

# MS. CHI ENGLISH

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Date: .../.../2022

Class: S8

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## GLOBAL ENGLISH 8: UNIT 3 – OUR SOCIETY

### VOCABULARY REVISION

#### A. REVISION

\***Lưu ý:** Các từ vựng mở rộng thầy cô cho ghi trong vở (nếu có): con về nhà chép mỗi từ 1 dòng để ghi nhớ nhé.

#### I. Fill in the gaps with the correct form of the words.

0. The soldiers swore their **loyalty** to the king. (loyal)

1. Computers have \_\_\_\_\_ the way work is done. (transformation)
2. The lighting of the Olympic *torch* (ngọn đuốc) \_\_\_\_\_ peace and friendship. (symbol)
3. The museum has a fine collection of \_\_\_\_\_ glass. (value)
4. He treated them with \_\_\_\_\_ and *thoughtfulness* (sự chu đáo). (generous)
5. She was concerned about the amount of \_\_\_\_\_ on television. (violent)
6. The material is yellow with some blue \_\_\_\_\_ on it. (swirling)

#### II. Rewrite the sentences using the words/phrases given in the brackets.

0. *City life is noisier than village life.* (peaceful)

→ *Village life is more peaceful than city life.*

1. He used the gun to protect himself. (self-defence)

→ He \_\_\_\_\_.

2. There was some interesting and exciting discussion at the meeting. (lively)

→ There \_\_\_\_\_.

3. As people accumulate a great amount of money, they tend to spend a greater proportion (tỷ lệ) of their incomes. (wealth)

→ As \_\_\_\_\_.

4. They don't allow you to drive in this area. (car-free)

→ This \_\_\_\_\_.

5. She is paid based on her KPI *index* (chỉ số). (income)

→ Her \_\_\_\_\_.



# Volunteers

**A** Teresa

For many years I had fantasised about spending December on a white, tropical beach on a remote island. I finally found my slice of paradise in the Seychelles when my dream came true last year, though not exactly in the way I had envisaged. I had been feeling burnt out from work and wanted to escape winter and learn new skills. Volunteer projects seemed a good option. Narrowing my search criteria to marine research helped cut down the thousands of options out there and I eventually joined a coral protection project to help determine the long-term impact of rising sea temperatures on the ecosystem. Within 24 hours of our group's arrival, we lived and breathed coral, not just under water but also in the camp – with 52 coral types to master and up to three research dives a day. If there was a downside, it was the seemingly endless chores in the camp, but I didn't mind. But the experience was, overall, incredible. I stretched myself beyond my wildest imagination.

**B** Patricia

Imagine spending the summer as I did, working on the edge of an active volcano in Hawaii. I had once been on a ranger-guided walk there with my family. I had been terrified. However, as I relaxed I slowly realised that the ranger's job was something I'd like to do too. So a few years later I applied and got a volunteer ranger job. I found living there surprisingly laid back, as well as exciting. After a crash course in geology, I was given the volunteer ranger uniform and began the job. On the first morning I found myself in front of a group of visitors. Suddenly, I was the 'authority', delivering a talk on the volcanic past and present of the islands. As a volunteer I was making the park come alive for the visitors, and they in turn made Hawaii come alive for me.

**C** Helen

After months of study, I wanted to get away for a bit. My dad is an artist and often does paintings of tropical birds. I'd always wanted to find out more about them. From the internet I found that a farm which breeds parrots was looking for volunteers. I arrived in the middle of a panic situation – a storm had knocked the electricity out, and the generator, needed for keeping the eggs warm, was nearly out of petrol. After visiting several garages we found some and dashed back just in time. I really enjoyed my stay. Some hosts lay down strict rules on the amount of work expected but luckily mine, Darryl, preferred to set out projects which he wanted my help with. Most of the time I did basic maintenance jobs and fed the birds. 'They can break coconuts with their beaks and they'll take your finger off so be careful,' Darryl advised. So, I chopped bananas and then used a long fork to pass the fruit in to the birds without risking my fingers.

**D** Kate

During my stay in Guatemala, I volunteered to work on a plantation. One day, my supervisor, René inspected my scratched hands and asked gently if I needed gloves. I gathered my strength and told him that gloves might indeed help. Then I grasped my knife and resumed my attack on the invading roots that were constantly threatening to drag the fragile new cacao plantation back into the rainforest. In the sticky red earth, everything grows – the trouble is that it is rarely what you planted. Walking through the plantation, René had to point out to me the treasured cash crops of coffee, cacao and macadamias. To my eye, they were indistinguishable from the surrounding jungle. Every day I caught glimpses of little waterfalls and vividly coloured butterflies between towering bamboo. The air was always heavy with the sound of insects. It was a great experience.

You are going to read an article about four women who have recently worked as volunteers. For questions 43–52, choose from the women (A–D). The women may be chosen more than once.

Mark your answers on the separate answer sheet.

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### Which volunteer

found that there was a wide choice of opportunities?

43

was very aware of all aspects of natural life around her?

44

was warned of a possible danger?

45

did not achieve her ambition quite as she had expected?

46

thought that she had gained as much as she had given?

47

was shown sympathy by someone on her project?

48

says her family had influenced her choice of work?

49

says she amazed herself by what she achieved?

50

appreciated the flexibility of her boss?

51

describes the difficulties posed by the environment she was in?

52

FCE 2 - TEST 6 - READING PART 4

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

**Example:**

0 A very friendly taxi driver drove us into town.

**DRIVEN**

We ..... a very friendly taxi driver.

The gap can be filled by the words 'were driven into town by', so you write:

**Example:**

|   |                          |
|---|--------------------------|
| 0 | WERE DRIVEN INTO TOWN BY |
|---|--------------------------|

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

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25 Everyone apart from John thought that Lisa would get the job.

**PERSON**

John was ..... not expect Lisa to get the job.

26 I'm concerned about whether I'll be able to finish the project on time.

**CONCERNS**

What ..... whether I'll be able to finish the project on time.

27 We had to leave the lecture early or we would have missed the last bus.

**UNTIL**

If we ..... of the lecture, we would have missed the last bus.

28 The number of students going to university went up last year.

**INCREASE**

There ..... the number of students going to university last year.

29 I'll phone you tonight so you can tell me what you've been doing.

**CATCH**

I'll phone you tonight to ..... news.

30 That was one of the best meals I've had this year.

**AS**

I've had very ..... that one this year.

## FCE 2 – TEST 6 – LISTENING PART 4

Các con mở link nghe bằng máy tính nhé: <https://tinyurl.com/2jfkadbr>

You will hear an interview with a scientist called Peter Crane, who is talking about an ancient tree called the ginkgo. For questions 24–30, choose the best answer (A, B or C).

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- 24 What first interested Peter about the ginkgo tree?
- A how its leaves grow
  - B the family it belongs to
  - C what's known about its history
- 25 What does Peter say about the ginkgo tree in ancient China?
- A It wasn't originally grown for its nuts.
  - B It wasn't common before people started growing it.
  - C It was one of the earliest plants to be grown there.
- 26 When asked about the medicinal uses of ginkgo, Peter says
- A researchers in different parts of the world disagree about it.
  - B scientists have failed to identify any positive effects.
  - C some parts of the plant help the brain to function.
- 27 Why are there so many ginkgo trees in cities all over the world?
- A They don't suffer from problems that usually affect trees there.
  - B Other trees can't survive if they are too close to the species.
  - C People take more trouble to look after them than other trees.
- 28 Peter says that street trees benefit people by providing
- A some protection from the sun.
  - B a reduction in traffic noise.
  - C increased privacy.
- 29 Peter says people can help other species of plant to survive by
- A leaving plants to grow in the wild.
  - B protecting them from plant-eating animals.
  - C growing them in many different places.
- 30 How does Peter's work influence the way he thinks about the world?
- A It makes him feel concerned about the future of human beings.
  - B It reminds him that human beings are a relatively new species.
  - C It allows him to understand why human beings focus on the present.

FCE 2 – TEST 7 – LISTENING PART 2

Các con mở link nghe bằng máy tính nhé: <https://tinyurl.com/txhjwb92>

You will hear a woman called Anne Ruskin giving a talk about a one-day archery course, during which she learnt to use a bow to shoot arrows at a target. For questions 9–18, complete the sentences with a word or short phrase.

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**Archery**

Anne used to shoot arrows from a bow made of  **9** when she was a child.

Anne only had time to read about the  **10** of archery before the beginner's archery course.

Anne's archery course took place in a  **11** .

Anne was surprised that learning to  **12** properly was so difficult.

The teacher told Anne she needed to relax her  **13** .

One of Anne's arrows went into a  **14** by accident.

During the breaks, Ann was happy to look at the  **15** and talk to other people.

Some of the people on Anne's course said that a  **16** had inspired them to try archery.

Anne was excited when the class were allowed to start  **17** .

Anne is trying to persuade her  **18** to do an archery course with her.

Write the English words that match the given Vietnamese meanings. Hints are already provided.

|                         |                    |                       |                              |
|-------------------------|--------------------|-----------------------|------------------------------|
| 1. theo đầu người (adv) | → p _____ c _____  | 11. quyền tiền        | → r _____ m _____            |
| 2. nhìn về phía (v)     | → o _____          | 12. tham gia          | → g _____ i _____            |
| 3. triết gia (n)        | → p _____          | 13. hợp xướng (n)     | → c _____                    |
| 4. thay đổi (v)         | → t _____          | 14. tranh tường (n)   | → m _____                    |
| 5. từ thiện (n)         | → c _____          | 15. tượng trưng (v)   | → s _____                    |
| 6. tự vệ                | → s _____ -d _____ | 16. ở một nơi xa      | → i _ t _ m _<br>o _ n _____ |
| 7. tắc đường            | → t _____ c _____  | 17. thiên văn học (n) | → a _____                    |
| 8. thuật làm gốm (n)    | → c _____          | 18. đều đặn           | → o _ _ r _ _ b _ _          |
| 9. đối địch (a)         | → r _____          | 19. bạo lực (n)       | → v _____                    |
| 10. tuổi thọ            | → l _ _ e _____    | 20. dân nhập cư (n)   | → i _____                    |

**\*Lưu ý:** Với những từ con không nhớ và viết sai, con chép từ đó vào vở 2 dòng.