team a new task.

→ A new task had been assigned to the team by the manager.

→ The team had been assigned a new task by the manager.

1. The waiter had served the customers their meals.

→ _____.

→ _____.

2. The principal had offered the students scholarships.

→ _____.

→ _____.

3. The librarian had shown the visitors the rare books.

→ _____.

→ _____.

4. Had the company sent the employee an invitation?

→ _____ ?

→ _____ ?

5. The coach had given the players some advice.

→ _____.

→ _____.

6. The university hadn't granted the student a scholarship.

→ _____.

→ _____.

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.

I. FCE Use of English Part 3

Part 3

For questions **17–24**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 F A N T A S T I C

The oldest house in Britain

It was warm, round, had a (0) view of a lake and appears to have been occupied for several hundred years. Welcome to the oldest house in the UK, which was found with other fascinating relics (17) at a site in North Yorkshire. These remains are transforming our (18) of how Britain's earliest inhabitants lived.

FANTASY

The structure was 3.5 metres in (19) and was supported by a circle of wooden posts. Dark, decayed matter at the centre of the ruin suggests the possibility of a roof entirely made of grasses. (20) of the remains by scientists revealed that the building stood in 8,500 BC. It was (21) thought that people living in Britain at this time were nomadic with no fixed homes. But the (22) of the oldest known house provides clear (23) that some of these people built large permanent structures. Researchers of the site, however, are (24) about how long the house will remain the 'oldest' in the UK, because new finds are being made all the time.

NEAR

KNOW

WIDE

INVESTIGATE

ORIGIN

DISCOVER

EVIDENT

51/52

You are going to read an article about a flight in a very fast aeroplane. 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.

My fastest ever plane ride

Reporter Matt Rudd goes on an extraordinary plane ride

In The Red Bull Air Race, twelve pilots take it in turns to race through a series of pylons between 15 and 25 metres high, negotiating sharp turns, barrel rolls and loops on the way, all at speeds of up to 370 km per hour. I was invited to find out what it feels like to take part.

An hour before the flight, I had to sign two forms. The first confirmed that I was in good health, the second that I would empty all my pockets, because tiny objects can become very dangerous during the flight. I also learnt that I would have to try to stay orientated throughout. 'The horizon is your best friend,' I was told, 'the pilot will explain in which direction you have to look.' I was also asked to promise that when I was flying upside down, I would 'completely relax. Try and enjoy the view.' Half an hour before the flight, I had a safety briefing in which I was told not, under any circumstances, to touch anything.

By the time we were taxiing down the runway, my legs up in front of me, feet trying not to touch the incredibly important steering pedals, hands trying not to rest on any of the many important switches within reach, my mind had made itself up. Ignoring all instructions received, I would not relax and enjoy the flight. This is the cruel paradox of high-speed acrobatic flying. In order to survive it without passing out, you have to keep calm and focused. You have to tense up at the right time and you have to relax at the right time. Panicking is a bad idea. None of this was of particular comfort as we began accelerating down the runway.

Dario, the pilot, and I reached the end of the runway. There we were in the Zivko Edge 540, upsettingly one of the world's fastest acrobatic planes, ready to go. The plane took off and two seconds later we banked sharply to the right. It was an instant, violent manoeuvre and I felt

the air squeeze out of my lungs. I looked up at the horizon, tensed everything and emitted short gasps as I sank down into the seat. For a split second I weighed 6.2 times my normal weight. And then we levelled out. We turned another sharp left and dived, leaving my stomach at 2,000 metres and my lungs scrunched up on the roof of the plane. Seconds later, we were 10 metres off the ground, aiming for the alarmingly small space between two pylons. They passed at 400 km per hour but my whoop of momentary excitement was stolen by a sharp right turn. We hadn't even done any acrobatics yet.

For two minutes, I was allowed to fly the plane, my hand shaking so much the plane shook too... it's that responsive. And then after that Dario said something. And I said, 'Can you repeat that?' But instead of replying, he did a barrel roll, a full lateral 360° turn.

'Are you okay?'

'Yup.'

'Have you had enough?'

'No,' I lied.

Then he did a loop, flying the plane up and over, turning a full circle in the air. Now, I am aware that many people would find this exciting. The sort of people who enjoy rollercoasters. However, I just thought it was a bit much. At the top of the loop, as we were flying upside down, I heard a small voice shouting, 'Relax, relax, look up.' Then I looked up and saw some fields.

The flight was over in 10 minutes. It had been 'soft' compared to what the pilots endure when they race. As if to illustrate the point, Dario got out some sandwiches the minute we landed and merrily tucked in. I didn't eat for hours and that night I did the loop the loop over and over again in my sleep.

line 55
line 56

line 59

line 71

- 31 How did Matt feel as the plane started moving along the runway?
- A annoyed that there were so many rules to follow
B surprised that he had to sit in a rather awkward position
C convinced that he was going to be unable to behave as required
D anxious that he had not been adequately prepared for the experience
- 32 Why does Matt say *We hadn't even done any acrobatics yet* in lines 55 and 56?
- A to justify his impatience
B to express his disappointment
C to explain why he felt so relieved
D to emphasise how apprehensive he felt
- 33 What does *responsive* mean in line 59?
- A eager
B sensitive
C active
D helpful
- 34 In the fifth paragraph, Matt wants the pilot to think that
- A he understands the technical terms.
B he needs a break.
C he is feeling fine.
D he had expected to roll.
- 35 What does *it* refer to in line 71?
- A turning a full circle
B being aware
C finding this exciting
D enjoying rollercoasters
- 36 What is implied about the pilot in the final paragraph?
- A He finds Matt's reaction amusing.
B He wants to demonstrate that he is tougher than Matt.
C He feels unusually hungry after the flight.
D He is completely unaffected by their experience.