

Name:

Vocabulary:

Class: S8...

Reading:

Ngày giao bài: Thứ, ngày/.....

Ngày nộp bài: Thứ, ngày/.....

TV & CINEMA

VOCABULARY & PRESENTATION

Lưu ý: Các từ vựng mở rộng thầy cô cho ghi trong vở (nếu có) và các từ vựng mở rộng trong phiếu để có chú thích nghĩa: Con về nhà chép mỗi từ 1 dòng để ghi nhớ nhé.

A. VOCABULARY

- TV & Cinema

No.	New words	Meanings	No.	New words	Meanings
1	broadcast (v/n)	phát sóng/chương trình được phát sóng	9	put out (phr.v)	phát hành/xuất bản/đưa ra công chúng
2	commercial (n)	quảng cáo	10	make up for (phr.v)	bù đắp cho...
3	documentary (n)	phim tài liệu	11	work out (phr.v)	giải quyết/tìm ra cách xử lý
4	headline (n)	tiêu đề chính, dòng tit (trong báo hoặc bản tin)	12	perform in (v.phr)	biểu diễn trong (vở kịch, phim...)
5	series (n)	loạt phim/truyện (gồm nhiều tập)	13	put up a fight	đấu tranh, phản kháng, chống lại
6	star in (v.phr)	đóng vai chính trong...	14	audition for (v.phr)	thử vai cho (phim, kịch, chương trình...)
7	take off (phr.v)	trở nên nổi tiếng/thành công nhanh chóng	15	act out (phr.v)	đóng lại, diễn lại (một cảnh, cảm xúc...)
8	come out (phr.v)	ra mắt (phim, sách, sản phẩm...)			

B. EXTRA VOCABULARY

No.	New words	Meanings	No.	New words	Meanings
1	ups and downs (idiom)	những thăng trầm	4	sort (things) out (phr.v)	giải quyết mọi việc
2	adolescent (n)	tuổi thanh thiếu niên	5	bear with somebody (phr.v)	kiên nhẫn với ai đó
3	fall out with somebody (phr.v)	cãi nhau, mâu thuẫn với ai đó			

*Note: n = noun: danh từ; v = verb: động từ; adj = adjective: tính từ; idiom = thành ngữ;

phr.v = phrasal verb: cụm động từ đặc biệt; v.phr = verb phrase: cụm động từ.

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

C. HOMEWORK

VOCABULARY

I. Circle the correct answers.

0. Before the match started, the _____ checked if the players followed the rules.

A. **referee** B. **pitcher** C. **caddie** D. **batter**

1. After only one episode, the new comedy series really started to _____ among teenagers.

A. **come out** B. **take off** C. **put out** D. **headline**

2. Although the ending was weak, the great acting helped _____ the film's flaws.

A. make up for B. act out C. audition for D. put up

3. The production team plans to _____ the new season next Friday.

A. perform in B. headline C. take off D. put out

4. The nature _____ we watched last night taught me a lot about wild animals.

A. headline B. documentary C. audition D. commercial

5. I've seen every episode — it's my favorite TV _____ this year.

A. make up B. commercial C. headline D. series

II. Match the words/phrases with the correct definitions.

0. <i>commercial</i>	0- <u>c</u>	a. the title or main sentence at the top of a news article or report
1. broadcast	1- <u> </u>	b. to act as the main character in a film or show
2. headline	2- <u> </u>	c. <i>an advertisement on TV or radio</i>
3. star in	3- <u> </u>	d. to find a solution to a problem or situation
4. audition for	4- <u> </u>	e. to send out a program on TV or radio
5. work out	5- <u> </u>	f. to try out for a role in a film, play, or show

III. Circle the correct answers.

0. *The final episode will be broadcast / headlined / taken off next Friday at 8 p.m.*

1. That comedy show didn't seem popular at first, but it suddenly began to **take off** / **make up for** / **put out** after episode three.

2. I watched a live **fight** / **documentary** / **broadcast** of the World Cup final last night.

3. That was the funniest **commercial** / **put out** / **star in** I've seen all year — we couldn't stop laughing!

4. The studio plans to **put out** / **make for** / **come in** a new fantasy film next month with amazing special effects.

5. The actor tried to **come out** / **make up for** / **put up a fight** his poor performance by apologising during the interview.

IV. Fill in the blanks with the correct words from the box. Some words may not be used.

audition	commercial	documentary	star	come	make	broadcast	put
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Anna had always dreamed of becoming an actress. When she heard about an opportunity to (0) **audition** for a new historical drama, she didn't hesitate. The production team was looking for fresh talent to (1) _____ in a series set in medieval England. The casting process was tough, and the director mentioned that the show would be a weekly (2) _____ on national television if everything went well.

The project was a huge step for Anna, who had only appeared in a short (3) _____ about young performers the year before. After months of filming, the series was ready to (4) _____ out in September. To promote it, the studio planned to (5) _____ out several teaser clips and behind-the-scenes videos on social media.

V. Match to make meaningful sentences.

0. <i>The latest Marvel movie will</i>	0- <u>b</u>	a. a ten-episode series about space travel.
1. The writers had to work out a	1- __	b. <i>come out next Friday.</i>
2. The main headline this morning was	2- __	c. the great acting helped make up for it.
3. I just finished watching	3- __	d. about a famous actor's retirement.
4. The new TV show really took	4- __	e. better ending after fans complained.
5. The ending was weak, but	5- __	f. off after the second episode.

VI. Complete the words/phrases using the clues given. Capitalize all letters.

0. <i>an object or a piece of equipment that has been designed to do a particular job</i>	D E V I C E
1. to act, sing, or dance in a show or event	P __ R F __ M __ N
2. to perform a scene or situation by role-playing	__ C __ O __ T
3. a set of related TV shows or episodes shown in order	__ E R __ E __
4. a film or TV programme that gives facts about something	D __ U __ E N __ A R __
5. to do something to correct a mistake or failure	M __ K E U __ __ O __

VII. Rearrange the words/phrases to make meaningful sentences.

0. *have a / you / travel / before flying / document / must / valid*

→ **You must have a valid travel document before flying.**

1. *watched / last night / a great / documentary / we / about volcanoes*

→ _____.

2. *the / will be / tomorrow / broadcast live / match*

→ _____.

3. *funny commercials / during / there were / the / break / three*

→ _____.

4. *she / star in / will / school musical / the / next month*

→ _____.

5. *is about / headline today / the biggest / the awards*

→ _____.

Exam Practice Test 1 **Reading Part 2**
Questions 6–10

For each question, choose the correct answer.

The young people below all want to find an art course to attend.

On the next page there are descriptions of eight art courses.

Decide which art course would be the most suitable for the people below.

TIP

Underline the key words for each person. Then read the eight texts quickly to find the information that matches. Remember this is often expressed in different words.

6



Rafa wants to produce artwork to support his art college application. He's written stories, which he'd like to publish, and wants to learn how to include drawings in them, without using a computer.

7



Simona enjoys creating art on her computer, and wants to find ways to improve the posters she makes on it. She also wants to share what she's done with other students on the course.

8



Andrei wants to try different painting techniques, and have trips to see the work of famous painters, to get ideas for his own pictures. He'd also like to try painting outdoors.

9



Nicola enjoys printing by hand. She wants to print the patterns she's created onto different materials, for her mother to make into clothes, and also learn basic printing techniques to use at home.

10



Karl enjoys taking photos of his family, and wants to use them as a basis for the art he produces. He'd like to go somewhere that also offers private lessons.

Art Courses

A Get Artistic

Teachers here always have ideas to get you drawing, painting and printing – but you can use your own material, too. The studio-based course focuses on portraits – you'll learn how to develop whatever you've brought, or use famous portraits, to create pictures of people. One-to-one sessions also available.

B Art Attack!

Learn how to create pictures, perhaps based on your own writing, to put into a short book or poster, using simple techniques that don't require technology. Discover, too, how to put a book together, with a professional-looking cover designed and hand-printed by you. Perfect for anyone considering further studies in art.

C Art and imagination

If you like designing clothes, you'll enjoy learning to use special computer software here to create and print out designs for tops, shoes and hats that people would love to wear! You'll go home with a folder of work, perfect to present when applying for a higher-level art course. Individual classes also available.

D Create!

Draw and paint in different situations – in the studio or even in the park! Gallery visits are also included, and you're taught how to base your work on studies of landscapes and portraits by well-known artists. Teachers also encourage you to experiment with various styles and methods.

E More Art Now!

Improve how you paint people and places on this studio-based course. The teachers bring in work, ranging from photos to posters, to give you ideas. And use the studio website to show your work and exchange ideas with other students – useful for anyone wishing to study art at a higher level.

F Art Workshop

Do some drawings, in the studio or outside, or bring along your own. The teachers will then help you to turn them into wonderful printed designs, using simple methods you can try yourself after the course. You'll then transfer your designs onto cotton and silk, using special paints – perfect to use in sewing projects afterwards.

G Do it yourself

Try making art to go with your stories here – working inside or outside! You'll get ideas from books showing famous paintings and cartoons, and then create and print pictures of people to accompany your stories, using digital design techniques. There's even one-to-one teaching if you'd prefer.

H The Studio

Come and experiment with digital design. You'll get great ideas through research, then using special software, create your pictures and add details on screen, whether it's clothes, people, books or something to put on the wall. Upload your work on the studio website and get opinions from your classmates there – and comment on theirs!

You are going to read a blog post in which a teenage boy describes his relationship with his parents. For questions **31–36**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Mark your answers **on the separate answer sheet**.

Teenagers and parents – it's the same old story...

Many readers have described the ups and downs of living with teenage children.

This week, we hear from Barry Davros, 15.

OK, I'll admit it. Things haven't been so easy at home in the last couple of years. I'd like to think I'm old enough and wise enough to know that it's almost certainly because I'm a teenager now. Teenagers complain to their friends about their parents. And I think we can be pretty certain that the parents do the same about their kids. I argue with mine. We don't talk as much as we did when I was a kid. It's not that this is the way I want it – I'd prefer it if we never argued, but found a way to talk about what was bothering us. That would be so much better, not just for me and my mum and dad, but for any teenager and their family. So I've been reading a lot – books like *The Teenage Brain*, and lots of online stuff. And I'm sure that if people understood more about what goes on inside a teenager's mind, half of the arguments over the dinner table wouldn't even start in the first place. So I'd like to share what I've learnt.

There are so many things that parents have a go at their teenagers for that it's almost impossible to know where to start. So let's just pick mornings. Mornings are for sleeping. For as long as you need to, or at least as long as you can. Every teenager knows that. But not parents – they think that we should get up at 7.30, just because they get up at 7.30, ready for another busy day. So who's right? Well, the science says that an adolescent's body clock isn't programmed in the same way, and is on a schedule about three hours behind that of older adults (that means both going to bed and getting up).

Another 'issue' that parents make a big deal about is tidiness. Clothes dumped on the bathroom floor, an old plate of food under the bed, house keys lost. OK, I admit, I've been guilty of all of these things recently (but at least

I owned up!). Sorting stuff like this takes planning, and the way the teenage brain develops means that it's just not our strong point. Sorry! The brain develops a chemical called myelin, and it's created over time. Until it's fully developed in all parts of the brain, it does unfortunately mean that even very bright teens can do really stupid things. So just bear with us guys!

Because as already mentioned, the teenage brain goes through all sorts of changes, sometimes teenagers can get angry. This usually makes parents angry. Which makes us angrier, which... OK, you get the picture. But parents need to understand more about what's going on inside our heads. Like, there might be a perfectly understandable (to us) reason why we don't want to do that maths homework this instant. So, listen parents out there, try and understand! Don't always respond to us by getting angry. Just don't! Calm down, count to ten and think twice.

line 49

Communication. That's a big one. Sure, teens and parents need to hang out together too, not live in separate worlds. But I'm 15, so the topics of conversation I was into when I was 11 don't work for me now. Same for all kids my age. The sooner parents realise that, the better. It's not that we stop loving them just because we're in our teens, it's just that we need more space. To grow up and find out who we are.

line 54

Here's a tip – if there's something that needs to be discussed, do it on a car journey. Whether it's the whole family together or just two of you, the fact that you're in a car means that you're gazing ahead, rather than staring at each other. For me, it just makes it easier to talk somehow, because I sometimes feel they're judging me or something if they're observing me. Try it. It works. And you heard it from me.

31 Why shouldn't parents be surprised if their teenagers sleep late?

A Many teenagers find their busy schedule tiring.
B Some teenagers need more hours of sleep than adults.
C Teenagers prefer not to see their parents in the mornings.
D It's natural for teenagers to have different sleep patterns from adults.

32 In the third paragraph, the writer admits that teenagers tend not to be very

A honest.
B organised.
C confident.
D intelligent.

33 What does the writer mean when he advises parents to 'count to ten' in line 49?

A don't react too quickly
B repeat what you have said
C find ten reasons for the behaviour
D don't tell teenagers things they already know

34 What does 'that' refer to in line 54?

A Teenagers need to spend time away from their parents.
B Teenagers love their parents less than they did as children.
C Teenagers want to talk about different things as they mature.
D Teenagers need to spend more time talking to their parents.

35 Car journeys are a good opportunity to speak because

A the speakers don't need to look at each other.
B the vehicle provides more privacy.
C families can travel somewhere nice together.
D teenagers cannot avoid their parents when they are in the same car.

36 Why has Barry written this blog post?

A to help families get along better
B to explain why his parents annoy him
C to encourage parents, doctors and teachers to read more about teenagers
D to suggest that it is important for teenagers to be responsible