Tên: ……..

Lớp: S8…

Ngày làm bài: Thứ ……, ngày ……/…….

Viết: …….

GLOBAL ENGLISH 8

UNIT 2: DESIGN AND ARCHITECTURE – GRAMMAR 2 & FCE WRITING

CLASSWORK: CAMBRIDGE WRITING PRACTICE

You **must** answer this question. Write your answer in **140–190** words in an appropriate style.

1 In your English class you have been talking about different ways to protect the environment. Now your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

What can young people do to help protect and improve their local environment?

Notes

Write about:

1. recycling things
2. cycling or walking instead of using cars
3. ..... (your own idea)

Write your **essay**.

Basic Essay Structure Table (Introduction – Body – Conclusion)

Part		Function	Example sentences
Introduction		Introduce the topic and explain why it is important.	Protecting the environment is extremely important today, because many problems such as climate change are getting worse. Young people can make a big difference in their local area if they take action together.
Body	Paragraph 1	Present idea 1 (recycling things) with explanation and example.	Young people can recycle bottles and paper, which helps save natural resources and reduces waste in landfills. Recycling not only saves energy but also protects the environment from pollution.
	Paragraph 2	Present idea 2 (cycling or walking) with explanation and example.	Walking to school helps reduce pollution, so the air in towns will be cleaner. Cycling is also good for health because it is an excellent form of exercise.
	Paragraph 3	Present idea 3 (your own idea), with explanation and example.	Planting trees makes the town greener and provides shade in the summer. Keeping the streets clean is important, since it makes the local area more beautiful and safer to live in.
Conclusion		Summarize the main points and give a final opinion.	In conclusion, small actions can make a big change, even if they seem simple at first. Together, young people can protect the environment, and their efforts will inspire the whole community.

LIVEWORKSHEETS

Checklist:

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

☑ **Introduction**

- ☐ Start with a general sentence about the environment.
- ☐ Explain why protecting the environment is important.

☑ **Body**

- ☐ Give idea 1: recycling (with reason/example).
- ☐ Give idea 2: cycling or walking (with reason/example).
- ☐ Give idea 3: your own idea (e.g. planting trees, keeping streets clean) with example.

☑ **Closing**

- ☐ Summarize your ideas.
- ☐ End with your opinion or a strong final sentence.

📌 **PART 2: LANGUAGE CHECK**

- ☐ Use the present simple or future with "will" where suitable.
- ☐ Use clear and simple sentences.
- ☐ Check spelling and punctuation.
- ☐ Use linking words (e.g. in conclusion, for example, also, because).
- ☐ Don't use informal slang (no gonna, wanna, etc.)

📌 **PART 3: WORD COUNT**

- ☐ Write around 140-190 words

LIVEWORKSHEETS

LIVEWORKSHEETS

Tên: ……..

Lớp: S8…

Ngày giao bài: Thứ ……, ngày ……/…….

Ngày nộp bài: Thứ ……, ngày ……/…….

Ngữ pháp: ……

Đọc: ……

Mini Test: ……..

GLOBAL ENGLISH 8

UNIT 2: DESIGN AND ARCHITECTURE – GRAMMAR 2 & FCE WRITING

A. GRAMMAR

1. Relative clauses beginning with prepositions (Mệnh đề quan hệ bắt đầu bằng giới từ)

- Khi **that** hay **who** đi kèm giới từ, giới từ luôn luôn **nằm cuối mệnh đề**.

E.g. I didn't know the uncle **that I inherited the money from**.

That is the man **who she arrived with**.

- Khi **whom** hay **which** đi kèm giới từ, giới từ có thể **đứng trước mệnh đề** hoặc **cuối mệnh đề**.

E.g. I had an uncle in Germany, **from whom** I inherited a bit of money.

I had an uncle in Germany, **whom** I inherited a bit of money **from**.

2. Questions beginning with prepositions (Câu hỏi bắt đầu bằng giới từ)

- Trong một số trường hợp, ý nghĩa của câu sẽ rõ ràng hơn khi giới từ được đặt ở **đầu câu hỏi**.

E.g. In which country is the ancient city of Petra? = **Which** country is the ancient city of Petra **in**?

B. EXTRA VOCABULARY

No.	New words	Meanings	No.	New words	Meanings
1	**qualify** (v)	đủ tiêu chuẩn, đủ điều kiện	5	**momentum** (n)	đà, động lực, sức đẩy
2	**meander** (v)	đi lang thang, chậm rãi	6	**suspense** (n)	sự hồi hộp, căng thẳng chờ đợi
3	**remnant** (n)	tàn dư, phần còn lại	7	**encircle** (v)	vây quanh, bao quanh
4	**customary** (adj)	theo thông lệ, thường lệ			

***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. CLASSWORK

I. Circle the correct words to make questions with prepositions at the beginning for the underlined parts.

*0. I went to the cinema with **Evelyn**.*

*→ With **whom**/ **what** / **who** did you go to the cinema?*

1. She often studies in the **library** after school.

→ In **which / who / where** place does she often study after school?

2. My uncle was born in the **1950s**.

→ In **which / who / when** decade was your uncle born?

3. They are discussing a problem with **the teacher**.

→ With **who / whom / which** are they discussing a problem?

4. She usually goes on holiday in **July**.

→ In **when / which / where** month does she usually go on holiday?

5. That book was written by **Charles Dickens**.

→ By **whom / who / what** was that book written?

LIVEWORKSHEETS

II. Write the missing words so that the second sentence means the same as the first.

0. This is the chair which my grandfather used to sit on.

*→ This is the chair **on which** my grandfather used to sit.*

1. That's the friend who I shared a flat with in London.

→ That's the friend _____ I shared a flat in London.

2. The box which she keeps her old letters in is very heavy.

→ The box _____ she keeps her old letters is very heavy.

3. The town which my father came from is very small.

→ The town _____ my father came is very small.

4. The girl who they were gossiping about left the party early.

→ The girl _____ they were gossiping left the party early.

5. The project which the students are responsible for is very difficult.

→ The project _____ the students are responsible is very difficult.

III. Rewrite these questions without the prepositions at the beginning.

0. By whom was the play written?

*→ **Who was the play written by**?*

1. To which university has she applied?

→ _____?

2. From whom did you borrow that dictionary?

→ _____?

3. On which topic are they giving a lecture today?

→ _____?

4. With whom did he go on holiday last year?

→ _____?

D. HOMEWORK

GRAMMAR

I. Circle the correct words to make questions with prepositions at the beginning for the underlined parts.

*0. I went to the cinema with **Evelyn**.*

*→ With **whom**/ **what** / **who** did you go to the cinema?*

1. That man is playing for **the London** club.

→ For **whom / that / which** club is that man playing?

2. My friends were talking about **a famous singer** last night.

→ About **whom / what / which** were your friends talking last night?

3. They would like to participate in **sporting** events when they were young.

→ In **who / which / that** events would they like to participate when they were young?

4. I can go to the beach with my family in **the summer**.

→ In **that / which / when** season can you go to the beach with your family?

5. Harry often flies to **Canada** twice a year.

→ To **which** / **whom / where** country does Harry often fly twice a year?

LIVEWORKSHEETS

II. Circle the correct answer.

0. The team _____ we relied for support let us down.

(A.) *on which* *B. by which* *C. with which*

1. The boat _____ we were sailing was very expensive.

A. on which B. in which C. by which

2. The process _____ you reach your conclusions is flawed.

A. on which B. by which C. in which

3. The promise _____ we were bound had to be honored.

A. in which B. by which C. on which

4. The days _____ the prisoners are allowed visitors are Monday and Wednesday.

A. on which B. in which C. by which

5. The principles _____ this country was founded are no longer respected.

A. to which B. in which C. on which

III. Write the missing words so that the second sentence means the same as the first.

0. Police believe this is the gun with which the murder was committed.

→ *Police believe this is the gun **which** the murder was committed **with**.*

1. That's the actress about whom I was telling you at 7 p.m. last night.

→ That's the actress _____ I was telling you _____ at 7 p.m. last night.

2. Spiders are the animals of which I'm most afraid.

→ Spiders are the animals _____ I'm most afraid _____.

3. My friend Rebecca lives in a flat for which her parents pay.

→ My friend Rebecca lives in a flat _____ her parents pay _____.

4. This is Will. He's a guy with whom I went to school.

→ This is Will. He's a guy _____ I went to school _____.

5. That's a photo of my grandmother, from whom I inherited my green eyes.

→ That's a photo of my grandmother, _____ I inherited my green eyes _____.

IV. Rewrite these questions with the prepositions at the beginning.

0. Who was the package given to?

→ ***To whom was the package given**?*

1. Which building can you see the tower from?

→ _____?

2. Who are you going to do that project with?

→ _____?

3. Which company did they like to work for?

→ _____?

4. Which country are her parents living in?

→ _____?

5. Who did she talk to when she was at the cinema last night?

→ _____?

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 5

You are going to read an article about a sporting event. For questions **31–36**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

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

A hop, skip and a jump away

Audrey Pirog talks about her first triple-jump competition

'I want you warming up. Do some bounding on the grass while you wait to sign in.' It was Paula, our coach. I wasn't too keen on this idea, knowing it would only tire me. My eyes met those of my three fellow triple-jumpers. We all sighed in agreement, all wanting to conserve our energy. Nobody moved. What's more, I needed to qualify for the state championships. It was all I could think about. I had to jump twenty-nine feet, six inches to do this.

The sun was bright in the cloudless sky as I looked down the runway to the sand-filled triple-jump pit. Sounds of feet pounding on the track and cheers filled the air. I closed my eyes and *line 9* tried to imagine it; the perfect jump. I'd only recently taken up this event and wished I'd had more practice. It's so much more than a hop, skip and a jump. It's a take-off. The announcer's voice boomed, 'All triple-jump girls please sign in now.' About nine of us meandered down to the pit where he was holding a clipboard and measuring tape.

Waiting for my turn, I checked out the competition, seeing who had the longest legs or greatest muscle tone. My legs were still aching a little from the hundred-metre hurdles. I stretched them out, feeling the lump in my left one, the remnants of a pulled muscle. When I heard my name called, I began to feel nervous. What if I didn't make it? This was the last chance to qualify and I had three jumps to do it. I bounced on my toes as I watched the girls before me jump. Analysing their form, you could see those who didn't have enough momentum from the board.

Finally my turn came. I stepped onto the runway and found my chalk mark. Steadying myself, I narrowed my eyes and took a deep breath. Pushing off my back foot, I lunged forward into a sprint. One, two, three, four, five and by six strides I was on the board. The actual jump is hard to remember; a one-legged hop, a skip and a long jump into the hot sandy pit. A long breath escaped me as I stepped out of the pit and waited to hear my measurement. 'Twenty-eight feet, five-and-a-half inches,' called the clipboard guy.

I walked down the runway to be met by Paula, and was thankful for her kind face. 'I want you to try something. Alright? Where's a relaxing place for you?' 'In the water, I guess. Swimming.' It was the first thing that came to mind and I didn't realise how silly it must sound. 'Perfect', she responded. 'Right before you jump, I want you to imagine you're in the water, just floating, OK?' I agreed, smiling to show my appreciation. I paced until my name was called again.

'Pirog, you're up!' I closed my eyes and imagined the water running over me, soothing me. My muscles relaxed and I exhaled as I pushed into take-off. This sprint felt loose and free. When I took off from the second board, I was sure my first phase was too high, that my second was chopped, and my landing wasn't quite what it should have been. I stood up, shaking off the sand as the officials drew out the long measuring tape. The suspense was killing me.

'Twenty-nine feet, ten inches.' I couldn't stop myself from screaming and jumping into the air. My team-mates rushed to me, I was encircled and soon my hand stung from the force of all the customary high-fives. It was a relief finally to have made it and my success couldn't be put down to sheer luck. My face ached from smiling but I knew I wouldn't stop. I found Paula and ran to hug her. 'That was all thanks to you.' She smiled in return: 'Thank the water.'

LIVEWORKSHEETS

31 From the first paragraph we understand that Audrey

A was already feeling very tired.
B needed to beat the other jumpers.
C had a specific aim in mind that day.
D felt guilty about ignoring her coach.

32 The word 'it' in line 9 refers to

A background noise at the event.
B the place where this event is held.
C the amount of practice needed for the event.
D a technically good performance in the event.

33 In the third paragraph, Audrey reveals that

A she once suffered a leg injury.
B she had already won another event that day.
C she felt confident in her ability to achieve her goal.
D she was impressed by the performance of the other jumpers.

34 When she was talking to Paula, Audrey felt

A embarrassed by a question her coach asked her.
B amused by a suggestion her coach made.
C sad that she'd let her coach down.
D grateful for her coach's support.

35 During her second jump, Audrey

A was still feeling very tense.
B felt unhappy with one aspect of her jump.
C was rather self-critical of her performance.
D felt that everything was going better than last time.

36 When she heard the length of her second jump, Audrey

A realised that she had actually been very lucky.
B acknowledged the contribution of her coach.
C was surprised by her team-mates reaction.
D was lost for words for a few moments.

LIVEWORKSHEETS