

Tên: .....

Lớp: S9...

Ngày giao bài: Thứ ....., ngày ...../.....

Ngày nộp bài: Thứ ....., ngày ...../.....



Ngữ pháp: .....

Độc: .....

Mini Test: .....

## GLOBAL ENGLISH 9

### UNIT 1&2 – GRAMMAR REVISION

#### A. EXTRA VOCABULARY

| No. | New words               | Meanings                                 | No. | New words                | Meanings                       |
|-----|-------------------------|------------------------------------------|-----|--------------------------|--------------------------------|
| 1   | <b>indigenous</b> (adj) | bản địa, thuộc về nơi đó từ lâu đời      | 4   | <b>guttural</b> (adj)    | phát âm từ cổ họng, giọng khàn |
| 2   | <b>shaman</b> (n)       | thầy cúng, pháp sư của một bộ tộc        | 5   | <b>descriptive</b> (adj) | có tính miêu tả                |
| 3   | <b>inhabitants</b> (n)  | cư dân, người sinh sống ở một nơi nào đó | 6   | <b>nasal</b> (adj)       | giọng mũi, phát âm qua mũi     |

**\*Note:** *n = noun: danh từ; adj = adjective: tính từ.*

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

#### B. HOMEWORK

##### GRAMMAR

##### I. Choose the correct answers.

0. Look! The documents \_\_\_\_ into the database by the secretary right now.

A. put                      B. are putting                      **C. are being put**                      D. were put

1. Our company \_\_\_\_ by more than 200 clients every year.

A. visits                      B. is visiting                      C. is visited                      D. visit

2. At the moment, a new project \_\_\_\_ by the research team in the laboratory.

A. is developing                      B. is being developed                      C. develops                      D. developed

3. The students always \_\_\_\_ their essays carefully before handing them in.

A. check                      B. are checking                      C. checks                      D. are checked

4. Be quiet! A very important announcement \_\_\_\_ in the main hall right now.

A. makes                      B. made                      C. is being made                      D. is making

5. Right now, the students \_\_\_\_ their group projects in the library.

A. are discussing                      B. discuss                      C. are discussed                      D. discussing

##### II. Fill in the blanks with the correct ACTIVE or PASSIVE forms of the verbs in brackets. Use the PRESENT SIMPLE or PRESENT CONTINUOUS tense.

Every day, the customer service department (0) **answers** (**answer**) hundreds of emails from clients. Normally, each employee (1) \_\_\_\_\_ (**handle**) about 20 requests in the morning, but today many urgent cases (2) \_\_\_\_\_ (**transfer**) directly to the manager. At the same time, several phone calls (3) \_\_\_\_\_ (**make**) to confirm delivery details with customers.

The finance team usually (4) \_\_\_\_\_ (**review**) all payment records carefully, and invoices (5) \_\_\_\_\_ (**send**) to clients before the end of the day.

Right now, the IT staff (6) \_\_\_\_\_ (**install**) a new program, and important data (7) \_\_\_\_\_ (**back up**) to prevent any loss. For this reason, some employees (8) \_\_\_\_\_ (**work**) from home instead of the office today.

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

0. She looks so happy today. It **must have been** (be) good news.

1. The security log shows Tom's card at 2 a.m.; he \_\_\_\_\_ (be) the one who opened the lab door.
2. I can't find my wallet anywhere. I \_\_\_\_\_ (leave) it in the taxi, but I'm not sure.
3. He \_\_\_\_\_ (attend) the meeting in Manchester; he was with me in London all day.
4. You look exhausted today; you \_\_\_\_\_ (go) to bed earlier.
5. If I had had more time, I \_\_\_\_\_ (help) you with your homework.

### IV. Rewrite the sentences in the PASSIVE VOICE.

0. They deliver the letters every morning.

→ **The letters are delivered every morning.**

1. The company is launching a new product this week.

→ \_\_\_\_\_.

2. People grow rice in many parts of Asia.

→ \_\_\_\_\_.

3. The teacher is not checking the essays right now.

→ \_\_\_\_\_.

4. They hold an international conference here every year.

→ \_\_\_\_\_.

5. Someone is painting the walls of the classroom.

→ \_\_\_\_\_.

### V. Write meaningful sentences with the words given using comparative. Add any words you need.

0. My sister / tall / me.

→ **My sister is taller than me.**

1. My dog / friendly / my cat.

→ \_\_\_\_\_.

2. This exercise / difficult / the one / yesterday.

→ \_\_\_\_\_.

3. She / speak / fluently / her classmates.

→ \_\_\_\_\_.

4. The new phone / expensive / the old one.

→ \_\_\_\_\_.

5. I / ran / fast / usual / because / train / was late.

→ \_\_\_\_\_.

## CAMBRIDGE READING PRACTICE

### 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

You are going to read an article about a language. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (**37–42**). There is one sentence you do not need to use.

In the exam, mark your answers on the separate answer sheet.

## I'm the last speaker of my language

I come from Chile and I've always been interested in my country's history and culture. It all started when I was about eight and I started to learn about the country's indigenous inhabitants. When I first found out about the native people of Patagonia, in the far south, I had no idea that my mother's family was from there and that her grandfather had been a Selk'nam. The last speaker of Selk'nam died in 1974. I really wanted to learn Selk'nam, so relatives on my father's side who live in Punta Arenas, the southernmost town in mainland Chile, sent me dictionaries. **37** But I had no idea what these sounded like.

Then, when I was about eleven, I saw a television programme about the Yagán people who lived on the island of Tierra del Fuego, the southernmost tip of South America. The programme interviewed two sisters, Cristina and Ursula Calderón, and said they were the only two speakers of their language left. **38** Only later did I discover that the two languages are quite different; that the two peoples couldn't communicate with each other.

One day, my mother told me that although she was born in the capital, Santiago, her grandfather was a Selk'nam from the north of Tierra del Fuego. Nobody had ever told me anything about this before. When I asked why, she said that when she was young she had been teased for looking different, and so she had just kept quiet about it.

When I was thirteen, I went to the south for the first time on my own to meet Cristina Calderón. **39** I discovered that there used to be four thousand Selk'nam

in Tierra del Fuego. They were hunters of wild cats and foxes. The Yagán lived further south and travelled by canoe all the way down to Cape Horn, but the Selk'nam moved on foot.

Settlers from the north arrived in the nineteenth century and introduced diseases like measles and typhoid, which affected the local people very badly. Now, there's no way back. I got hold of some recordings of a Selk'nam shaman from the 1960s and started to study them. **40** Gradually, however, I began to understand how the words sounded and began to reproduce them.

The Selk'nam express themselves using lots of prefixes and suffixes, and the sounds are guttural, nasal and tonal. **41** For example, it has lots of different words for the weather. The hardest thing in Selk'nam, however, is the verbs – they all sound a bit the same. There are some English loanwords, such as 'bread' and 'money'. Others are descriptive: 'read' translates as 'playing with words' and 'drum' as 'vibrating leather'. Then there are words for modern things – for 'telephone', you have to say 'speak from afar', and 'car' is 'go on four wheels'. I speak the language well now. Cristina's husband spoke Selk'nam and apparently I sound just like him.

Because music is something that reaches lots of people, I started composing traditional songs in Selk'nam and formed a band with two friends. This meant that they had to learn some words, too. **42** I need to teach my language to more people because if something happened to me, it would die out all over again.

- A** I felt a sudden desire to learn that one too.
- B** It was slow because I had no one to talk to.
- C** Yagán is quite different, however, because it has more vocabulary.
- D** This meant that I was able to start learning words, verbs and expressions.

- E** This was good because I didn't want to be the only one.
- F** These turned out to be rather hard for me to pronounce, however.
- G** The trip seemed the best way to find out about my roots.