Tên: ……..

Lớp: S7…

Ngày giao bài: Thứ ……, ngày ……/…….

Ngày nộp bài: Thứ ……, ngày ……/…….

Ngữ pháp: ……

Đọc: ……

Mini Test: ……..

GLOBAL ENGLISH 7

UNIT 1&2 – GRAMMAR REVISION

A. ADDITIONAL GRAMMAR: PRESENT SIMPLE PASSIVE

- Cách dùng: Được dùng để nói về:

- Hành động được thực hiện bởi một **người không quan trọng / không rõ ai là người làm**.
- **Người** hoặc **vật nhận hành động** sẽ được đặt làm chủ ngữ trong câu.
- Muốn nhấn mạnh vào **hành động được thực hiện** hơn là ai thực hiện.

- Cấu trúc:

(+)	**S + am/is/are + V3 + (by O).** ***E.g.*** *The heavy boxes* ***are carried*** *by James.*
(–)	**S + am/is/are + not + V3 + (by O).** ***E.g.*** *Global warming* ***isn't*** *properly* ***addressed*** *in the documentary.*
(?)	**Am/Is/Are + S + V3 + (by O)?** *E.g.* ***Is*** *the dog* ***walked*** *by Mr. James?* **Wh-word + am/is/are + S + V3 + (by O)?** ***E.g.*** *Where* ***is*** *the party* ***held*** *by your friend?*

***Note:** S = chủ ngữ; V3 = quá khứ phân từ; by O = by + đối tượng thực hiện hành động.*

- Vị trí của trạng từ chỉ thời gian trong câu bị động:

- Trạng từ chỉ thời gian thường đặt **ở cuối câu**.
- Nếu muốn nhấn mạnh thông tin về thời gian, có thể đặt ở đầu câu.
- Nếu câu bị động có cụm "by + agent", trạng từ chỉ thời gian có thể đứng **trước hoặc sau "by"**.

E.g. The documents are signed every day by the director.

Novels are published by this local company every year.

B. EXTRA VOCABULARY

No.	New words	Meanings	No.	New words	Meanings
1	**reassure** (v)	trấn an	5	**university course** (n)	khóa học đại học
2	**career advisor** (n)	cố vấn nghề nghiệp	6	**possibility** (n)	khả năng, cơ hội
3	**accountant** (n)	kế toán	7	**anxious** (adj)	lo lắng
4	**medical training** (n)	đào tạo y khoa			

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

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

C. HOMEWORK

GRAMMAR

I. Circle the correct answers.

0. We _____ any updates from the team yet.

A. didn't receive (B.) *haven't received* *C. don't receive* *D. aren't receiving*

1. She _____ to New York twice this year.

A. is B. was C. have been D. has been

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2. I _____ my phone at home yesterday, so I couldn't call you.
A. forgot B. have forgotten C. was forgetting D. forgotten
3. We _____ that film already. Let's watch something else.
A. saw B. has seen C. have seen D. see
4. _____ you ever _____ a professional concert before?
A. Did / attend B. Have / attending C. Have / attended D. Do / attend
5. My parents _____ in this town in 1990.
A. lived B. have lived C. live D. has lived

II. Write a relative pronoun (THAT, WHICH, WHO or WHOSE) to fill each gap.

0. That's the house ***which*** *I was born in.*
1. My Auntie Ella, _____ is a journalist, is coming to visit next week.
2. People _____ like outdoor activities will love our holidays.
3. Her first novel, _____ was published in 2005, became an international bestseller.
4. My essay on Shakespeare, _____ I found quite difficult, got a really good mark in the end.
5. The Mayans, _____ lived in Central America, built many stunning temples.
6. That's the girl _____ brother is in your class.

III. Fill in the blanks with, WHO, WHOSE or WHICH.

Dear Wendy,
We're having a great holiday in Spain! The weather has been perfect since the day on ***(0) which*** we arrived.
The woman **(1)** _____ owns the guesthouse is really friendly and tells the funniest stories.
We met a group of students **(2)** _____ are studying photography, and we went on a photo walk with them.
The beach has soft white sand and waves **(3)** _____ are great for surfing!
We also made friends with a girl **(4)** _____ dad is a diving instructor. He gave us a free lesson!
Oh, and I bought a handmade bracelet **(5)** _____ looks amazing with my summer dress.
That's all for now. Wish you were here!
Love,
Maya

IV. Complete the conversation between Anisha and Adam with the correct form of the verbs in the present perfect.

Anisha: Which subjects ***(0) have you enjoyed (you / enjoy)*** most?
Adam: Well, I **(1)** _____ **(enjoy)** Science. I like doing experiments in the lab. What about you?
Anisha: English is my favourite subject, because we **(2)** _____ **(read)** some funny stories and we **(3)** _____ **(do)** some creative writing. **(4)** _____ **(you / do)** any after-school activities?
Adam: Yes, I have. I **(5)** _____ **(join)** the school orchestra. I'm learning to play the drums. What about you?
Anisha: I **(6)** _____ **(not / have)** time. Which sports **(7)** _____ **(you / play)**?
Adam: I **(8)** _____ **(play)** football.
Anisha: I've played volleyball.
Adam: (9) _____ **(the headteacher / speak)** to you yet?

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Anisha: Yes, she knows my name. She said, 'Good morning, Anisha'. **(10)** _____ **(you / enjoy)** this term so far?
Adam: Yes, I have. I **(11)** _____ **(make)** quite a lot of new friends and I **(12)** _____ **(enjoy)** it.

V. Combine the following pairs of sentences using a relative pronoun.

0. *I know that girl. She is my friend's sister.*
   → ***I know that girl who is my friend's sister***.
1. The parcel reached me this morning. My brother sent it.
   → _____.
2. This is the house. Jack built it.
   → _____.
3. The boy didn't do his homework. The teacher punished him.
   → _____.
4. Once upon a time there lived a giant. The giant was very powerful and cruel.
   → _____.
5. The dog bit the burglar. He was trying to break into the house.
   → _____.

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 3 **Questions 11-15**

For each question, choose the correct answer.

So what happens after school?

by Sam Adams



I was wondering what I should do with my life when I finish school. My parents told me that I still had a couple of years ahead of me but that did not reassure me. So I went online and found everything about career advisors.

Most secondary schools in England have members of staff who give careers advice to their students. They are called careers advisors. A year before they leave school, the careers advisor will talk to the students one by one and ask them what they want to do in the future. The advisor will look at the students' grades to see what subjects they are stronger in. For example, if they are good at maths, they can become an accountant.

The advice is not just about the part of finding a job; it's also telling the student what university course they must do first. If a student wants to become a lawyer, he or she will have to go to university for three or four years to study law. However, if someone wants to be a doctor, they will need good grades in biology and other science subjects. With good grades, they can go to university and do their basic medical training which is six years. But their studying doesn't finish at university. They then have to study at hospital for another two or three years.

The careers advisor also helps students who don't have the grades to go to university. The advisor helps the students with their CV and shows them how to find and apply for jobs. Sometimes there are short courses they can do to learn a new skill quickly. For example, they can go on a hairdressing course and then learn more while they work. Some organisations offer training on the job, such as factories and farms. The government has many areas which offer possibilities for those who can't go to university. Students can join the army and be trained to become a soldier, or if they want, they could become a sailor with the navy.

So I guess that now I shouldn't be feeling so anxious. When the time comes, I'll make sure I'll ask a careers advisor for help.

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11. How do career advisors meet the students?

A. in a small group
B. in individual meetings
C. all the class together
D. the whole school at the same time

12. What does the advisor look for before giving advice?

A. what the student isn't very good at
B. university courses in other countries
C. what the student is better at
D. the student's CV and folder

13. What happens after studying medicine at a university?

A. The student must go on to study biology as well.
B. The student can train others to become doctors, too.
C. The student can practise medicine immediately after.
D. The student carries on learning for another few years.

14. How do advisors help students with not very good grades?

A. They show them the best way to get a job.
B. They help them with on-the-job training.
C. They give extra classes to help them get to university.
D. They take them to a farm and a factory to show them their options.

15. What would Sam text to a friend who seeks career advice?

A. I'm as worried as you are as I don't know what options are available for us.

B. I guess you could ask your parents for help; that's what I did.

C. There is no need to panic as there are people at school that can help you with that.

D. Your teachers will make career decisions for you so that you don't have to deal with it.

LIVEWORKSHEETS