Tên: ……..

Lớp: S9…

Viết: …….

Ngày làm bài: Thứ ……, ngày ……/…….

GLOBAL ENGLISH 9

UNIT 2: WELL-BEING – GRAMMAR 2 & FCE WRITING

CLASSWORK: CAMBRIDGE WRITING

Part 2

Write an answer to **one** of the questions **2–4** in this part. Write your answer in **140–190** words in an appropriate style.

You have seen this advertisement about adventure holidays organised by a travel agency.

Exciting Adventure Holidays in Wales!

Climbing, mountain biking and white-water kayaking

To find the best holiday for you, tell us:

- how fit you are
- how long you want to stay
- any previous experience of the activities
- accommodation you prefer: hotel or cabin?

Email Chris Barnes for a quote.

Write your **email**.

Basic Email Structure Table (Greeting – Body – Closing)

Part		Function	Example sentences
Greeting		Opening, responding to the advert	Dear Chris Barnes, I am writing in response to your advertisement about adventure holidays in Wales.
Body	Paragraph 1	Saying why you are writing (interest in the holiday)	I would like to ask for more details about the activities you offer. I am very interested in joining one of your adventure holidays and would like some additional information before booking.
	Paragraph 2	Talking about fitness level	I think I am quite fit, as I go jogging twice a week. I consider myself reasonably active since I regularly play football and cycle to school.
	Paragraph 3	Saying how long you want to stay	I would like to stay for about a week. I am planning a holiday of 7–10 days, depending on your available programmes.
	Paragraph 4	Talking about previous experience with the activities	I have tried mountain biking before, but I have never done climbing. I already have some experience in mountain biking and kayaking, though climbing would be completely new for me.
	Paragraph 5	Saying preference for accommodation	I would prefer to stay in a cabin. For accommodation, a cabin would suit me better than a hotel, as I enjoy being close to nature.
Closing		Ending the email, asking for reply and saying goodbye	I look forward to hearing from you. Thank you in advance for your reply. Best regards, [Your name]

LIVEWORKSHEETS

Checklist:

📌 **PART 1: STRUCTURE (Introduction – Body – Conclusion)**

☑ **Introduction**

- ☐ Start with a polite opening and address the person (e.g. Dear Chris Barnes).
- ☐ Say why you are writing (responding to the advert).

☑ **Body**

- ☐ Mention your fitness level (with short detail/example).
- ☐ Say how long you want to stay.
- ☐ Talk about your previous experience with the activities (climbing, biking, kayaking).
- ☐ State your preference for accommodation (hotel or cabin) with a reason.

☑ **Closing**

- ☐ Thank the person for their time/help.
- ☐ End politely (e.g. I look forward to hearing from you / Best regards).

📌 **PART 2: LANGUAGE CHECK**

- ☐ Use suitable tenses (e.g. present simple, present perfect, etc.)
- ☐ Write clear and polite sentences.
- ☐ Check spelling and punctuation carefully.
- ☐ Use linking words (for example, because, also, in addition).
- ☐ Avoid informal slang (no gonna, wanna, etc.).

📌 **PART 3: WORD COUNT**

- ☐ Write around 140-190 words

LIVEWORKSHEETS

LIVEWORKSHEETS

Tên: ……..

Lớp: S9…

Ngày giao bài: Thứ ……, ngày ……/…….

Ngày nộp bài: Thứ ……, ngày ……/…….

Ngữ pháp: ……

Đọc: ……

Mini Test: ……..

GLOBAL ENGLISH 9

UNIT 2: WELL-BEING – GRAMMAR 2 & FCE WRITING

A. GRAMMAR

I. Modal verbs + have + past participle (Động từ khuyết thiếu + have + quá khứ phân từ)

Must have + VpII	Diễn tả một việc mà người nói **rất chắc chắn đã diễn ra** (có thật) **trong quá khứ**. ***E.g.*** The grass is wet. It **must have rained** last night.
Might have + VpII	Diễn tả khi người nói **không chắc chắn** về **sự việc trong quá khứ** được nhắc đến (một lời **phỏng đoán**). ***E.g.*** She couldn't find her phone. She **might have forgotten** it at the office.
Could have + VpII	Diễn tả một việc mà người nói **đủ khả năng làm** trong **quá khứ** nhưng **thực tế đã không làm**, HOẶC một **phỏng đoán** về điều gì đó đã **diễn ra trong quá khứ**. ***E.g.*** I **could have stayed** up late to watch my favourite TV show, but I decided to go to bed early. Ann is late. She **could have overslept**.
Should have + VpII	Diễn tả một việc mà người nói đáng ra **nên làm trong quá khứ** nhưng **thực tế đã không làm**. ***E.g.*** I'm exhausted today. I **should have gone** to bed early last night.
Would have + VpII	Diễn tả một việc mà người nói **đáng lẽ đã làm trong quá khứ** nhưng **thực tế đã không làm**. ***E.g.*** I **would have gone** to the party, but I was really busy.
Can't have + VpII	Để diễn tả một sự việc mà người nói **chắc chắn không thể diễn ra** ở **quá khứ**, **thay vì sử dụng mustn't have**, ***"can't have + past participle"*** sẽ được sử dụng. ***E.g.*** She **can't have driven** there. Her car keys are still here.

II. Strong adj and intensifiers (Tính từ mạnh và từ nhấn mạnh)

	Định nghĩa	**Ví dụ**
Tính từ mạnh	- Là những tính từ dùng để diễn tả mức độ cao nhất của một sự vật, sự việc hoặc trạng thái, tính cách của con người. - Thay vì dùng **very + adj**, ta có thể dùng tính từ mạnh để làm câu văn tự nhiên và nhấn mạnh hơn.	fascinating (very interesting) stunning / gorgeous (very beautiful) boiling (very hot) huge / enormous / gigantic (very big) freezing (very cold) delicious (very tasty) furious (very angry) exhausted (very tired) hilarious (very funny) starving (very hungry) awful / terrible / disgusting / dreadful (very bad) excellent / fantastic (very good)
Từ nhấn mạnh	- Là những từ được sử dụng để gia tăng, nhấn mạnh thêm ý nghĩa của tính từ trong câu.	very, too, so, pretty, really, rather, quite, absolutely, extremely, completely, particularly, totally, incredibly, etc.

B. EXTRA VOCABULARY

No.	**New words**	**Meanings**	**No.**	**New words**	**Meanings**
1	**ex-colleague** (n)	đồng nghiệp cũ	3	**obviously** (adv)	rõ ràng là
2	**appearance** (n)	diện mạo, vẻ bề ngoài			

***Note:** *n = noun: danh từ; adv = adverb: trạng từ.*

LIVEWORKSHEETS

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

C. CLASSWORK

I. Choose the correct answers.

0. Waiting at the bus stop in January without a coat, we were absolutely _____.
(A.) freezing B. boiling C. hilarious D. huge

1. After two all-nighters to finish the report, the whole team felt utterly _____.
A. exhausted B. gorgeous C. totally D. gigantic

2. The stand-up comedian had the audience crying with laughter; the show was absolutely _____.
A. stunning B. disgusting C. dreadful D. hilarious

3. The seafood at that award-winning restaurant smelled amazing and melted in my mouth; it was _____.
A. delicious B. filthy C. dreadful D. gigantic

4. When the headteacher cancelled our long-planned trip without any explanation, our parents were absolutely _____.
A. starving B. gorgeous C. furious D. freezing

5. The documentary on black holes kept everyone silent and taking notes; it was utterly _____.
A. fascinating B. freezing C. disgusting D. tiny

II. Match the words with the correct definitions.

0. fascinating	*0- **b***	a. extremely unpleasant, making you feel sick or upset
1. stunning	1- __	*b. extremely interesting in a way that captures your attention completely*
2. enormous	2- __	c. very good, impressive, or enjoyable
3. furious	3- __	d. extremely attractive or impressive, often in appearance
4. fantastic	4- __	e. extremely angry, showing great anger
5. disgusting	5- __	f. very great in size or quantity; much larger than usual

III. Write sentences with these words, using your own ideas.

~~must have~~	might have	could have	should have	can't have	would have

*0. **He must have left his wallet in the restaurant**.*

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

LIVEWORKSHEETS

D. HOMEWORK

GRAMMAR

I. Complete the sentences with CAN'T / MUST / MIGHT / SHOULD + HAVE and the correct forms of the verbs in brackets.

*0. He **must have studied** **(study)** hard for his exams because his results were very good.*

1. My handbag has simply disappeared. Someone _____ **(take)** it!
2. The Loch Ness Monster _____ **(exist)**, but there's no proof of it.
3. He _____ **(see)** us at the supermarket. We were in London all day.
4. I _____ **(listen)** to your advice; things would be different now.
5. They _____ **(miss)** the train because they're still not here.

II. Fill in the blanks with the correct words from the box.

starving	huge	fascinating	ridiculous	delicious	~~*furious*~~

*0. When Tom discovered that someone had stolen his jacket, he was absolutely **furious**.*

1. Derek invited thirty people to his birthday party, so he ordered a really _____ cake.
2. He told me he didn't do his homework because his dog had eaten his book. That kind of excuse is really _____.
3. I'm so hungry that I could eat a horse! I'm absolutely _____!
4. Jane's stories about her trips to Africa are extremely _____.
5. These dumplings are really _____! I can't stop eating them!

III. Rewrite the following sentences. Use the verb in brackets.

*0. I don't think David enjoyed the party. **(can't)***

→ ***David can't have enjoyed the party.***

1. It is possible that the train has arrived. **(might)**

→ _____.

2. I'm sure that Ruben stole my wallet. **(must)**

→ _____.

3. John probably got stuck in traffic. **(could)**

→ _____.

4. Eva didn't commit the crime. She was with me. **(can't)**

→ _____.

5. It is certain that Claire forgot the meeting. **(must)**

→ _____.

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.

Part 6

Questions 41–45

Read the text and questions below.
For each question, circle the correct letter **A**, **B**, **C** or **D**.

Ardil Sharma: Teenage Game Designer

Seventeen-year-old Ardil Sharma had an unusual summer holiday last year. He spent six weeks at home producing a new smartphone game. 'I knew a little about programming computers from IT classes at school, but nothing about creating smartphone apps,' says Ardil. 'My mum works for a software company and she contacted some ex-colleagues who she thought could help. They work with computers not phones, so couldn't really understand what I was trying to do. The web is just awesome for teaching yourself new things, though, so that's where I found everything I needed to know. And it was great fun too!'

Ardil's game allows players to guide characters around various routes to score points. The game costs $0.99 and has had thousands of downloads, despite very little advertising. 'What players do in my game is similar to many others. It's popular due to the appearance being so different to other games. You can have the most interesting new idea in the world, but if it doesn't look great, it's not going to sell. The reviews I've had make lots of comments about this too, so it's not just my opinion!'

Has Ardil thought about turning his new hobby into a career? 'Definitely! In fact, I've already done some research into creating my own company, which seems more exciting to me than doing a game design degree at university. Though I'd certainly choose design rather than any other subject I enjoy – like maths – and I still have plenty to learn. My story shows how easy it is for young people to build and sell apps, so if you're interested in games, why not have a go?'

41 What is Ardil doing in this text?

A describing his experiences of trying to sell his new game

B explaining where his ideas for new games come from

C encouraging other teenagers to take up game design

D suggesting somewhere that new game designers can get support

[1]

LIVEWORKSHEETS

42 How did Ardil learn how to write programs for mobile phones?

A His mother helped him.

B He studied IT at school.

C Some software experts advised him.

D He used information he found online.

[1]

43 Ardil thinks his game was successful because

A he did a lot of advertising.

B the way it looked was interesting.

C he created an original idea.

D the reviews it received were good.

[1]

44 Why has Ardil decided not to study game design at university?

A He would prefer to set up a game design company.

B He thinks game design should just be a hobby.

C He would prefer to study a different subject.

D He thinks he knows enough about game design already.

[1]

45 Which of the following would Ardil say?

A

I'm glad my teacher was into game design. If more teachers were like that, more young people would try it.

B

It takes me so long to design a game because I like to learn lots about how things work before I get started.

C

I've had a great idea for a new game! Maybe I can develop it when I start working at the software company.

D

I'm pleased we didn't go away last summer. It gave me the chance to turn an interest into a possible career.

[1]

LIVEWORKSHEETS