

Tên:

Lớp: S8...

Ngày giao bài: Thứ, ngày/.....

Ngày nộp bài: Thứ, ngày/.....



Week: 7

Ngữ pháp HW:

Độc HW:

UNIT 3: OUR SOCIETY - GRAMMAR & PET WRITING PART 2

A. THEORY

I. GRAMMAR

1. Second Conditional with Unless

Cách dùng	- Dùng để diễn tả một giả định không có thật hoặc trái ngược với thực tế ở hiện tại/tương lai. - Unless = If ... not (Nếu ... không)
Công thức	Unless + S + V-ed / V2, S would/wouldn't + V(bare)
Lưu ý	- To be chia ' were ' cho tất cả các ngôi - Unless mang nghĩa phủ định nên về Unless thường ở dạng KHẲNG ĐỊNH
Ví dụ	<i>If the city didn't build more green spaces, residents would feel stressed.</i> → <i>Unless the city built more green spaces, residents would feel stressed.</i>

2. I wish / If only

- Dùng để thể hiện **sự nuối tiếc** hoặc **mong muốn** một điều gì đó **trái ngược với thực tế ở hiện tại**.

- Độ nhấn mạnh:

+ I wish: Cách nói thông thường

+ If only: Mang sắc thái mạnh mẽ hơn, nuối tiếc sâu sắc hơn

	Công thức	Ví dụ
Mong muốn thay đổi một thực tế ở hiện tại	I wish / If only + S + V-ed/V2 (To be chia ' were ' cho mọi chủ ngữ)	<i>I wish our neighborhood didn't have so much traffic congestion.</i> <i>If only I were a local resident here!</i>
Muốn có khả năng làm điều gì đó ở hiện tại nhưng thực tế không làm được	I wish / If only + S + could + V(bare)	<i>If only the council could fix up these historical facades soon!</i> <i>I wish we could transform this drab concrete wall into a vibrant mural.</i>
Thể hiện sự phiền toái / Yêu cầu ai đó thay đổi hành vi	I wish / If only + S + would + V(bare)	<i>I wish the gang members would stop causing violence in our area.</i> <i>If only the driver would slow down near the car-free zone!</i>

B. CLASSWORK

PET WRITING PART 2

You see this notice on an English-language website. Write your article in about 100 words.

Articles wanted!

The Environment

What do you do to help the environment?

What is one thing your town or city could do to become greener?

Write an article answering these questions, and we will publish it on our website!



What I do

- recycle paper, plastic and cans
- walk or cycle instead of using a car
- save water and turn off lights

What my town / city could do

- plant more trees and protect green spaces
- improve public transport
- add more recycling bins
- organise regular clean-up days

Why it matters / Conclusion

- these actions reduce pollution and waste
- together, we can make our city greener and healthier



What I do

-
-
-

What my town / city could do

-
-
-
-

Why it matters / Conclusion

-
-
-

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GRAMMAR (10 questions)

I. Choose the correct option.

1. I wish my roommate _____ down the loud music late at night; it is really annoying when I am trying to sleep!
 A. turns B. turn C. would turn D. will turn
2. If only our teacher _____ less homework on weekends so that we could have more time for outdoor activities.
 A. assigned B. assigns C. will assign D. assigning
3. Local residents wish there _____ fewer private cars on the street to reduce severe traffic congestion during peak hours.
 A. are B. is C. was D. were
4. I wish I _____ the piano proficiently so that I could participate in the upcoming school music festival.
 A. play B. can play C. could play D. would play
5. If only governments around the world _____ so heavily on fossil fuels and invested more in green energy instead.
 A. didn't rely B. don't rely C. can't rely D. couldn't rely

II. Rewrite the following sentences starting with "Unless", keeping the meaning as close to the original as possible.

1. If young people didn't support independent musicians, smaller live venues would close down.
 → _____

2. If the city didn't preserve its traditional street food markets, tourists couldn't experience the authentic local cuisine.
 → _____

3. If teenagers weren't willing to take a digital detox on weekends, they would suffer from constant mental exhaustion.

→ _____

4. If the council didn't allocate a generous budget for restoration, these historic landmarks wouldn't attract international visitors.

→ _____

5. If master artisans weren't patient enough to train apprentices, traditional pottery making would disappear completely.

→ _____

C. HOMEWORK

GRAMMAR (15 questions)

I. Choose the correct option.

1. Unless company executives _____ flexible working hours, many employees would experience severe burnout.

- A. don't offer B. offered C. offer D. would offer

2. Commuters wouldn't switch to electric buses unless the government _____ public transit fares significantly.

- A. subsidised B. didn't subsidise C. would subsidise D. subsidises

3. Unless corporate managers _____ more empathetic toward remote staff, team productivity would suffer tremendously.

- A. were B. was C. aren't D. weren't

4. Unless urban planners _____ high-speed railway networks between major cities, heavy traffic congestion _____ worsening.

- A. expanded / would keep B. didn't expand / kept
C. expanded / wouldn't keep D. expands / will keep

5. Unless top executives _____ willing to adopt a four-day workweek, staff members _____ spending ten hours a week commuting.

- A. had been / would have continued B. are / continue
C. was / wouldn't continued D. were / would continue

II. Read the passage below and find one grammatical error in each numbered sentence regarding "I wish / If only". write the incorrect part and correct it.

(1) Adjusting to university life is overwhelming, so I wish our weekly schedule does not have so many overlapping assignment deadlines.

(2) Facing severe exam anxiety, if only I was more confident in prioritizing my daily revision tasks.

(3) Between attending lectures and working part-time, I wish I would balance my study timetable without procrastinating.

(4) My roommates constantly play noisy music late at night, and I wish they will stop disrupting my preparation for tomorrow's seminars.

(5) Our academic advisor rarely checks his inbox, so if only he responds to our emails about course registration more promptly!

Correction:

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

III. Use the information to describe a hypothetical situation with unless and the second conditional.

1. The local authority doesn't implement strict urban planning policies, so traffic congestion gets worse every day.

→ Unless the local authority _____

2. The council doesn't upgrade the basic infrastructure in rural areas, so thousands of migrants move to major cities every year.

→ Thousands of migrants would move to major cities every year unless _____

3. The government doesn't provide temporary shelters, so homeless individuals suffer severely during the freezing winter.

→ Unless the government _____

4. Non-profit organizations don't fund vocational training programs, so young people living in poverty struggle to find stable employment.

→ Young people living in poverty would struggle to find stable employment unless _____

5. The city administration doesn't subsidize affordable housing projects, so low-income families remain trapped in slum conditions.

→ Unless the city administration _____

READING PRACTICE (10 questions)

Lưu ý:

1. Khi làm bài tập có từ mới, các con cần 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 khóa chính trong bài.

You are going to read an article about studying abroad for a year. For questions 1-10, choose the answer which you think fits best according to the text.

A lot can happen in a year abroad

Like many students before her, studying abroad had a profound effect on Sarah Morrison.

As I sat staring out at California's spectacular Big Sur coastline, I felt fortunate to have a sister who had persuaded me to spend a year of my degree abroad. It seems that there are not enough older siblings explaining just how easy it is to take part in an international exchange.

While most universities offer worldwide exchanges, where students swap places with others from all over the world for a semester or a year during their degree, the number and quality on offer, together with the cost and time spent abroad, vary dramatically.

A deciding factor for me in choosing to study at the University of Edinburgh was the fact it offered more than 230 exchange places at overseas universities in the US, Canada, Australia, New Zealand, India, China, South Korea, Japan, Singapore and South America.

Despite all this choice, I still found that deciding to spend a year abroad was something of a novelty, with most of my friends giving more thought to embracing Edinburgh than packing their bags to leave a city that had only just become their home. Yet, fortified by my sister's advice and a Californian friend who told me I would love the coast, I applied to spend my third year at the University of California, Berkeley – never guessing that this would affect almost every future decision I would make.

From the start of your exchange, you are aware that the time you have in your new country is limited and not to be wasted. Your experience is shaped by a predetermined start and end, which immediately increases the significance of the time in between.

From the first week I arrived, I started to work at The Daily Californian, Berkeley's student newspaper. I moved from an international house with more than 600 students from all over the world into a co-operative house where 60 of us shared responsibility for management of the building. I met people from Calcutta, Cairo and Chile, and learnt that holding on to any stereotypes I might have about Americans would be about as useful as assuming that all European people lived on farms.

The grades I earned at Berkeley didn't actually count towards my degree classification at Edinburgh. However, I studied under a Pulitzer Prize-winning poet, signed up for student-led seminars and took an African American literature class that shaped my dissertation in Edinburgh. Whether I was learning about contemporary poets on a tour of San Francisco or reporting on the President's speech in San Francisco for the next day's newspaper, my stay there enabled me to return to Edinburgh with an increased sense of awareness about what I wanted to gain from my English literature degree.

While the expense might seem like an initial barrier to international exchanges, in reality they can actually save a student money. Visas, health insurance and flights to the chosen country will have to be bought, but a student will usually only be charged 25 to 50 per cent of their home university's annual fees. A student travelling abroad is entitled to a larger student loan, and grants are available at many institutions for students going on an exchange.

Taking part in an exchange may not appeal to all students. You have to research the options independently, apply almost a year before you go away and be aware of the grades required in the first year to qualify for a place on one. Even so, Edinburgh's international exchange officer, Helen Leitch, says: 'If I had a pound for every time that students told me it was the best experience of their life, I would be a very wealthy woman indeed.'

1. In the first paragraph, what does Sarah suggest about older siblings?

- A. They often discourage younger family members from leaving home.
- B. Not enough older siblings explain how easy it is to take part in an international exchange.
- C. They usually have more experience with travelling than their parents.
- D. Many of them find international exchanges too challenging to apply for.

2. **One reason Sarah became a student at Edinburgh University was that**
 - A. she could first study abroad and then move to Edinburgh.
 - B. her sister had previously studied at Edinburgh.
 - C. she could do part of her studies at a suitable university abroad.
 - D. most of the students at Edinburgh spend a year at an overseas university.
3. **In the fourth paragraph, why was Sarah's decision to spend a year abroad "something of a novelty"?**
 - A. Her university had only recently started offering overseas programmes.
 - B. Her friends were reluctant to leave a city they had only just settled into.
 - C. The academic requirements for Berkeley were exceptionally strict.
 - D. She was the only student from her course who applied to leave Edinburgh.
4. **How did Sarah feel when she went to Berkeley?**
 - A. She was pleased to find the people were exactly as she had expected.
 - B. She knew she wanted to make the most of her stay there.
 - C. She was surprised by how much cheaper it was to live in student housing.
 - D. She began to wish her stay there could be a little shorter.
5. **What did Sarah learn about stereotypes at Berkeley?**
 - A. Stereotypes were not a useful way to understand American people.
 - B. Sharing household responsibilities created conflict among students.
 - C. Living with fewer people made it much easier to concentrate on studying.
 - D. People from different continents shared almost identical lifestyles.
6. **What does Sarah feel she achieved at Berkeley?**
 - A. She formed a clearer idea of what her long-term aims were.
 - B. She took the first steps towards becoming a teacher.
 - C. She developed her poetry-writing skills significantly.
 - D. She ensured that she would graduate with a first-class degree.
7. **What does Sarah say about her academic studies at Berkeley?**
 - A. The classes she attended directly influenced her final university project.
 - B. The student-led seminars were far less demanding than those at Edinburgh.
 - C. Her grades at Berkeley helped raise her overall degree classification.
 - D. She was required to repeat several literature courses after returning home.
8. **What does Sarah say about the cost of an international university exchange?**
 - A. As a student you can get reduced rates for health insurance.
 - B. Your fees may be cut by half for every year of your course.
 - C. It can be cheaper overall than studying in your own country.
 - D. Taking cheap flights abroad can save you a lot of money.
9. **What does 'one' refer to in the last paragraph (underlined)?**
 - A. an international exchange as part of a university course
 - B. a research degree at a university in another country
 - C. a university course that is paid for by the government
 - D. the first year of a university course in your own country
10. **What does Helen Leitch suggest in the final paragraph?**
 - A. Students who do international exchanges often go on to become extremely rich.
 - B. Many students who have done an international exchange consider it highly worthwhile.
 - C. Only students from rich families can afford to do an international exchange.
 - D. She should be paid a far higher salary for organising international exchanges.