Tên: ……..

Lớp: S9…

Ngày giao bài: Thứ ……, ngày ……/…….

Ngày nộp bài: Thứ ……, ngày ……/…….

Ngữ pháp HW: ……

Đọc HW: ……

GE9 – U6: RULES AND LAWS – GRAMMAR REVISION

A. THEORY

I. GRAMMAR

1. Reported speech

a. Statements in reported speech

S + said / said to sb / told sb (that) + S + V (lùi thì) + O.

E.g. **Yesterday**, **Tom said**, "**I am having** dinner." → **The day before**, **Tom said** (that) **he was having** dinner.

b. Questions in reported speech

- Câu hỏi Yes/ No:

S + asked (+ O) / inquired / wondered / wanted to know + if / whether + S + V (lùi thì).

E.g. **He said**, "**Do you know** Bill?" → **He asked** (me) **if/ whether I knew** Bill.

- Câu hỏi có từ để hỏi (Wh- Questions):

S + asked (+ O) / wanted to know / inquired / wondered + Wh-words + S + V (lùi thì).

E.g. **He said**, "What time **does the film begin**?" → **He wanted to know** what time **the film began**.

*Lưu ý về việc thay đổi các đại từ và từ ngữ chỉ thời gian/nơi chốn cho phù hợp khi tạo câu trần thuật.

2. Third conditional

- Câu điều kiện loại 3 sử dụng để diễn tả **tình huống giả định trong quá khứ**.

Về điều kiện	Về kết quả		Examples
If + S + had (not) + $V_{3/ed}$,	**S + would have + $V_{3/ed}$.**	kết quả **chắc chắn**	If I **had seen** you there, I **would have invited** you to dinner.
	S + could have + $V_{3/ed}$.	kết quả **có thể** xảy ra	If I **had had** enough money, I **could have bought** the phone.
	S + might have + $V_{3/ed}$.	kết quả **không chắc chắn**	If I **had played** better, I **might have won**.

- **Thứ tự** của các mệnh đề có thể **hoán đổi cho nhau**.

E.g. *We* ***would have gone*** *for the picnic yesterday* ***if*** *the weather* ***had not been*** *rainy.*

- Sử dụng **if only** cùng **quá khứ hoàn thành** để nói về điều mà ta **ước mình đã làm trong quá khứ** (nhưng thực tế đã không làm).

Về điều kiện	Về kết quả	Example
If only + S + had (not) + $V_{3/ed}$,	**S + would/could/might have + $V_{3/ed}$.**	If only she **hadn't told** the police, everything **would have been** all right.

***Note:** **"If only" + S + had (not) + $V_{3/ed}$** có thể **đứng độc lập** để diễn tả **sự tiếc nuối về quá khứ** (không cần vế kết quả). → If only I **had studied** harder.

3. Past Continuous

Loại câu	Cấu trúc	Ví dụ
Khẳng định	S + was/were + V_{ing}.	She **was planting** trees at 4 p.m. yesterday.
Phủ định	S + wasn't/weren't + V_{ing}.	They **weren't working** at a computer company at that time in 1990.
Nghi vấn	Was/Were + S + V_{ing}? ➢ Yes, S + was/were. ➢ No, S + wasn't/weren't.	**Was** he **eating** while I **was studying**? – No, he was not.
Wh-question	Wh- + was/were + S + V_{ing}?	Where **was** he **learning** at 8 p.m. yesterday?

LIVEWORKSHEETS

II. CAMBRIDGE VOCABULARY

No.	New words	Meanings	No.	New words	Meanings
1	**plug the gaps** (phr.)	lấp đầy những khoảng thiếu hụt	5	**immensity** (n)	sự rộng lớn / bao la
2	**demystify** (v)	làm cho điều gì đó bớt khó hiểu / bớt bí ẩn	6	**astronomically** (adv)	theo nghĩa thiên văn học / cực kỳ lớn
3	**dipping** (gerund)	sự suy giảm	7	**bionic** (adj)	sinh học – điện tử (liên quan bộ phận cơ thể nhân tạo)
4	**bewildering** (adj)	gây bối rối / khó hiểu	8	**microchip** (n)	vi mạch điện tử

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

B. CLASSWORK (22 questions)

I. Complete the sentences using the correct forms of the verbs in brackets.

1. At around 10 p.m. last night, I _____ **(go over)** the report while my teammates _____ **(prepare)** the slides.
2. While she _____ **(deal)** with a customer complaint, her manager suddenly _____ **(ask)** her to join a meeting.
3. At that moment, we _____ **(not / focus)** on the discussion; we _____ **(try)** to solve a technical issue.
4. While they _____ **(work)** on the final version, someone unexpectedly _____ **(delete)** an important file.
5. When I _____ **(check)** the system, it _____ **(run)** much slower than usual.
6. _____ you _____ **(handle)** the client's request when the error _____ **(occur)**?
7. While he _____ **(explain)** his idea, the others _____ **(take)** notes carefully.
8. What _____ you _____ **(think)** about when I _____ **(call)** you earlier?

II. Change the following sentences into direct speech.

1. He said that he might not be able to finish the task that day because he was feeling unwell.

   → He said, " _____."
2. He asked me whether I was planning to submit the report that week.

   He asked me, " _____ ?"
3. They said that they couldn't understand why the system had stopped working the previous night.

   → They said, " _____."
4. He asked me whether I had been waiting there for a long time.

   → He asked me, " _____ ?"
5. She wondered how I was going to solve that problem if I didn't have enough information.

   → She asked me, " _____ ?"
6. The manager asked us why we hadn't followed the instructions that he had given us earlier.

   → The manager asked us, " _____ ?"

LIVEWORKSHEETS

III. Use the third condition to rewrite these statements.

1. The company failed because it ignored customer feedback.
   → _____.
2. She didn't pass the interview because she wasn't well-prepared.
   → _____.
3. They missed the deadline because they underestimated the workload.
   → _____.
4. I didn't recognise him because he changed his appearance.
   → _____.
5. The project was delayed because the team didn't communicate effectively.
   → _____.
6. We didn't enjoy the trip because the weather was terrible.
   → _____.
7. He made a serious mistake because he didn't follow the instructions carefully.
   → _____.
8. They didn't get the contract because they offered a higher price than their competitors.
   → _____.

C. HOMEWORK

GRAMMAR (25 questions)

I. Con học thuộc nghĩa của từ, chỉnh phát âm theo từ điển và chép mỗi từ ở phần II. Cambridge Vocabulary (trang 2) 1 dòng vào vở ghi.

II. Choose the correct answers.

If Charles had had enough money, he'd have bought the CD.

1 Did Charles have enough money? **Yes / (No)**
2 Did he buy the CD? **Yes / No**

Paul wouldn't have made a mistake if he'd listened to Lee.

7 Did Paul make a mistake? **Yes / No**
8 Did Paul listen to Lee? **Yes / No**

Cilla would have called Andrea if she'd taken her mobile with her.

3 Did Cilla call Andrea? **Yes / No**
4 Did she take her mobile with her? **Yes / No**

Jo wouldn't have gone to the party if she hadn't been invited.

9 Did Jo go to the party? **Yes / No**
10 Was Jo invited to the party? **Yes / No**

If we hadn't been late, we'd have seen the start of the film.

5 Were they late? **Yes / No**
6 Did they see the start of the film? **Yes / No**

Tom would have forgotten his keys if Lisa hadn't reminded him.

11 Did Tom forget his keys? **Yes / No**
12 Did Lisa remind him about his keys? **Yes / No**

LIVEWORKSHEETS

III. Match each sentence (1–6) with the correct use of the Past Continuous (A–C).

Uses:

A. an action in progress at a specific time in the past

B. two actions happening at the same time

C. a longer action interrupted by a shorter action

Sentences:

1. At 9 p.m. yesterday, I was still working on a task that I had started earlier in the afternoon.
   → _____
2. While she was explaining her idea, several people raised questions that made her pause repeatedly.
   → _____
3. They were not actually listening; they were thinking about how to respond while he was speaking.
   → _____
4. At that stage of the project, we were constantly dealing with unexpected issues.
   → _____
5. I was just about to leave when I realised that I had forgot something important.
   → _____
6. While he was trying to fix the problem, the system crashed.
   → _____

IV. Complete the following sentences in reported speech.

1. "Are you working on the report right now?" the manager asked me.
   → The manager asked me_____.
2. "I left the meeting very early yesterday," I told the director.
   → I told the director _____.
3. "We will announce the results at the end of next month," the committee said.
   → The committee said _____.
4. "Will you submit the assignment next week?" the teacher asked us.
   → The teacher asked us _____.
5. "Anna found this rare manuscript last year," the assistant told the professor.
   → The assistant told the professor _____.
6. "I have been working on this project for three months," David said to me.
   → David told me_____.
7. "I am planning to study abroad after I graduate next year," I told my teacher.
   → I told my teacher _____.
8. "Where did you find this information?" the supervisor asked them.
   → The supervisor asked them_____.

LIVEWORKSHEETS

CAMBRIDGE READING PRACTICE (15 questions)

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.

I. FCE Part 3

You are going to read four reviews of a science documentary series on TV. For questions **43–52**, choose from the reviews (**A–D**). The reviews may be chosen more than once.

Mark your answers **on the separate answer sheet.**

In which review does it say that

an effort was made to connect a number of unrelated issues?	**43**
the topics covered are well chosen?	**44**
viewers are shown how science can occasionally do better than nature?	**45**
the series deals with something people have hoped to achieve for a while?	**46**
the series unfortunately didn't spend a lot of time explaining the topics covered?	**47**
viewers are clearly informed?	**48**
it's good that viewers are not required to consider all aspects of the subject carefully?	**49**
the series was worth making despite the topic not appearing very interesting at first?	**50**
viewers may not always find the series comfortable to watch?	**51**
the series achieves its aims by astonishing its viewers?	**52**

LIVEWORKSHEETS

Reviews of TV science documentary series

Paul Hansen looks at the latest science programmes.

A Science for All

Fortunately for me and non-scientists everywhere, the makers of *Science for All* are there to plug the gaps in our knowledge. The series is rather like a knowledgeable parent who doesn't mind being pestered by wide-eyed and curious children: it takes the time to explain all those fascinating mysteries of nature in an entertaining and understandable way. The last series opened my eyes to all manner of interesting facts and demystified some of the problems faced by modern physics. And the new series shows no lack of inspiration for subjects to tackle: everything from the existence of life on other planets to the odd properties of human memory are rightly considered suitable subjects. So, while it's a shame that factual programmes are getting increasingly scarce these days, it's a comfort that *Science for All* shows no signs of dipping in quality or disappearing from public view.

B Out in Space

Although I wasn't expecting much from this series, I'm pleased that the producers of *Out in Space* persisted with their unpromising subject. In the course of the first programme we learn about hurricanes, deserts, and even how the Moon was made; a bewildering mix of phenomena that, we were assured, were all caused by events beyond our planet's atmosphere. That's not to say the programme explored them in any great detail, preferring to skip breathlessly from one to the next. The essential logic of the series seemed to be that if you take any natural phenomenon and ask 'why?' enough times, the answers will eventually be that it's something to do with space. The two presenters attempted to get it all to fit together, by taking part in exciting activities. Sadly these only occasionally succeeded.

C Stars and Planets

The second series of *Stars and Planets* is an attempt to take advantage of the success of the first, which unexpectedly gained a substantial general audience. Like its predecessor, this is big on amazing photography and fabulous graphics, most of which are much less successful at communicating the immensity of the ideas involved than one human being talking to you directly. This time the scope is even wider, astronomically speaking. What we are being introduced to here are ambitious ideas about time and space, and the presenter succeeds rather better than you might expect. It helps that he doesn't go too deep, as once you start thinking about it this is tricky stuff to get your head around. The point of such programmes is less to explain every detail than to arouse a generalised sense of amazement that might lead to further thinking, and *Stars and Planets* is certainly good at that.

D Robot Technology

This ground-breaking science documentary series follows a group of experts as they attempt to build a complete artificial human from robotic body parts. The project sees scientists use the latest technology from the world's most renowned research centres and manufacturers. It is the realisation of a long-held dream to create a human from manufactured parts, using everything from bionic arms and mechanical hearts, eye implants and microchip brains. The series explores to what extent modern technology is capable of replacing body parts – or even improving their abilities. The presenter, very appropriately, has an artificial hand himself. This ambitious series gives us a guided tour of the wonders of modern technology. Though it can be a slightly upsetting journey at times, it engages the audience in a revolution that is changing the face of medicine.

LIVEWORKSHEETS

II. Extra Reading

Read the text again and decide if the statements are True or False.

1. The programme **Science for All** explains scientific ideas in a way that non-experts can understand.

   → _____

2. The reviewer believes **Out in Space** explores its topics in great detail.

   → _____

3. The presenter in **Stars and Planets** deliberately avoids explaining every complex idea fully.

   → _____

4. The documentary **Robotic Technology** shows attempts to create an artificial human body.

   → _____

5. The reviewer suggests that **Science for All** may soon disappear from television.

   → _____

LIVEWORKSHEETS