

MS. CHI ENGLISH

Name: _____
Class: GE8

Date: .../.../20...
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GLOBAL ENGLISH 8 – UNIT 4: GREAT EXPEDITIONS

VOCABULARY

I. VOCABULARY

No.	New words	Meaning	No.	New words	Meaning
1	convictional rainfall (n)	mưa đối lưu	20	sympathetic (adj)	thông cảm, đồng cảm
2	equator (n)	xích đạo	21	to be ferried	được chở bằng phà
3	humid (adj)	ẩm ướt	22	rag (n)	mảnh quần áo cũ
4	moist (adj)	ẩm ướt (do nước)	23	utter (adj)	hoàn toàn, toàn bộ
5	form (v) = make up (phr.v)	làm thành, tạo thành	24	revive (v)	hồi sinh
6	snow-capped (adj)	(đỉnh núi) bị phủ tuyết	25	wealthy (adj)	giàu có
7	islander (n)	người sống ở đảo	26	minister (n)	bộ trưởng
8	off the coast	ngoài bờ biển	27	pull up (phr.v)	dừng lại (khi nói về xe cộ)
9	harbour (n)	cảng	28	boldness (n)	tính dũng cảm
10	bob (n)	nhấp nhô	29	hesitate (v)	do dự, lưỡng lự
11	town square (n)	quảng trường	30	march up to	diễu hành, tuần hành
12	massive (adj)	khổng lồ	31	ignore (v)	phớt lờ
13	crash into (phr.v)	va vào, lao vào	32	choosy (adj)	kén chọn
14	reptile (n)	loài bò sát	33	tap (n)	vòi nước
15	criminal (adj)	liên quan đến tội phạm	34	shift (v)	thay đổi

	criminal (n)	tội phạm	35	heartbeat (n)	nhịp tim
16	servant (n)	người hầu	36	handful (n)	một ít
17	fare (n)	tiền vé (tàu, máy bay...)	37	joy (n)	sự vui mừng, hân hoan
18	determine (v)	quyết tâm, kiên quyết	38	stick out (n)	nhô ra (đi qua bề mặt hoặc góc cạnh của một cái gì đó)
19	approach (n,v)	sự đến gần, lại gần	39	draw (v)	hít vào

*** Note**

n = noun : Danh từ; *phr.v* = phrasal verb : Cụm động từ;
adj = adjective : Tính từ; *sth* = something : Cái gì;
v = verb : Động từ

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

II. FCE PRACTICE

FCE 2016 – TEST 6 – PART 2 (L) Con làm bài nghe tại link sau:

<https://drive.google.com/file/d/1bz8LNVMIqptTvR-c2dvsU6Hicxl6wWTS/view?usp=sharing>

You will hear a man called Sid Holmes talking about a journalism course he attended. For questions 9–18, complete the sentences with a word or short phrase.

Journalism Course

Sid did the same course in journalism that his 9 did.

On the first day, Sid had to do a reporting exercise about a man who was rescued from a

10 by helicopter.

An assistant editor from the 11 section of a local newspaper gave an

interesting talk about being a journalist.

Sid's main tutor had written a biography of a famous local 12 .

Sid had an idea for an article about a man who makes 13 for young people to borrow.

Sid's first article was published in a 14 soon after he wrote it.

Sid had to report on a council meeting about proposed improvements to the

15 in the town.

One aspect of the course Sid didn't enjoy was the 16 classes.

Sid found it useful to chat to his classmates in the 17 at the college.

Sid now has a chance of getting a job at a 18 .

FCE 2016 – TEST 6 – PART 1 (L)

Con làm bài nghe tại link sau:

<https://drive.google.com/file/d/1vqrgy3tPLxqrHTiVheknf3YIIIKp8MUG/view?usp=sharing>

You will hear people talking in eight different situations.

For questions 1–8, choose the best answer (A, B or C).

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- 1 You hear a psychologist talking about green spaces in cities.
What does she say about them?
A People fail to appreciate them as much as they should.
B They are more important for children than for adults.
C Few governments make them a priority.
- 2 You hear part of an interview with a singer.
What does he say about playing tennis?
A It calms him down after a performance.
B It is used by a lot of singers to improve their technique.
C It requires similar skills to singing.
- 3 You hear an actor talking about how she met her husband.
How did she first meet him?
A She sat next to him in a cinema.
B She appeared in a play with him.
C A friend introduced them.
- 4 You hear two people talking about a bus service.
What does the man say about it?
A It is frequent.
B It is cheap.
C It is punctual.
- 5 You hear a retired ballerina comparing dancers today with dancers in the past.
She says professional ballet dancers today
A are less concerned about expressing emotion.
B are more interested in being celebrities.
C dance with less technical ability.
- 6 You hear a chef talking about making a TV series.
What does he say about it?
A He didn't expect to enjoy the experience so much.
B He didn't get on with his co-presenter.
C He didn't like the working hours.
- 7 You hear two friends talking about an art course.
What do they agree about it?
A The teacher is inspiring.
B The class is the right size.
C The content is interesting.
- 8 You hear a swimmer talking about a competition she took part in.
How does she feel about it?
A disappointed with her result
B excited about where it will lead
C surprised by the support she received

FCE 2016 – TEST 6 – PART 1 (R)

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A open B think C find D look

0	A ☐	B ☐	C ☒	D ☐
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The importance of science

The aim of science is to (0) out how the world and everything in it, and beyond it, works. Some people, though, (1) that much of what is done in the name of science is a waste of time and money. What is the (2) in investigating how atoms behave or in studying stars billions of kilometres away? Science, they argue, is of (3) only if it has some practical use.

When the Scottish scientist James Clerk Maxwell (4) experiments with electricity and magnetism in the late 19th century, he had no particular end in (5) and was certainly not (6) to make money; he was simply trying to reveal more about how the world works. And yet his work laid the (7) for our modern way of life. Computers, the internet, satellites, mobile phones, televisions, medical scanners all owe their existence to the fact that a scientist (8) the need to understand the world a little better.

- | | | | |
|----------------|---------------|--------------|---------------|
| 1 A claim | B demand | C tell | D review |
| 2 A basis | B cause | C point | D sake |
| 3 A gain | B profit | C advantage | D value |
| 4 A brought on | B carried out | C pulled out | D set off |
| 5 A plan | B idea | C mind | D thought |
| 6 A reaching | B aiming | C targeting | D designing |
| 7 A sources | B origins | C structures | D foundations |
| 8 A held | B felt | C chose | D used |

III. GRAMMAR REVISION

1. Fill in the gaps with the correct words or phrases from the box.

<i>difference</i>	revision	community	tongue	reptiles	contact
joy	treatment	ability	decision	language	

0. Will it make a **difference** if I add the salt before or after I heat up the soup?
- She has the _____ to get work done quickly.
 - I have little _____ with Amy because she lives far away from me.
 - He is receiving special _____ for cancer.
 - His music can give people a lot of _____.
 - A lot of people have German as their mother _____.
 - I need to do _____ to prepare for the exams.
 - I want to think about it carefully before I make a _____.
 - The official _____ in Vietnam is Vietnamese.
 - The government meets to discuss problems that affect the whole _____.
 - The bone structure of these dinosaurs looks more like that of living mammals than cold-blooded _____.

2. Find these following words in the word search.

advantage	approach	Arabic	Cantonese	harbour
heartbeat	minister	package	Portuguese	servant

B O Z P A O T P C I B A R A E P A E K P
 T N F M K N A V A T R M R H B P D S L Y
 W O S L A A N Q H C N Z G N D O V E A K
 E C W V F L R C X U K D Z E C E A N I V
 H S R Z X J C I U L V A A M J F N O F M
 P E F B I X G D D L I J G I Q D T T A C
 S E Y R P N W T K H Z B L E B R A N M X
 N R L N D F H A C R G P V N R X G A B U
 W S G O V I D E A P P R O A C H E C C A
 O G V I X W E B Z P J D D O V Q S V D X
 I P F X Z A S T O R P D Y B E T E H C H
 N H Z P S V U R O P U X K J Z L F I T L
 D F C I Q X T A R X J O F S V V Q X J W
 K O M T T U X E W Y V R B K O R L W F S
 B D B J G C T H R A P Z B R O X N X F U
 Z M X U O S O W N R V W P I A T Q W Z U
 P W E R I V J A H L I C S H K H E C E Q
 Y S X N K I F P D L J S W M B K O A A C
 E I I N I O A L D W R Q H M K L T V N H
 U M Z S P U E O F Q N O O Q K R N A B Q

3. Read the following texts.

Ten years ago, e-mails were considered a very sophisticated method of communication. Nowadays, however, e-mail messaging has become a normal way of communicating, not only between working people but also between people at home. Text messaging and chatting on a mobile phone are still the most frequent methods of communication among teenagers, but e-mails are fast becoming more and more common in this age group.



This little flying yellow envelope on the screen changed the world of communication. Words like stamps, post office or postman no longer belong to a teenager's vocabulary. New words are born: e-mail, sent items, received items, recipient, attachment... and symbols too. These words have replaced the old ones. Your pen friend, or should we say key pal, is only a click away.

Nevertheless, not everyone approves of the spread of e-mails. Teachers are in two minds. On the one hand, it is good that students spend a lot more of their free time exchanging e-mails and as a result get more practice at writing. On the other hand, there is very little attention to correct spelling, punctuation and grammar. What is more, e-mails tend to be very sloppy. Many older people, who are more used to formal business letters, feel also that the style of writing is too informal. For instance, it is quite common to use first names even though one has never met the person.

I would say that e-mails are a good invention although they will probably never replace either telephone calls or ordinary letters. As far as I am concerned, they are just another, very efficient, means of communication.

Now say whether these statements are **True** or **False**.

0. <i>E-mail writing became a very popular method of communication as soon as it was introduced.</i>	False
1. Teenagers no longer use words connected with traditional mailing.	
2. All people approve of the increasing use of e-mails.	
3. One of the advantages of e-mail writing for teachers is that students improve their spelling, punctuation, and grammar.	
4. Older people feel that the style of e-mail writing is too informal.	
5. It is impossible to use first names through e-mails when one has never met the person.	