

Tên:

Lớp: S8...

Ngày giao bài: Thứ, ngày/.....

Ngày nộp bài: Thứ, ngày/.....



Week: 12 - GVNN

Từ vựng & Ngữ pháp HW:

Đọc HW:

UNIT 4: ADVERTISING – SUPERMARKET SHOPPING & ADVERTISING PRESENTATION

A. THEORY

I. VOCABULARY

Con truy cập link hoặc quét mã QR để nghe và đọc lại từ vựng nhé:
<https://soundcloud.com/ms-chi-english/for-s8-w12-vocab>



No.	Words / Phrases	Meanings	No.	Words / Phrases	Meanings
1	special / limited offer (phr)	ưu đãi đặc biệt / ưu đãi có giới hạn	10	persuade somebody to support an idea (phr)	thuyết phục ai đó ủng hộ một ý tưởng
2	three for the price of two (phr)	mua 3, trả tiền 2	11	aisles (n)	các lối đi giữa các dãy hàng
3	on offer (phr)	đang được ưu đãi, giảm giá	12	checkouts (n)	các quầy thanh toán
4	on sale (phr)	có sẵn tại cửa hàng và đang được chào bán	13	trolley (n)	xe đẩy hàng
5	at half price (phr)	được bán với giá bằng một nửa giá gốc	14	dairy products (phr)	các sản phẩm từ sữa
6	persuasive language (phr)	ngôn ngữ thuyết phục	15	ready meals (phr)	các món ăn chế biến sẵn, thường chỉ cần hâm nóng
7	address the reader directly (phr)	trực tiếp hướng đến người đọc	16	be good to yourself (phr)	đối xử tốt với bản thân, chăm sóc bản thân
8	appeal to somebody (phr)	thu hút, hấp dẫn ai đó	17	up to 20% off (phr)	giảm giá tối đa 20%
9	keep somebody's attention (phr)	giữ sự chú ý của ai đó			

B. CLASSWORK

PRESENTATION



C. HOMEWORK

VOCABULARY & GRAMMAR (15 questions)

I. Con học nghĩa, phát âm các từ ở mục A. THEORY (trang 1). Với những từ sau: special/limited offer, three for the price of two, at half price, persuasive language, address the reader directly, appeal to somebody, keep somebody's attention, persuade somebody to support an idea, aisles, checkouts, dairy products, ready meals, con chép 1 dòng vào vở.

II. Match each word or phrase (A–E) with its definition (1–5). There are two extra options that you don't need to use.

A. special / limited offer	B. persuasive language	C. address the reader directly
D. appeal to somebody	E. be good to yourself	F. on offer
		G. up to 20% off

1. To use words like 'you' and 'your' so that the advert seems to speak to one person. _____
2. To be attractive or interesting to a particular person or group of people. _____
3. Words and phrases that are used to make people agree with you or buy something. _____
4. A lower price or a free gift that is available for a short time only. _____
5. To take time to rest or buy a small treat because you think you deserve it. _____

III. Complete the information and table. Use the words and phrases in the box. Use each one only once.

aisles	trolley	checkouts	dairy products	ready meals
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Welcome to Costalite Supermarket!

We have nine (1) _____ of fantastic products for you to choose from. See the table below for some examples of what you can fill your (2) _____ with in each one.

We also have more (3) _____ than any other local supermarket. This means there are shorter queues, so you can pay much more quickly at Costalite.

Aisle	Product 1	Product 2	Product 3
frozen foods	ice cream	fish fingers	frozen vegetables
bakery	bread	cakes	rolls
fruit and veg	potatoes	carrots	apples
household and cleaning	washing-up liquid	towels	cleaning products
(4) _____	cheese	butter	yoghurt
tinned goods	tomatoes	beans	soup
(5) _____	pasta with tomato sauce	curry and rice	roast beef and vegetables
drinks	water	lemonade	fruit juice
chemist	medicines	toothpaste	shampoo

IV. Use the words and phrases to write complete sentences in the Past Simple Passive. Change the form of the verb and add any words that are needed. Do not change the order of the words.

1. new trainers / put / on sale / school shop / last Saturday

→ _____

2. winter jackets / sell / at half price / shopping centre / yesterday afternoon

→ _____

3. pencil cases / sell / three for the price of two / school bookshop / last month

→ _____

4. a free gift / offer / every customer / who / spend over \$20 / last weekend

→ _____

5. students / give / up to 20% off / all school bags / during the sale last week

→ _____

EXTRA VOCABULARY

Con học thuộc các từ dưới đây để làm bài bên dưới và chuẩn bị cho bài kiểm tra buổi sau nhé!

Con truy cập link hoặc quét mã QR để nghe và đọc lại từ vựng nhé:

<https://soundcloud.com/ms-chi-english/for-s8-w12-extra-vocab>



No.	New words	Meanings	No.	New words	Meanings
1	qualify for (phr)	đạt điều kiện, đủ tiêu chuẩn tham gia	6	take a deep breath (phr)	hít một hơi thật sâu
2	take off (phr)	giật nhảy, bật khỏi mặt đất	7	push off (phr)	đạp mạnh để bật người đi
3	competitor (n)	người tham gia thi đấu, đối thủ	8	official (n)	trọng tài, nhân viên phụ trách cuộc thi
4	tense (adj)	căng thẳng, căng cứng	9	come to mind (idiom)	chợt xuất hiện trong đầu, nghĩ đến
5	relieved (adj)	nhẹ nhõm, thờ phào			

READING PRACTICE (10 questions)

You are going to read an article about a sporting event written by a young woman named Audrey. For questions 31–40, choose the answer (A, B, C or D) which you think fits best according to the text.

A hop, skip and a jump away

‘I want you to warm up. Do some jumping on the grass while you wait to sign in.’ It was Paula, our coach. I didn't really like this idea because I knew it would make me tired. I looked at the other three triple-jumpers. We all sighed because we wanted to save our energy. Nobody moved. More importantly, 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 shining in the clear blue sky as I looked towards the sand-filled triple-jump pit. I could hear runners' feet hitting the track and people cheering. I closed my eyes and tried to imagine it: the perfect jump. I'd only recently started doing this event and wished I'd had more practice. It was much more difficult than simply hopping, skipping and jumping. You also had to take off correctly. The announcer called, ‘All triple-jump girls please sign in now.’ About nine of us walked slowly towards the pit, where he was holding a clipboard and measuring tape.

While waiting for my turn, I looked at the other competitors, noticing who had the longest legs or strongest-looking muscles. My legs were still hurting a little from the hundred-metre hurdles. I stretched them and felt some pain in my left leg from an earlier muscle injury. When I heard my name called, I started to feel nervous. What if I didn't make it? This was my last chance to qualify, and I had three jumps to do it. I jumped lightly on my toes as I watched the other girls. I studied how they jumped and noticed that some didn't have enough speed and power when they reached the board.

Finally, it was my turn. I stepped onto the runway and found the mark I had made with chalk. I tried to stay calm, focused my eyes and took a deep breath. I pushed off with my back foot and started running as fast as I could. One, two, three, four, five – and after six steps, I reached the board. I can hardly remember the actual jump: a hop on one leg, a skip and a long jump into the hot sand. I breathed out slowly as I stepped out of the pit and waited for my result. ‘Twenty-eight feet, five-and-a-half inches,’ the official announced.

I walked back towards Paula and was pleased to see her friendly face. ‘I want you to try something. Alright? Where do you feel most relaxed?’ ‘In the water, I guess. Swimming.’ It was the first thing that came to my mind, and I didn't realise how strange my answer might sound. ‘Perfect,’ she said. ‘Just before you jump, imagine you're in the water, floating peacefully, OK?’ I agreed and smiled to show that I was thankful for her help. I walked backwards and forwards until my name was called again.

‘Pirog, you're up!’ I closed my eyes and imagined water moving gently over my body, helping me relax. My muscles became less tense, and I breathed out as I started my jump. This time, my run felt easier and more natural. However, when I jumped from the second board, I was sure my first jump was too high, my second movement was too short, and my landing wasn't quite right. I stood up, brushed the sand off my body and watched the officials measure the distance. I could hardly wait to hear the result.

‘Twenty-nine feet, ten inches!’ I couldn't stop myself from screaming and jumping into the air. My teammates ran towards me and gathered around me. Everyone gave me high-fives so hard that my hand started to hurt. I felt so relieved that I had finally reached my goal. I knew my success wasn't just luck. My face hurt from smiling, but I couldn't stop. I found Paula and ran to hug her. ‘That was all thanks to you.’ She smiled and replied, ‘Thank the water.’

31. From the first paragraph, we understand that Audrey
 - A. was already feeling very tired.
 - B. wanted to perform better than the other athletes.
 - C. had a clear goal she wanted to achieve that day.
 - D. felt bad about not following her coach's instructions.
32. What does the athletes' reaction to Paula's instructions suggest?
 - A. They did not know how to prepare for the event.
 - B. They thought the activity would make them unnecessarily tired.
 - C. They were worried about arriving late for the competition.
 - D. They wanted to practise their jumping skills instead.

33. The word 'it' underlined in Paragraph Two refers to
- a noise coming from the sports event.
 - the area where the competition was taking place.
 - the practice needed to prepare for the event.
 - a successful jump performed with the correct technique.
34. What does Audrey's description of the triple jump suggest?
- It requires less effort than other jumping events.
 - Experienced athletes do not need to focus on technique.
 - It is more difficult than its simple name makes it sound.
 - Most athletes can learn it quickly without much practice.
35. In the third paragraph, Audrey reveals that
- she had injured her leg in the past.
 - she had already won another event that day.
 - she was sure she would reach her goal.
 - she admired the other athletes' performances.
36. When Audrey studied how the other girls jumped, she noticed that some of them
- were stronger than her.
 - looked confident before their jumps.
 - did not follow their coaches' advice.
 - were not fast or powerful enough at the board..
37. What can we understand about Audrey's first jump?
- She followed her planned steps, although she could hardly remember the jump itself.
 - She changed her technique because she started in the wrong position.
 - Her injured leg made it difficult for her to run fast enough.
 - She lost concentration because the officials were watching her.
38. When she was talking to Paula, Audrey felt
- uncomfortable because of her coach's question.
 - amused by her coach's suggestion.
 - upset because she had disappointed her coach.
 - thankful for her coach's help.
39. During her second jump, Audrey
- still felt very nervous.
 - was unhappy with one part of her jump.
 - thought several parts of her jump were not good enough.
 - felt that everything was going better than before.
40. When she heard the result of her second jump, Audrey
- realised that she had succeeded mainly because of luck.
 - recognised that her coach had helped her succeed.
 - was surprised by how her team-mates reacted.
 - was too shocked to say anything for a short time.