

Tên:

Lớp: S8...

Ngày giao bài: Thứ, ngày/.....

Ngày nộp bài: Thứ, ngày/.....



Week: 30

Ngữ pháp HW:

Đọc HW:

GE8 – U6: NATURAL WONDERS – GRAMMAR REVISION

A. THEORY

I. GRAMMAR REVISION

1. Multi-word verbs or phrasal verbs (Động từ kép)

| | | | | | |
|----------------------|----------------------|--------------------|-----------------------|------------------------|--|
| catch up with | theo kịp, trò chuyện | read out | đọc to | turn out | hóa ra là |
| break out | nổ ra, bùng nổ | rub out | tẩy bỏ | work out | tìm ra giải pháp |
| bring up | nuôi nấng | live on | sống, tồn tại | turn up | xuất hiện |
| hang out with | đi chơi với | come across | tình cờ gặp / bắt gặp | stand for | đại diện / tượng trưng cho |
| get over | vượt qua | run out of | cạn kiệt | take up | chiếm (thời gian/không gian) / bắt đầu (môn học, sở thích) |
| break down | hư hỏng | get in | hiều | take after | trông giống |
| take off | cởi ra, cất cánh | pick up | đón, nhặt về | look (a)round | nhìn quanh / tham quan |
| bring out | xuất bản | set off | khởi hành | look forward to | mong chờ |

2. Comparatives and superlatives of adjectives and adverbs (So sánh hơn/nhất của tính từ và trạng từ)

- So sánh hơn của tính từ và trạng từ:

| | Công thức | Ví dụ |
|------------------------|--|--|
| Tính từ/ Trạng từ ngắn | S1 + to be + adj-er + than + S2. S1 + V + adv-er + than + S2. | - Anna is taller than Marie. - John works harder than Tom. |
| Tính từ/ Trạng từ dài | S1 + to be + more + adj + than + S2. S1 + V + more + adv + than + S2. | - This story is more interesting than the last one. - She sings more beautifully than her sister. |

- Các từ nhấn mạnh trong so sánh hơn:

- Nhấn mạnh tính chất hơn nhiều: *much, far, a lot, quite a lot, even, etc.*

E.g. Anna is **even** taller than Marie.

- Nhấn mạnh tính chất hơn một chút: *a bit, a little, slightly, etc.*

E.g. This bag is **a bit** heavier than the other one.

- So sánh mang tính tiêu cực: (*far*) *less ... than.*

E.g. I earn **far less** money than a postman **does**.

We used our cars **far less frequently** than we **do** now.

Để ý các câu ví dụ này, ta có thể dùng *do/does/did, etc.* thay vì lặp lại động từ đầu tiên

- So sánh nhất của tính từ và trạng từ:

| | Công thức | Ví dụ |
|------------------------|--|---|
| Tính từ/ Trạng từ ngắn | S + to be + the + adj-est (+ N) S + V + the + adv-est | - Anna is the tallest girl in the class. - John works the hardest in the team. |
| Tính từ/ Trạng từ dài | S + to be + the most + adj (+ N) S + V + the most + adv | - This is the most interesting story. - She sings the most beautifully . |

Một số tính từ và trạng từ có hình thức so sánh bất quy tắc

| | So sánh hơn | So sánh nhất |
|-------------|-------------------|-----------------------------|
| good / well | better | the best |
| bad / badly | worse | the worst |
| little | less | the least |
| many / much | more | the most |
| far | farther / further | the farthest / the furthest |

3. Pronouns (Đại từ)

a. Demonstrative pronouns (Đại từ chỉ định)

| Dùng thay thế cho danh từ số ít/ không đếm được | Dùng thay thế cho danh từ số nhiều | Khoảng cách | Vị trí trong câu |
|---|------------------------------------|-------------|--|
| this | these | ở gần | - Đứng đầu câu làm chủ ngữ trong câu. E.g. Those are my friends. |
| that | those | ở xa | - Đứng sau động từ làm tân ngữ trong câu. E.g. Have you seen this? - Đứng sau giới từ. E.g. Look at that! |

b. Indefinite pronouns (Đại từ bất định)

| | Chỉ người | Chỉ địa điểm | Chỉ sự vật | Vị trí trong câu |
|--|---------------------|--------------|------------|---|
| Tất cả | everyone, everybody | everywhere | everything | - Đứng đầu câu làm chủ ngữ trong câu. E.g. Everything has changed since the last time we met. |
| Ai đó, nơi nào đó, cái gì đó (câu khẳng định hoặc câu hỏi đề nghị) | someone, somebody | somewhere | something | - Đứng sau động từ làm tân ngữ trong câu. E.g. She put the bag somewhere safe. |
| Bất kì (câu phủ định hoặc nghi vấn) | anyone, anybody | anywhere | anything | - Đứng sau giới từ (trong cụm giới từ) E.g. He lied to everybody in the office. |
| Không | no one, nobody | nowhere | nothing | |

c. Quantitative pronouns (Đại từ định lượng)

- Là một dạng của đại từ và được dùng để thay thế cho cụm danh từ chỉ số lượng, để bị nhầm lẫn với từ hạn định (determiner).

- Một vài đại từ định lượng thường gặp: **some, any, all, both, either, much, many, more, most, enough, several, a little, a few, another, none, etc.**

- E.g.** - Won't you have **some** cakes? (some: **determiner**)
- If I find **some**, I'll tell you. (some: **quantitative pronoun**)
- Please buy **any** fruits that look fresh. (any: **determiner**)
- Please take **any** that you like. (any: **quantitative pronoun**)

II. CAMBRIDGE VOCABULARY

| No. | New words | Meanings | No. | New words | Meanings |
|-----|-------------------------|---------------------------------|-----|-----------------------|-----------------------------|
| 1 | definitive (adj) | mang tính cuối cùng, quyết định | 4 | strengthen (v) | củng cố, làm mạnh hơn |
| 2 | genuinely (adv) | thực sự, chân thực | 5 | hone (v) | mài giũa, cải thiện dần dần |
| 3 | nostalgia (n) | nỗi hoài niệm | | | |

B. CLASSWORK (21 questions)

I. Circle the correct SYNONYM of the words/phrases in bold.

- After months of training, she finally **caught up with** the other runners in the race.
 - avoided
 - ignored
 - reached the same level as
 - replaced
- The teacher asked one student to **read out** the instructions so everyone could hear clearly.
 - read aloud
 - translate
 - write down
 - repeat silently

2. The students were given several tasks, and **some** were more difficult than others.
→ some = _____
3. There were many restaurants in the area, but **one** looked far more crowded than the others.
→ one = _____
4. I looked through all the documents on the desk, but **none** contained the information I needed.
→ none = _____
5. There were several suggestions for improving the website, but **some** were too expensive to put into practice.
→ some = _____
6. Many proposals were discussed during the meeting, but **one** seemed much more practical than the rest.
→ one = _____
7. Several paintings were displayed in the gallery, but **those** near the entrance attracted the most attention.
→ those = _____

III. Match to make meaningful sentences.

| | | |
|-----------------------------------|----|---|
| 1. After hours of discussion, | 1- | a. a new version of the software next year. |
| 2. He explained the concept | 2- | b. method we have tested so far. |
| 3. The company plans to bring out | 3- | c. but both turned out to be too expensive. |
| 4. This is the least effective | 4- | d. the team finally worked out a practical solution to the problem. |
| 5. We had two options, | 5- | e. more clearly than the textbook did. |

IV. Write the sentences based on the given prompts.

1. we / finally / work out / solution / to / problem / yesterday / .
→ _____
2. she / come across / old diary / while / look / around / attic / last weekend.
→ _____
3. our car / break / down / on / way to the airport / yesterday morning / .
→ _____
4. this exam / be / much / difficult / than / previous one / .
→ _____
5. among all / participants / she / answer / questions / confidently / .
→ _____

**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 1**From questions 31-36, choose the best answer (A, B, or C).**

When my first cookery programme “*In Search of Perfection*” was first shown, I had no idea how viewers and the press would react to it. At the time, there had been a lot of discussion about a ‘food revolution’ happening across Britain, and I believed we had created a series of programmes that genuinely added something new to that movement. However, one question still worried me: would people enjoy a style of cooking that explored not only cooking techniques but also history, nostalgia and science? When I watched the first programme being broadcast, I felt both excited and nervous at the same time.

As it turned out, I didn’t need to worry. The show became successful, which opened the door to many other interesting projects, including a book based on my experiences in the restaurant I run. In every project there is a feeling of going on a journey, whether that journey takes you into the past, into the mind, or deeper into cooking techniques. Later, I wrote several books in a series called *Perfection*, and each book had its own TV programme with the same name. In these projects, the journey was often quite physical, involving travel plans, passports and suitcases. “*In Search of Total Perfection*” is the newest book in this series, and in it you travel around the world to meet remarkable food experts. One example is a man who discovered his life’s purpose in making a golden pasta that tastes better than any other version. These people have spent decades trying to reach their own idea of perfection.

Of course, perfection is very personal and depends on individual opinion. Even the apparently simple job of deciding which dishes should appear in the series became a difficult challenge, and I knew some people would be unhappy because their favourite dishes were not included. I could easily imagine people asking, ‘Where is steak and kidney pie? Where is bread and butter pudding?’ However, after the production team and I locked ourselves in a meeting room and agreed not to leave until we had created a suitable list, we eventually managed to choose something that would appeal to everyone.

This experience strengthened my belief that each person has their own idea of what perfection means. It is strongly influenced by a unique combination of emotions, memories and surroundings. Although the book is called “*In Search of Perfection*”, I knew from the beginning that I would not claim that the recipes were in any way ‘definitive’. Instead, I believed that by using my technical ability and scientific understanding, and by speaking to food producers, skilled craftsmen, chefs and their customers, I could identify some of the key factors that make these dishes successful.

While the dictionary defines ‘perfection’ as the state of being perfect, it also provides another definition that is equally important for this book: **honing** through gradual experimentation. This means trying out ideas and improving them step by step until you eventually create something truly special. The TV series gave me the chance to travel and discover many different foods, people and places that I would never normally encounter in a restaurant. I was extremely excited about **that**, and I was equally excited about the opportunity to explore memory and nostalgia in food, because I originally entered this profession in exactly the same way.

My search for the best ingredients for the recipes took me all around the world. During these travels I experienced many unusual situations: for example, being confidently shown around a tomato factory that was actually producing completely the wrong type of tomato, or visiting a dairy farm whose standards were so far from perfection that we had to stop filming there. While improving the techniques for each recipe, I found myself milking a cow by hand, using dry ice to turn milk into ice cream, cooking chicken breasts in a hospital scanning machine, and even almost burning down my house while trying to make the oven hot enough for a proper Neapolitan-style pizza.

Questions

31. In the second paragraph, Heston suggests that the books in the ‘Perfection’ series

- A. had a stronger international element than his first book.
- B. focused strongly on the mental and emotional side of cooking.
- C. included people who appeared in more than one book.
- D. were not as successful as the TV programmes connected to them.

32. What did Heston think about the meeting to discuss the ‘Perfection’ series?

- A. It helped reveal some practical difficulties.
- B. It led to an unusual final decision.
- C. It could have achieved more.
- D. It was difficult but effective.

33. What does Heston suggest about the recipes in his new book?

- A. They are quite different from the dishes that inspired them.
- B. They may still be improved in the future.
- C. They were easy to describe in writing.
- D. They include dishes that he would not personally have chosen.

34. What does ‘honing’ tell us about the recipes?

- A. They can never be fully perfect.
- B. Heston sees them mainly as experiments.
- C. They serve another important purpose in the book.
- D. They have been gradually improved over time.

35. What does ‘that’ refer to?

- A. being willing to try out new things
- B. learning the trade in a particular restaurant
- C. exploring the relationship between food and the past
- D. wondering about the importance of food in people’s lives

36. Heston says that during his travels around the globe, he

- A. had to think creatively and adapt to situations.
- B. almost faced serious accidents several times.
- C. often had to fix mistakes made by others.
- D. had to follow unusual local traditions.

II. Extra Reading

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

1. The writer was confident that viewers would enjoy the first cookery programme.

→ _____

2. The success of the TV show helped the writer start other projects, including books.

→ _____

3. Some people might have been disappointed because their favourite dishes were not included in the series.

→ _____

4. The writer claims that the recipes in the book are the final and perfect versions.

→ _____

5. During his travels, the writer sometimes experienced unusual or unexpected situations.

→ _____