Name: ……..

Class: S9

Tel: 034 200 9294

Ngày GV giao bài: Thứ …… ngày ……/…….

Ngày HS nộp bài: Thứ …… ngày ……/…….

Vocabulary & Grammar: ……

Reading: ……..……..

Listening: ……..

Mini Test: ……..

GLOBAL ENGLISH 9

UNIT 5 – TECHNOLOGY – VOCABULARY 2 & IELTS SPEAKING

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

A. VOCABULARY:

- Ancient History (Lịch sử cổ đại)

No.	New words	Meanings	No.	New words	Meanings
1	**archaeologist** (n)	nhà khảo cổ học	6	**Roman** (n)/(adj)	người La Mã; thuộc về La Mã
2	**era** (n)	kỷ nguyên, thời đại	7	**Mediterranean** (n)/(adj)	vùng Địa Trung Hải; thuộc về Địa Trung Hải
3	**early Islamic** (adj)	thời kỳ đầu Hồi giáo	8	**civilization/civilisation** (n)	nền văn minh
4	**Greek** (n)/(adj)	người Hy Lạp; thuộc về Hy Lạp	9	**hieroglyphs** (n)	chữ tượng hình
5	**Ottoman** (n)/(adj)	người Ottoman; thuộc về đế chế Ottoman			

- Others

No.	New words	Meanings	No.	New words	Meanings
1	**shipwreck** (n)	vụ đắm tàu, xác tàu đắm	8	**astrology** (n)	chiêm tinh học
2	**cargo** (n)	hàng hóa (chở trên tàu, máy bay)	9	**horoscope** (n)	tử vi
3	**retrieve** (v)	lấy lại, thu hồi	10	**scorpion** (n)	bọ cạp
4	**adapt** (v)	thích nghi, điều chỉnh cho phù hợp	11	**self-discipline** (n)	tính kỷ luật, tự giác
5	**leap** (n)	sự tăng vọt, thay đổi lớn	12	**residential services** (n.phr)	dịch vụ dân sinh (như điện, nước, chỗ ở)
6	**edible** (adj)	có thể ăn được	13	**high-resolution graphics** (n.phr)	đồ họa độ phân giải cao
7	**constellation** (n)	chòm sao	14	**preferential treatment** (n.phr)	sự ưu tiên, đối xử ưu đãi

- Family Words

No.	New words	Meanings	No.	New words	Meanings
1	**generate** (v)	tạo ra, phát sinh	2	**generation** (n)	thế hệ

B. EXTRA VOCABULARY

No.	New words	Meanings	No.	New words	Meanings
1	**preference** (n)	sở thích, sự ưu tiên	4	**assessment** (n)	sự đánh giá
2	**authentic** (adj)	thực sự, đáng tin	5	**comprehensible** (adj)	có thể hiểu được
3	**extract** (n)	đoạn trích, phần rút ra	6	**criteria** (n)	tiêu chí, tiêu chuẩn

LIVEWORKSHEETS

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

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

C. HOMEWORK

I. Circle the correct answer.

0. The bird was kept in a(n) _____ while it was recovering.

A. enclosure *B. cage* *C. retina*

1. In ancient times, people believed that a person's future could be predicted through their _____.
   A. civilization B. horoscope C. generation
2. The researchers worked hard to _____ the lost artifacts from the shipwreck.
   A. leap B. adapt C. retrieve
3. The Roman _____ was one of the largest and most influential in ancient history.
   A. era B. constellation C. treatment
4. The _____ on the rocks by the sea reveals what might have happened to the ancient sailors.
   A. shipwreck B. edible C. astrology
5. The _____ symbols found on the temple walls provide insight into ancient communication methods.
   A. hieroglyphs B. era C. residential

II. Guess the correct words using the definitions given. The first letters are already given.

0. (a picture made by) painting on wet plaster on a wall or ceiling → ***fresco***

1. a state of human society that is very developed and organized → c_____
2. a large sea area surrounded mostly by land, known for ancient civilizations → M_____
3. a scientist who studies ancient societies by examining what remains of their buildings, graves, tools, etc. → a_____
4. to make something suitable for a new use or purpose → a_____
5. a small animal with a poisonous sting, often found in hot, dry areas → s_____

III. Complete the sentences with "which" and a phrase from the box.

is famous for its street food	**offers amazing views**
has been recently renovated	~~***was built over 500 years ago***~~
has a special discount for students	**attracts millions of tourists each year**

A: I'd love to visit a historic site *(0)* ___***which was built over 500 years ago***___.
B: How about the old fortress downtown, (1) _____? It looks new.
A: That sounds interesting! Are there other attractions nearby?
B: Yes, there's a tower (2) _____ of the city.
A: That's perfect! I've also heard about a market (3) _____.
B: Oh, yes! It's very popular, and the museum next to it (4) _____ is also worth a visit.
A: I'll definitely check that out. It must be a busy area.
B: Absolutely, it's a top destination (5) _____.

LIVEWORKSHEETS

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 đọc.

STRICTLY ENGLISH

British newspaper columnist Simon Heffer talks about his new book, 'Strictly English: the Correct Way to Write ... and Why It Matters', aimed at native speakers

For the last couple of years I have sent a round-robin email to my colleagues at this newspaper every few weeks pointing out to them mistakes that we make in our use of the English language. Happily, these are reasonably rare. The emails have been circulated on the Internet — and are now available on the paper's website — and one of them ended up in the inbox of a publisher at Random House about this time last year. He asked me whether I would write a book not just on what constituted correct English, but also why it matters. The former is relatively easy to do, once one has armed oneself with the Oxford English Dictionary (OED) and some reputable grammar books by way of research materials. The latter, being a matter for debate, is less straightforward.

I suppose my own interest in language started at school. Having studied French, Latin and Greek, I saw clearly how those languages had exported words into our own. When I studied German later on, I could see even more clearly why it was the sister tongue and what an enormous impact it had had on English. I saw that words had specific meanings and that, for the avoidance of doubt, it was best to use them in the correct way. Most of all, I became fascinated by grammar, and especially by the logic that drove it and that was common to all the other languages I knew. I did not intend in those days to earn a living by writing; but I was keen to ensure that my use of English was, as far as possible, correct.

Studying English at university forced me to focus even more intently on what words actually meant: why would a writer choose that noun rather than another and why that adjective — or, in George Orwell's case, often no adjective at all. Was the ambiguity in a certain order of words deliberate or accidental? The whole question of communication is rooted in such things. For the second part of my degree I specialised in the history of the English language, studying how words had changed their meaning and how grammar had evolved. Language had become not just a tool for me, but something of a hobby.

Can English, though, ever be fixed? Of course not: if you read a passage from Chaucer you will see that the meaning of words and the framework of grammar has shifted over the centuries, and both will continue to evolve. But we have had a standard dictionary now ever since the OED was compiled in 1928, and learned men, many of whom contributed to the OED, wrote grammars a century ago that settled a pattern of language that was logical and free from the danger of ambiguity.

It is to these standards that I hope *Strictly English* is looking. Our language is to a great extent settled and codified, and to a standard that people recognise and are comfortable with. All my book does is describe and commend that standard, and help people towards a capable grasp of the English tongue. We shall always need new words to describe new things; but we don't need the wrong word to describe the right thing, when the right word exists. Also, English grammar shouldn't be a matter for debate. It has a coherent and logical structure and we should stick to it.

Some groups of people — state officials, academics, lawyers, certain breeds of scientist — talk to each other in a private language. Some official documents make little sense to lay people because they have to be written in a language that combines avoidance of the politically incorrect with constant use of the contemporary jargon of the profession. Some articles written by academics in particular are almost incomprehensible to those outside their circle. This is not because the outsiders are stupid. It is because the academics feel they have to write in a certain stilted, dense way in order to be taken seriously by their peers.

Many officials seem to have lost the knack of communicating with people outside their closed world.

LIVEWORKSHEETS

Some academics, however, are bilingual. If asked to write for a publication outside the circle — such as a newspaper — they can rediscover the knack of writing reasonably plain English. They do not indulge themselves in such a fashion when they write for learned journals. It is almost as though the purpose of such writing is not to be clear: that the writer is recording research in order to prove to peers or superiors that he has discovered something. It does not seem to bother such people that their style is considered ugly and barbaric by anyone of discernment. It is repetitious, long-winded, abstract and abstruse. Those who write in such a way probably will not easily be discouraged, unless what is considered acceptable within their disciplines changes.

The ideal style is one comprehensible to any intelligent person. If you make a conscious decision to communicate with a select group, so be it: but in trying to appeal to a large audience, or even a small one that you wish to be sure will understand your meaning, writing of the sort mentioned above will not do. This sort of writing used to be kept from the general public thanks to the need to find someone to publish it. The advent of the Internet means that it is now much more widespread than it used to be; and the fact that it is now so common and so accessible means that this sort of writing is having a harmful effect on the language and causing it to be corrupted.

Questions 10–14

Choose the correct letter, A, B, C or D.

10 The writer says that some groups of people use a 'private language' because

- **A** they do not want outsiders to be able to understand them.
- **B** they want to show their superiority over other groups.
- **C** they want to impress other members of their group.
- **D** they do not want to use the same language as other groups.

11 According to the writer, some academics are capable of

- **A** making sense to people outside their group.
- **B** writing very clearly for learned journals.
- **C** changing the way they communicate within their own group.
- **D** explaining other people's work to the general public.

LIVEWORKSHEETS

12 When discussing the writing of academics about their research, the writer emphasises

A his own lack of knowledge of the academic world.
B his desire to understand what they describe.
C his sympathy for some of the academics.
D his dislike for the style used in their writing.

13 The writer says that the kind of language used by academics in journals

A is becoming more widely understood by non-academics.
B is attracting a lot of criticism from other academics.
C will only change if they are forced to change it.
D appeals only to highly intelligent people.

14 The writer's opinion of the Internet is that

A it is making people more aware of the poor use of language.
B it is encouraging standards of language use to fall.
C it is enabling people to compare good and poor use of language.
D it is making it harder for good writing to get published.

LIVEWORKSHEETS

Con hãy làm bài nghe theo link sau:
https://www.youtube.com/watch?v=NmeZ4O5NBk8

Questions 1–4

*Choose **TWO** letters, **A–E**.*

Questions 1–2

*Which **TWO** activities will students do as part of Amanda's assignment?*

A analyse their own speech
B record other students' speech
C read something from a book
D repeat part of a lecture
E remember part of a lecture

Questions 3–4

*Which **TWO** features must Amanda check when she chooses the extract?*

A the time it takes to read
B the overall organisation
C the number of words
D the number of sentences
E the inclusion of key ideas

LIVEWORKSHEETS