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Class: S9

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GLOBAL ENGLISH 9: UNIT 9 – ACHIEVEMENTS AND AMBITIONS

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.

Relative clause (Mệnh đề quan hệ)

- A **relative clause** is a *subordinate clause* (mệnh đề phụ) that **specifies or gives information about a person or thing**. Relative clauses **come after a noun or pronoun** and often **begin with** a relative pronoun such as **who** for people and **which/that** for things.

Ex: The laptop **which/that** I bought last week has started making a strange noise.

Children **who** hate chocolate are uncommon.

There's something **that** you should know.

- You can use **which** to refer to the **whole of a previous clause**.

Ex: I wouldn't have to worry about being unemployed, **which** would be very nice.

***Note:** We have to use **which instead of that** after a comma.

Ex: This book, **which** is set in the last century, is very popular with teenagers.

B. HOMEWORK

I. Fill in the blanks with *who*, *which* or *that*.

0. The woman **who** called said she'd ring again later.

1. The film _____ we saw last week was awful.

2. The doctor _____ I usually see doesn't work there anymore.

3. I am moving to Louisville, _____ is home to the Muhammad Ali Museum.

4. Students _____ study hard will do well in my class.

5. My mother, _____ is an excellent cook, is thinking of opening a restaurant.

II. Rewrite the sentences without changing meanings.

0. A bottle opener is a device. It opens bottles.

→ A bottle opener is a device which/that opens bottles.

1. I'm planning to grow roses. I find roses quite beautiful.

→ _____.

2. I'm driving across the country with three small children. It is going to be stressful.

→ _____.

3. A person is lucky. She wins the lottery every year.

→ _____.

4. Homelessness is a problem. The problem needs to be addressed.

→ _____.

5. Do you know the man? He is coming towards us.

→ _____?

III. Unscramble words to make complete sentences.

0. chocolate / who / uncommon / children / are / hate

→ Children who hate chocolate are uncommon.

1. by / down / jam / the / had / was / traffic / truck / broken / caused / one / that

→ _____.

2. several / are / the office / there / who / in / bilingual / are / people

→ _____.

3. figure / software / installed / I / program / how / out / can't / Jason / to / that / use / the

→ _____.

4. which / going / into / read / the / movie / just / to / a / be / book / I / made / is

→ _____.

5. bag, / contains / heavy / the / lot / presents, / which / of / a / is

→ _____.

6. that / delicious / ordered / the / Misha / looks / dessert

→ _____.

IV. Cross out the incorrect word in each sentence.

The lecture, **which** / ~~who~~ had been scheduled for 3pm, was canceled at the last minute.

① My new sweater, **who** / **which** is made of wool, cost \$40.

② I teach many international students, many of **that** / **whom** are Indian.

③ David's cat, **who** / **which** is usually very calm, just scratched me!

④ My wife, **who** / **that** is an optician, enjoys her job very much.

⑤ He has two daughters, both of **who** / **whom** are lawyers.

V. Match the beginnings of the sentences to the correct endings.

My sister is starting a fashion business	which produces kitchen equipment.
1 Ben works for a company	who dreams of becoming an astronaut.
2 Do you like the shirt	that helps people find clothes that suit them.
3 Fatima showed me the dog	which we're planning to buy.
4 Betty is playing a woman	that I bought at the market today?
5 This is the villa	who lives over the road.
6 There are only two stores	that she wants to adopt.
7 My dad studied with the woman	that she could lend me?
8 Does Mira have an umbrella	that sell that particular part.

VI. Read the description of how chocolate is made. Add the relative clauses (a – i) to the text in the gaps and write in the appropriate relative pronoun *where*, *which* or *that*.

Chocolate's varied flavours, colours, shapes and textures result from different recipe traditions 1 a . The essential ingredient in all chocolate is cocoa, which is made from the cream-coloured beans 2 . The cacao tree, 3 , produces a fruit about the size of a small pineapple, 4 .

After harvesting, the cocoa beans are removed from the pods and piled in heaps 5 . The dried beans are then transported to factories 6 . The shells are then removed and the beans are ground into chocolate liquor – a thick brown liquid 7 . This liquor contains a high percentage of fat (cocoa butter), 8 . The solid block of cocoa that remains is then made into a powder 9 , or is mixed back with some of the cocoa butter, sugar and other flavour such as vanilla to make the different kinds of chocolate.

- a is removed by using presses
- b they are sorted and roasted
- c are left for several days to dry
- d can be used to make a hot chocolate drink
- e grows in equatorial regions such as South America, Africa and Indonesia
- f forms a solid at about room temperature
- g which have evolved in different parts of the world
- h inside are the tree's seeds
- i grow in pods on the cacao tree

Write about the following topic:

The purpose of businesses is to make money and they should concentrate only on this.

Do you agree or disagree?

Give reasons for your answer and include any relevant examples from your knowledge or experience.

COMPLETE IELTS (STB) - UNIT 6 - READING

The way the brain buys

Supermarkets take great care over the way the goods they sell are arranged. This is because they know a lot about how to persuade people to buy things.

When you enter a supermarket, it takes some time for the mind to get into a shopping mode. This is why the area immediately inside the entrance of a supermarket is known as the 'decompression zone'. People need to slow down and take stock of the surroundings, even if they are regulars. Supermarkets do not expect to sell much here, so it tends to be used more for promotion. So the large items piled up here are designed to suggest that there are bargains further inside the store, and shoppers are not necessarily expected to buy them. Walmart, the world's biggest retailer, famously employs 'greeters' at the entrance to its stores. A friendly welcome is said to cut shoplifting. It is harder to steal from nice people.

Immediately to the left in many supermarkets is a 'chill zone', where customers can enjoy browsing magazines, books and DVDs. This is intended to tempt unplanned purchases and slow customers down. But people who just want to do their shopping quickly will keep walking ahead, and the first thing they come to is the fresh fruit and vegetables section. However, for shoppers, this makes no sense. Fruit and vegetables can be easily damaged, so they should be bought at the end, not the beginning, of a shopping trip. But psychology is at work here: selecting these items makes people feel good, so they feel less guilty about reaching for less healthy food later on.

Shoppers already know that everyday items, like milk, are invariably placed towards the back of a store to provide more opportunity to tempt customers to buy things which are not on their shopping list. This is why pharmacies are also generally at the back. But supermarkets know shoppers know this, so they use other tricks, like placing popular items halfway along a section so that people have to walk all along the aisle looking for them. The idea is to boost 'dwell time': the length of time people spend in a store.

Having walked to the end of the fruit-and-vegetable aisle, shoppers arrive at counters of prepared food, the fishmonger, the butcher and the deli. Then there is the in-store bakery, which can be smelt before it is seen. Even small supermarkets now use in-store bakeries. Mostly these bake pre-prepared items and frozen ingredients which have been delivered to the supermarket previously, and their numbers have increased, even though central bakeries that deliver to a number of stores are much more efficient. They do it for the smell of freshly baked bread, which arouses people's appetites and thus encourages them to purchase not just bread but also other food, including ready meals.

Retailers and producers talk a lot about the 'moment of truth'. This is not a philosophical idea, but the point when people standing in the aisle decide to buy something and reach to get it. At the instant coffee section, for example, branded products from the big producers are arranged at eye level while cheaper ones are lower down, along with the supermarket's own-label products.

But shelf positioning is fiercely fought over, not just by those trying to sell goods, but also by those arguing over how best to manipulate shoppers. While many stores reckon eye level is the top spot, some think a little higher is better. Others think goods displayed at the end of aisles sell the most because they have the greatest visibility. To be on the right-hand side of an eye-level selection is often considered the very best place, because most people are right-handed and most people's eyes drift rightwards. Some supermarkets reserve that for their most expensive own-label goods.

Scott Bearse, a retail expert with Deloitte Consulting in Boston, Massachusetts, has led projects observing and questioning tens of thousands of customers about how they feel about shopping. People say they leave shops empty-handed more often because they are 'unable to decide' than because prices are too high, says Mr Bearse. Getting customers to try something is one of the best ways of getting them to buy, adds Mr Bearse. Deloitte found that customers who use fitting rooms in order to try on clothes buy the product they are considering at a rate of 85% compared with 58% for those that do not do so.

Often a customer struggling to decide which of two items is best ends up not buying either. In order to avoid a situation where a customer decides not to buy either product, a third 'decoy' item, which is not quite as good as the other two, is placed beside them to make the choice easier and more pleasurable. Happier customers are more likely to buy.

Questions 5-10

Do the following statements agree with the information given in the reading passage?

Write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

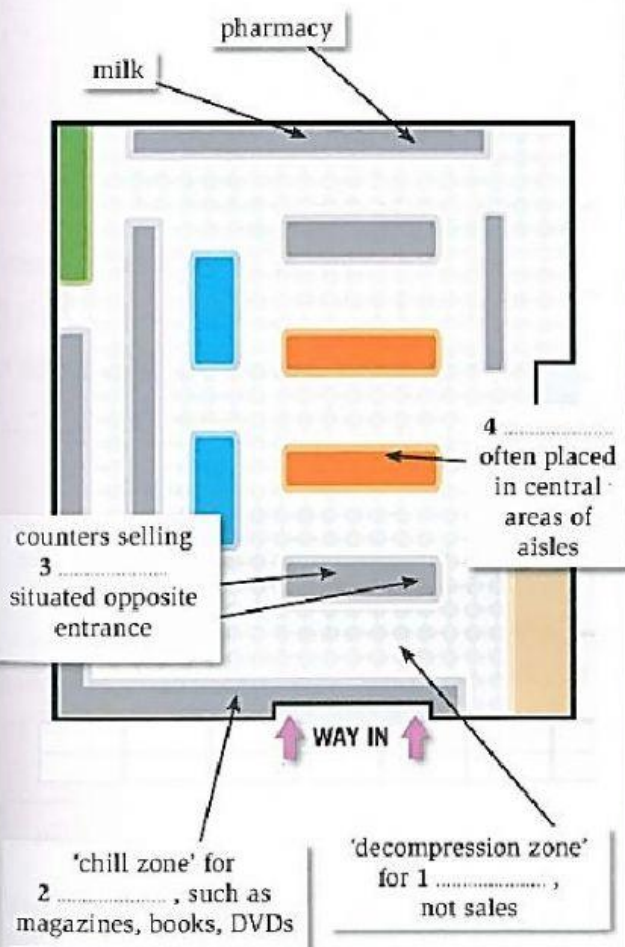
- 5 The 'greeters' at Walmart increase sales.
- 6 People feel better about their shopping if they buy fruit and vegetables before they buy other food.
- 7 In-store bakeries produce a wider range of products than central bakeries.
- 8 Supermarkets find right-handed people easier to persuade than left-handed people.
- 9 The most frequent reason for leaving shops without buying something is price.
- 10 'Decoy' items are products which the store expects customers to choose.

Questions 1-4

Label the diagram below.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

Layout of typical supermarket



Questions 11-13

Complete the flow chart below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

In-store bread production process

The supermarket is sent 11 and other items which have been prepared earlier.

Baking bread in-store produces an aroma.

Shoppers' 12 are stimulated.

They are then keener to buy food, including bread and 13

COMPLETE IELTS (6.5 – 7.5 WB) - UNIT 4 - LISTENING

Các con mở link nghe bằng máy tính nhé: <https://tinyurl.com/ywabfmy2> (audio 7)

Questions 1–10

Complete the notes below.

Write **NO MORE THAN TWO WORDS AND / OR A NUMBER** for each answer.

Prehistoric visual art

Cave paintings

What are they?

Paintings in caves or on outdoor surfaces

How old?

Earliest paintings date back about **1**

Common themes

Animals, humans (and human hands), and **2**

Common materials

Ochre, manganese, oxide, hematite and other materials with **3**

Charcoal for outlines.

Best **4** paintings are those painted into cut silhouettes.

Possible purpose

Possibly believed to have **5** (to increase number of animals for food)

Petroglyphs

What are they?

Carved images in **6**

How old?

From 12,000 years ago until the 20th century

Common themes

Geometric designs, + humans / animals

Purpose

Possibly a kind of language.

Petroglyphs still possess great **7**

Interesting fact

Designs are universally similar (possibly due to the way the **8** is formed)

Geoglyphs

What are they?

Drawings or motifs on the ground.

Big: minimum diameter = **9**

Where found?

Worldwide.

Nazca Lines

Common themes

Creatures such as birds, monkeys, etc. (many

10)