

Tên: .....

Lớp: S8...

Ngày giao bài: Thứ ....., ngày ...../.....

Ngày nộp bài: Thứ ....., ngày ...../.....



Ngữ pháp: .....

Độc: .....

Mini Test: .....

## GLOBAL ENGLISH 8

### UNIT 5: NATURAL RESOURCES – GRAMMAR REVISION

#### A. GRAMMAR REVISION

##### 1. Complex noun phrases

a. **Premodifiers:** là các từ hoặc cụm từ **đứng trước danh từ để bổ nghĩa**, giúp danh từ cụ thể và rõ ràng hơn.

b. Các loại **Premodifiers phổ biến:**

- **Determiners (Từ hạn định):** Dùng để xác định **danh từ** (cụ thể hay không cụ thể).

*E.g. the, a/an, this, some, any, every*

*any plants, every species, the forest*

- **Quantifiers (Từ chỉ số lượng):** Dùng để diễn tả **số lượng** hoặc **mức độ**.

*E.g. a lot of rain / most of Costa Rica's energy*

- **Numbers (Số đếm):** Dùng để chỉ **số lượng chính xác**.

*E.g. six volcanoes / three national parks*

- **Adjectives (Tính từ):** Dùng để mô tả **đặc điểm, tính chất** của danh từ.

*E.g. a tropical paradise / dense forests*

c. **Order of Adjectives (Trật tự sắp xếp tính từ):**

- Ta có thể dùng nhiều tính từ trước 1 danh từ để tạo thành cụm danh từ. Nhưng hãy chú ý đến **thứ tự** của chúng:

Order	Relating to	Examples
1	opinion	unusual, lovely, beautiful
2	size	big, small, tall
3	age	young, old, youthful
4	shape	round, square, rectangular
5	colour	blue, red, pink
6	origin	Dutch, Japanese, Turkish
7	material	metal, wood, plastic
8	purpose	cleaning, hammering, cooking

*E.g. She was a beautiful, tall, young, black-haired, Scottish woman.*

\*Note: Mẹo ghi nhớ cách sắp xếp tính từ có thể tham khảo là: Ông - Sáu - Ăn - Súp - Cua - Ông - Mập - Phi.

##### 2. Connectives (Từ nối):

a. **Nhóm chỉ sự tương phản, đối lập:**

Từ nối	Chức năng chính	Cấu trúc	Ví dụ
<b>Although</b>	Chỉ sự trái ngược giữa lý thuyết & thực tế, điều kiện & kết quả,...	<b>Although</b> + S + V, S + V. hoặc S + V <b>although</b> S + V.	<b>Although</b> he's got a good job, he still complains.
<b>While</b>	Đặt hai hành động / trạng thái khác nhau cạnh nhau.	S + V, <b>while</b> S + V. hoặc <b>While</b> S + V, S + V.	She is tall, <b>while</b> her brother is short.
<b>Whereas</b>	Đặt hai hành động / trạng thái khác nhau cạnh nhau. Trang trọng hơn <i>while</i> .	<b>Whereas</b> + S + V, S + V. hoặc S + V, <b>whereas</b> S + V.	Some students love science, <b>whereas</b> others prefer literature.
<b>Despite / In spite of</b>	Tương đương <b>Although</b> , nhưng đi với danh từ / cụm danh từ / V-ing, không đi	<b>Despite / In spite of</b> + N/NP/V-ing, S + V.	<b>Despite</b> the heavy rain, the match continued.

	trực tiếp với mệnh đề có chủ ngữ + động từ.	hoặc <b>S + V + despite / in spite of + N/NP/V-ing.</b>	
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**b. Nhóm chỉ mục đích:**

Từ nối	Chức năng chính	Cấu trúc	Ví dụ
<b>In order (not) to</b>	Diễn tả mục đích, trang trọng hơn <i>to</i> .	<b>S + V + in order (not) to + V(inf)</b>	She studies hard <b>in order to</b> pass the exam.
<b>So that</b>	Diễn tả mục đích, đi với một mệnh đề dùng <i>will/would/can/could</i> .	<b>S1 + V1 + so that + S2 + will/would/can/could + V2</b>	He left early <b>so that</b> he <b>could</b> catch the bus.

**B. EXTRA VOCABULARY**

No.	New words	Meanings	No.	New words	Meanings
1	<b>reassure</b> (v)	trấn an	4	<b>imaginative</b> (adj)	giàu trí tưởng tượng
2	<b>headquarter</b> (n)	trụ sở chính	5	<b>edible</b> (adj)	ăn được
3	<b>put something to the test</b> (phr.)	kiểm tra, thử thách cái gì			

**\*Note:** *n = noun: danh từ; adj = adjective: tính từ; v = verb: động từ; phr. = phrase: cụm từ.*

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

**C. EXERCISE**

**GRAMMAR (14 questions)**

**I. Circle the correct answers.**

0. She bought a \_\_\_\_\_ dress for the party.

☒ A. beautiful red silk

B. silk red beautiful

C. red beautiful silk

1. They visited a(n) \_\_\_\_\_ temple in the mountains.

A. ancient large Japanese

B. Japanese ancient large

C. large ancient Japanese

2. She found a \_\_\_\_\_ bracelet in the market.

A. silver small lovely

B. small lovely silver

C. lovely small silver

3. He bought a \_\_\_\_\_ sofa for his living room.

A. large comfortable leather

B. comfortable large leather

C. leather comfortable large

4. We saw a(n) \_\_\_\_\_ sculpture at the art exhibition.

A. wooden impressive tall

B. tall impressive wooden

C. impressive tall wooden

5. He adopted a \_\_\_\_\_ dog from the shelter.

A. cute young brown

B. brown cute young

C. young brown cute

**II. Complete the passage with the correct connectives in the box.**

<b>although</b>	<b>so that</b>	<b>while</b>	<b>despite</b>	<b>whereas</b>	<b>in order to</b>
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Last weekend, our class went on a field trip to a nature reserve. (0) Although the weather forecast said it would rain, the sky was clear and sunny when we arrived. We were divided into two groups: one group explored the forest, (1) \_\_\_\_\_ the other learned about local wildlife at the education center.



My group walked along a small trail, (2) \_\_\_\_\_ the other group stayed near the lake to take photographs. We listened to a guide who explained how the reserve is protected (3) \_\_\_\_\_ future generations can continue to enjoy it. (4) \_\_\_\_\_ help the environment, we also collected trash left by previous visitors. We had a great time (5) \_\_\_\_\_ the long journey back home.

### III. You're looking for items you want to buy. Begin each sentence with "I'm looking for..."

0. clock radio – white – Taiwanese – cheap – for my bedside table

→ I'm looking for a cheap white Taiwanese clock radio for my bedside table.

1. jacket – stylish – black – leather – Italian – for winter

→ \_\_\_\_\_.

2. bookshelf – large – metal – grey – for my living room

→ \_\_\_\_\_.

3. camera – high-quality – new – Japanese – for travelling

→ \_\_\_\_\_.

4. rug – colourful – round – Turkish – wool – for my bedroom

→ \_\_\_\_\_.

### CAMBRIDGE READING PRACTICE (11 questions)

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 3 Questions 11-15

For each question, choose the correct answer.

### The Real Junk Food Project by Sandra Manville

As I was looking for environmentally-friendly projects for the school paper, I found out about The Real Junk Food Project whose aim is to reduce the UK's huge amount of food waste, which is the highest in Europe. The UK, despite not having the largest population of a European country, throws away almost two million tonnes worth of food every year, more than even Germany, which comes in second despite having a larger population. Every year, 1.3 billion tonnes of food are thrown away while some 800 million people across the planet are dying from lack of food. This is terrible.

The Real Junk Food Project is against the waste of food that has gone past its sell-by date. Just because food has reached the end of life on the supermarket shelf, it does not mean that it cannot be eaten, as supermarkets put dates that run out days before the food becomes dangerous to eat. But supermarkets are only interested in making money and keeping fresh food coming to their shelves, not unnecessary waste.

The organisation, which collects the food from supermarkets,

serves it as tasty meals to people in their cafes. Customers, in return, can pay as much as they want for it, or even nothing at all. Diners can then even volunteer in return for a meal. In this way, the organisation can provide for those who are poor or live on the street; a great social service.

There are now many more cafes than the original one which started in Leeds: one hundred and twenty seven to be exact, and growing fast, in seven countries all over the world. The Leeds one alone, provides 35,000 people with meals every week. Along with the cafes, supermarket-style shops have opened, where you also pay or not, according to your ability.

For the main supermarkets this has nothing but advantages. They have to pay anyway to get rid of food waste, so the Junk Food Project is in fact doing them a favour, while at the same time, promoting them as more environmentally friendly by giving their waste food away.



- 11. What is The Real Junk Food hoping to achieve?**
- A. make the UK produce less pollution than Germany
  - B. make Europe produce less food than the UK
  - C. stop the UK from throwing away so much food
  - D. reduce the amount of food the UK produces
- 12. What does Sandra get most upset about?**
- A. the fact that The Real Junk Food Project is not well-known
  - B. the amount of waste in Germany
  - C. the amount of food wasted in Europe
  - D. the fact that some people don't have food
- 13. What does Sandra say about supermarkets?**
- A. They don't care about poor people.
  - B. They don't like wasting food.
  - C. They sometimes sell out-of-date food.
  - D. They do not avoid food waste.
- 14. What does Sandra say about the cafes?**
- A. They are run by volunteers wanting to help the poor.
  - B. They are doing something valuable.
  - C. They should only feed those who can't pay.
  - D. The food does not taste as good as fresh products.
- 15. What would Sandra text a friend about The Real Junk Food Project?**

A. I found out about a really cool way to eat for free when we go out.

B. We could arrange to volunteer in a cafe whenever we have some free time to help.

C. I tried eating at one of the The Real Junk Food project's cafes but I wouldn't recommend it.

D. It's a great idea but, unfortunately, it is not supported by many people.



## Test 4

## Reading and Use of English • Part 5

You are going to read a text about a survival adventure trip for young people in the mountains. For questions 1–6, 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**.

### Survival adventure camp

Last summer, I took part in a survival adventure camp in the mountains. It was run by Survive! Adventure Club, and the idea behind it was to give teenagers like me a taste of what it's like to survive in the wild. There were no luxuries such as showers or shops which you find on other adventure camps. That might have bothered some people – not me, though. Our guides were experienced and reassured us they'd be with us every step of the way. They provided tips to help us make informed decisions about things like where to camp, how to make meals from food we'd find ourselves, and how to get around without maps.

The experience began at the Survive! Adventure Club headquarters at the base of the mountains. There, we were divided into teams for the camp. The teams weren't based on age and experience but on our performance in a number of team-building tasks, which was a way for the leaders to put us together based on individual skills and personalities, to ensure a good mix in each team. We were led through a series of fun activities, such as making a raft which floated on water and taking part in a quiz. The activities were aimed at helping us make the most of our strengths, in addition to building confidence before the real survival adventure began.

Once we'd decided that we still wanted to take part after the day's activities, our first night was spent in the cabins at the club's headquarters. We had a proper bed for the night but the evening meal was down to us – I knew there'd be some kind of challenge for us! Our survival expert, Hans, gave us a lesson on finding food, such as plants, in the wild. He warned us that not everything that looks good is safe to eat, and explained that it's vital to identify what you're looking at. Hans not only pointed out what was edible or should be left alone, but also taught us to build a campfire and provided cooking tips. He told us we should use our imaginations, as cooking in the wild was different to cooking at home.

Next morning the real survival adventure began. We'd been advised to take well-fitting hiking boots, warm clothing and waterproofs.



I appreciated the advice because as we soon found out, the weather in mountainous regions can be highly unpredictable. After an initial steep climb, we spent the rest of the morning identifying wildlife and learning to navigate using nature alone. We learned to determine where we were heading and what time it was. We put our cooking skills to the test at lunchtime, which was trickier than we'd imagined, though we eventually came up with something we could all eat! When evening fell, we had to locate a spot to put up our tents in. Although we'd been told there was nothing dangerous in the nearby forest, we still kept away from the edges, which put us at ease.

Over the next two days, we made a shelter, learned to treat minor injuries and built a bridge. I was put in charge of the latter and although I hadn't done anything like it previously and wasn't particularly keen to be given the responsibility, I discovered a new skill in engineering, which I never thought I'd be good at. The tasks were all fascinating and I'd like to do more of that kind of thing.

It was a wonderful adventure. I had no idea what to expect when I signed up and I wasn't an outdoors kind of person, so why I thought it was a good idea, I'm not sure! I don't regret it, though and I'm pleased I didn't quit, even when things got tougher than I ever thought they would. I always knew I was in the capable hands of the leaders and we had such good fun. I hope to be back again at some point in the future!

- 31** What is the writer doing in the first paragraph?
- A** describing the kinds of accommodation available on the trip
  - B** explaining why she had some concerns about going on the trip
  - C** highlighting that the adventure camp she went on was unlike others
  - D** offering advice to other teenagers about how to cope with conditions on the trip
- 32** The writer says that the team-building tasks were carried out in order to
- A** enable participants to get to know each other.
  - B** ensure each group was balanced in terms of ability.
  - C** provide some fun before the challenges of the trip started.
  - D** select those who would take part in the actual survival adventure.
- 33** What does the writer suggest about the first night's activity?
- A** It didn't require too much creativity on the part of participants.
  - B** It helped participants decide whether they wanted to carry on.
  - C** It equipped participants with some useful knowledge.
  - D** It wasn't as relaxing as she had expected it to be.
- 34** How does the writer say she felt when the survival adventure started?
- A** proud that she quickly acquired knowledge about getting around
  - B** grateful that she had the appropriate gear with her
  - C** nervous about the location she chose to camp in
  - D** disappointed in her cooking skills
- 35** What does the writer say about the activities they did on the following two days?
- A** She found she was good at something she hadn't tried before.
  - B** She didn't enjoy some of them as much as she had hoped to.
  - C** She liked being put in a position of leadership for one activity.
  - D** She felt that experience of doing similar activities helped her.
- 36** How does the writer feel about having taken part in the survival adventure?
- A** excited about returning as soon as she can
  - B** sorry that she hadn't thought of doing it before
  - C** surprised by how much she learned from the leaders
  - D** proud of herself for dealing with unexpected difficulties