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GLOBAL ENGLISH 9: UNIT 6 – RULES AND LAWS

GRAMMAR 1

A. GRAMMAR

***Lưu ý:** Các từ vựng mở rộng thầy cô cho ghi trong vở (nếu có) và các từ vựng mở rộng trong phiếu để có chủ thích nghĩa: con về nhà chép mỗi từ 1 dòng để ghi nhớ nhé.

I. Verbs in the passive followed by the infinitive. (Động từ thể bị động theo sau bởi động từ nguyên mẫu)

- To talk about rules, we can **use the passive form of verbs** such as *ask, require, order, tell, allow, encourage, expect* and *suppose* followed by **to + infinitive**.

Ex: Ron *is required to call* the police.

II. Reported questions and statements. (Câu tường thuật)

- **Reported speech** is used when we **tell someone what another person said**.

		Examples	
		Direct speech	Reported speech
Questions	With <i>Yes / No questions</i> , use <i>if / whether</i> to report questions.	"Are you angry?", Jimmy asked.	Jimmy asked if / whether I was angry.
	With <i>Wh- questions</i> , notice <i>the word order</i> when we report questions.	My mother said, " When did you go to school? "	My mother asked me when I went to school .
Statements	Say	Kiri: "I like my house very much".	Kiri said she liked her house very much.
	Tell: must be followed by a personal object (him, her, etc..) or a name.	Older sister: You have to finish your mission.	His older sister told him that he had to finish his mission.
	Commands	"Please wait for me here, Mary" Tom said.	Tom told Mary to wait for him there.

Notice:

+ We often use a tense which is "**further back**" in the past (e.g. worked) than the tense originally used (e.g. work). This is called "**backshift**".

Ex: "*We **lived** in China for five years.*" → *She told me they **had lived** in China for five years.*

+ Change the most appropriate adverbs of place and time when changing into reported questions and statements: **this** → **that**, **these** → **those**, **here** → **there**, **now** → **then**, **today** → **that day**, **yesterday** → **the day before/the previous day**, **tomorrow** → **the day after/the next day/the following day**, **ago** → **before**, **next week** → **the week after/the following week**, **last week** → **previous week**, etc.

Ex: "*Did the doctor come to see you **yesterday**?*" My mother asked. → *My mother asked me if the doctor **had come** to see me **the day before**.*

B. HOMEWORK

I. Make passive versions of the sentences.

0. Our mom didn't allow us to stay up late.

→ We weren't allowed to stay up late.

1. They ordered her to pack her bags and leave.

→ _____.

2. Anna encourages John to apply for promotion.

→ _____.

3. She isn't asking them to do very much.

→ _____.

4. Does he require the team to run four miles before breakfast daily?

→ _____?

5. People expect Apple to *unveil* (tiết lộ) their new iPhone next week.

→ _____.

II. Complete the sentences with your own ideas by using verbs in the passive followed by the infinitive.

0. Tourists were being advised to avoid the area.

1. A man with a gun was asked to _____.

2. You will be expected to _____.

3. People are being told not to _____.

4. An announcement is expected to _____.

5. The children were told to _____.

III. Choose a suitable word to fill in the blank.

had to leave	was having	had finished	was	would arrive	needed
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0. Tom said that he was busy.

1. Tom said that he _____ some help.

2. Tom said that he _____ a good time.

3. Tom said that he _____ his work.

4. Tom said that he _____ after finishing his meeting.

5. Tom said that he _____ at eight.

IV. Rewrite these sentences without changing the meanings.

0. "Are you planning to go to school by train?" Brian's mother asked him.

→ Brian's mother wanted to know if he was planning to go to school by train.

1. "Please download the information from this file," the director said to us.
→ _____.
2. "Which way are you planning to go to the beach?" Ruby asked us.
→ _____.
3. She said: "I'll take you to school tomorrow, Jack."
→ _____.
4. "I want lots of people to come to my birthday party." my brother said to me.
→ _____.
5. "Will you come to the concert to see my show?" my neighbor asked me.
→ _____.

V. Complete the sentences by changing the direct speech to reported speech.

1. I asked Martha, "Are you planning to enter law school?"
I asked Martha if / whether she was planning to enter law school.
2. Ed just asked me, "What time does the movie begin?"
Ed wants to know _____.
3. Fred asked, "Can we still get tickets for the concert?"
Fred asked _____ tickets for the concert.
4. Thomas said to us, "How can I help you?"
Thomas wants to know _____ us.
5. Eva asked, "Can you help me, Mario?"
Eva asked Mario _____ her.
6. Charles said, "When will the final decision be made?"
Charles wanted to know _____.

VI. Imagine these sentences were reported in another place a month later. Put in words and expressions from the box.

right away that day that evening that morning the the day after ✓ the day before
the same night the week before there

- 'I'll see you tomorrow.' She said she'd see me the day after.
- 1 'My brother's arriving here today.' She said her brother was arriving
 - 2 'I'll phone you this evening.' He said he'd phone
 - 3 'Do you like it here?' She asked if I liked it
 - 4 'My uncle died last week.' He told me his uncle had died
 - 5 'This meat tastes funny.' She said meat tasted funny.
 - 6 'I'm leaving now.' He told us he was leaving
 - 7 'I overslept this morning.' She told him she'd overslept
 - 8 'The train leaves at 11.00 tonight.' I was told the train left at 11.00
 - 9 'Pete phoned me yesterday.' He said Pete had phoned him

C. IELTS PRACTICE

MINDSET FOR IELTS 3 - UNIT 7 - READING

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Read the passage and answer questions 1-14.

REALITY TV

A Reality TV accounts for 67% of TV programmes watched by Americans. A huge range of programme types come under the banner 'Reality TV', some of them more edifying than others. There are those which follow the pattern of one of the earliest reality shows, *Big Brother*, where a group of people have to co-exist in a house, their every move being filmed. Then there are the competitive shows where ordinary people compete in skills such as singing, cooking, diving, ice-skating or work-related skills like sales and entrepreneurship. Another sub-genre is the self- or home improvement/makeover type of show, such as *What Not to Wear*, *The Biggest Loser* or *Hoarders*. Some of the most popular reality TV shows are those of the social experiment sub-genre, such as *The World's Strictest Parents*, where misbehaving teens are sent to live in a less liberal family, usually in a distant country. Perhaps the most educational type which comes under the reality TV heading are the programmes that follow someone with an interesting or useful job doing their ordinary day-to-day work. This is the one type of reality TV show most parents encourage their children to watch, as they can learn about the work of police officers, paramedics, doctors, pilots and teachers.

B So how can we account for the immense popularity of reality TV? One reason it has found favour with viewers is that for most ordinary people it is their best hope of achieving at least a degree of fame or notoriety. A tiny minority might even become really famous and be rewarded with a TV show of their own. A survey of 239 people revealed that, contrary to common belief, most reality TV fans were not less sociable or less intelligent than others. It was thought that the main aim of watching such shows was to be able to discuss them with friends and co-workers. However, that has always been one of the reasons people watch any kind of TV programme. What is different about reality TV aficionados is that they desire a rise in status and strongly value prestige. Reality TV has produced 'stars' with little or no actual talent in conventional terms. Although they can't sing, dance or act, the force of their personality has shot them to stardom through an appearance on a TV show. From there, many have launched careers as 'TV personalities' and achieved the wealth and fame they craved. It is no wonder, then, that so many hope to follow their example.

C One crucial point about reality TV is that the name itself is a misnomer. It is not actually 'real'. While producers don't go as far as having scripts, they edit footage in such a way as to distort what really happened. Events are twisted to create an illusion of conflict or to shape a more interesting storyline. Participants are told to adapt their own personalities to suit the requirements of the show. For example, a lady with a pleasant and gentle personality was told to 'act mean' or be ejected from the show. Similarly, though viewers assume that either judges or the voting public have the power to eliminate contestants, in fact the producers retain the decision-making power. If a candidate in a singing competition has been voted off by the public, he or she may be kept on for amusement value, not for the quality of his or her singing. One producer admitted that a '24-hour bathroom makeover' actually had a crew working on it behind the scenes for at least two weeks.

D Apart from the illusions of reality, what other criticisms are made of reality TV? Author Mark Andrejevic wrote in the *New York Times* in 2012 that reality TV in post 9/11 society represents the 'normalisation of surveillance'. In all our favourite TV shows, the cameras are on the participants 24 hours a day. It therefore doesn't seem so strange when our own activities are caught on CCTV as we move around our cities and workplaces. Another accusation levied at some of these shows is that they glamorise vulgarity and consumerism. An American show called *Toddlers and Tiaras*, for example, shows little girls dressing up in skimpy costumes and make-up to take part in beauty pageants. Their parents spend thousands of dollars to parade their tiny children, some barely old enough to walk, in front of judges, who evaluate their beauty, clothes and modelling skills. The children featured in this and similar shows are growing up to focus only on winning and many are totally unable to accept defeat. Many reality TV shows feature a 'confessional', where contestants are encouraged to back-stab and report on their fellow contestants. Unethical behaviour is valued and rewarded because it boosts viewing figures. The plethora of shows encouraging us to change our weight, wardrobe, job, house and car creates generations of discontented individuals who feel themselves inadequate with who they are and what they have.

E To make matters worse, the experience of being on reality TV is not what it appears. These shows are so popular with the television companies because they are so cheap to produce. The producers' aim is to get as much talent as possible for as low a price as possible. While appearing on a reality show, you can expect your expenses to be paid, but you will probably only receive \$20 or \$30 a day. What is more, you can expect every aspect of your background and family to be

investigated in detail. Anything you would prefer to remain hidden will inevitably come out. And the person who becomes the reality star will not be 'you'. It will be a character created by the producers who happens to have your face. So, if you are longing for your 15 minutes of fame, be aware of the risks of achieving it through reality TV.

Questions 1-6

The text has five paragraphs, A-E. Which paragraph contains the following information?

Write the correct letter, A-E.

N.B. You may use any letter more than once.

- 1 What attracts people to watch reality TV
- 2 An explanation for the promotion of bad behaviour on reality TV
- 3 A description of a show the writer disapproves of
- 4 An example of why the term reality TV is misleading
- 5 Some examples of shows that might benefit young people
- 6 A piece of research that reveals information about fans of reality TV

Questions 7-10

Answer the questions below. Choose NO MORE THAN TWO WORDS from the passage for each answer.

- 7 How does the writer describe programmes that show people doing their job?
- 8 What does the writer say can help people achieve fame if they have no special talent?
- 9 Who has the ultimate decision about the elimination of competitors?
- 10 What feature of reality TV invites participants to criticise their peers?

Questions 11-14

Complete each sentence with the correct ending, A-G, below.

- 11 People who like watching reality TV
 - 12 The effects of reality TV on society
 - 13 Producers of reality TV
 - 14 People who take part in reality TV shows
- A include the development of competitiveness and materialistic attitudes.
B will pay lots of money for the right people.
C may not realise how intrusive and financially unrewarding it will be.
D are willing to distort reality to attract more viewers.
E tend to aspire to raising their status in society.
F are usually grateful to be given a chance of becoming famous.
G are particularly damaging for young girls.

MINDSET FOR IELTS 3 - UNIT 2 - WRITING

In many countries around the world, life expectancy is increasing.

Discuss the advantages and disadvantages of this situation and give your own opinion.

Write at least 250 words.

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MINDSET FOR IELTS 3 - UNIT 8 - LISTENING

Các con mở link nghe bằng máy tính nhé: <https://tinyurl.com/3bpcrnnr>

8. Complete the notes below. Write **ONE WORD AND/OR A NUMBER** for each answer.

Globalisation of culture

Definitions

- Not everyone agrees on how to define culture.
- **1** _____ aspects: music, clothes, food, architecture
Unseen features: values, beliefs
- Need to look deeper to comprehend the **2** _____ attached to cultural phenomena
Example
Titanic's popularity in China not because of the popularity of US culture, but due to **3** _____ factors

Negative view

- Increasing globalisation of culture due to global **4** _____
- Global business does not distinguish between cultures and so does not take into account **5** _____ cultural requirements.
- 1999 survey in France: **6** _____ of people felt globalisation a danger to the French way of life

Positive view

- People seen as global **7** _____, able to choose the food, music and clothes they like
- Profound characteristics of culture, such as views on **8** _____ are not as likely to alter

Effect of the internet

- Has helped save local traditions and **9** _____

Conclusion

- Important to stress the role of **10** _____ in the debate on cultural globalisation