

Tên:

Lớp: S8...

Ngày giao bài: Thứ, ngày/.....

Ngày nộp bài: Thứ, ngày/.....



Ngữ pháp HW:

Độc HW:

GLOBAL ENGLISH 8

UNIT 6: NATURAL WONDERS – GRAMMAR 1

A. THEORY

I. GRAMMAR

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

Định nghĩa	- Động từ kép gồm một động từ và một hoặc hai tiểu từ (trạng từ hoặc giới từ).	
Phân loại	Động từ kép có thể phân cách	- Nếu tân ngữ là đại từ thì luôn đứng giữa động từ và tiểu từ. <u>E.g.</u> The light is on. Turn <u>it</u> off. - Nếu tân ngữ là danh từ thì có thể đứng trước hoặc sau tiểu từ. <u>E.g.</u> He is trying a jacket on. or He is trying on a jacket.
	Động từ kép không thể phân cách	- Tân ngữ luôn đứng sau tiểu từ. <u>E.g.</u> You should look after your old parents.

- Một số động từ kép thông dụng:

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 / tình cờ thấy	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	hiểu	take after	trông giống
take off	cởi ra, cất cánh	pick up	đón, nhặt về	look round	nhìn quanh / tham quan
bring out	xuất bản	set off	khởi hành	look forward to	mong chờ

2. Pronouns (Đại từ)

a. Demonstrative pronouns (Đại từ chỉ định)

- Đại từ chỉ định là những từ dùng để chỉ người hoặc sự vật bằng khoảng cách từ người nói đến người hoặc sự vật khác.

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. <u>E.g.</u> Those are my friends. - Đứng sau động từ làm tân ngữ trong câu. <u>E.g.</u> Have you seen this? - Đứng sau giới từ. <u>E.g.</u> Look at that!
that	those	ở xa	

b. Indefinite pronouns (Đại từ bất định)

- Đại từ bất định là những từ không chỉ cụ thể đến người hay vật nào đó mà chỉ nói một cách chung chung.

	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.

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

c. Quantitative pronouns (Đại từ định lượng)

- Đại từ định lượng là **một dạng của đại từ** và được dùng để **thay thế cho cụm danh từ chỉ số lượng**, áp dụng cho cả danh từ đếm được và không đếm được. **Đại từ định lượng dễ 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 HOMEWORK

No.	New words	Meanings	No.	New words	Meanings
1	go down (phr.v)	gục ngã / bị hạ gục	6	gain a wide readership (phr.)	thu hút lượng độc giả lớn
2	autobiography (n)	tự truyện	7	at its simplest (phr.)	ở mức đơn giản nhất
3	subtlety (n)	sự tinh tế	8	a lifetime apart (phr.)	xa cách cả đời
4	traditional wrestling stock (phr.)	xuất thân / dòng dõi đô vật truyền thống	9	a turning point (phr.)	bước ngoặt
5	learn the ropes (idiom)	học việc / làm quen nghề	10	dissuade (v)	can ngăn

***Note:** *n = noun: danh từ; phr.v = phrasal verb: cụm động từ; v = verb: động từ; phr. = phrase: cụm từ; idiom = thành ngữ.*

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

B. HOMEWORK

GRAMMAR (20 questions)

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

- We **ran out of** paper during the meeting and had to borrow some from another room.
 A. got many **(B.) used up** C. forgot
- The children always **look forward to** visiting their grandparents during the holidays.
 A. enjoy B. expect C. plan
- I had to **pick up** my brother from the train station because his bus was late.
 A. collect B. visit C. drive
- After the announcement, everyone **turned up** at the event earlier than expected.
 A. appeared B. delayed C. stayed
- They **set off** early in the morning to avoid traffic on their way to the airport.
 A. prepared B. arrived C. departed
- She finally **got over** her fear of public speaking after months of practice.
 A. overcame B. ignored C. delayed

II. Complete the sentences with **SOME / ANY / SOMEBODY / ANYBODY / SOMETHING / ANYTHING**.

0. I was too surprised to say **anything**.
1. There's _____ outside the gate. Are you expecting _____ to visit?
2. A: Did you manage to buy the milk?
B: No, there wasn't _____ left at the store.
3. A: Why are you searching behind the couch? Have you misplaced anything?
B: I thought I needed _____, but now I can't recall what it was.
4. A: Have you brought the documents I asked for?
B: Yes! I brought _____. Do you need _____ else from the list?
5. You seem tired. Would you like _____ to help you relax?

III. Identify what the pronoun refers to in each sentence.

0. I don't like this plan. **That** sounds too risky for a small company.
→ that = **the plan**
1. There were many complaints about the service, but **none** was taken seriously.
→ none = _____
2. I like these pictures, but **those** on the wall are more colourful.
→ those = _____
3. The manager spoke to the staff, but **everyone** ignored the new rule.
→ everyone = _____
4. We discussed several solutions, and **one** seemed more realistic than the others.
→ one = _____
5. There were many books on the table, but **these** belonged to the teacher.
→ these = _____

IV. Write sentences based on the given situations and phrasal verbs. Use the correct form of the phrasal verbs provided.

0. You've just bumped into an old friend after many years. (Use **catch up with**)
→ **I bumped into Sarah yesterday and spent an hour catching up with her.**
1. You've spent all your money before the end of the month. (Use **run out of**)
→ _____.
2. You were solving a difficult math problem but finally figured out the solution. (Use **work out**)
→ _____.
3. Your car stopped working on the highway this morning. (Use **break down**)
→ _____.
4. You are preparing for a holiday and are excited about the trip. (Use **look forward to**)
→ _____.
5. While cleaning your room, you found an old photo album by accident. (Use **come across**)
→ _____.

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.

Cyclist Vicky Harmiston

Reporter Mark Lewis writes about Vicky Harmiston, who has had a successful career as a track cyclist – a cyclist who races on special race tracks.

When Vicky Harmiston was a child, her parents gave her and her brother Jamie the freedom to decide what they did in their spare time. Vicky chose to do lots of different sports. She was a good swimmer, and the coach at the swimming club she went to thought she might be good enough to become a champion. But the club was a long way from her home so it was difficult for her to fit in the training around her schoolwork. When they were teenagers, Jamie, who loved cycling, bought himself a special track-racing bike and started taking part in competitions. Vicky thought it looked very exciting and decided to try it for herself. She says that was the best decision she ever made. Soon she was cycling every day and doing really well. The track was near her school, which meant it was no problem for her to attend training sessions after school every day.

Vicky went on to have a successful career in track cycling and won several competitions. Then, when she was 28, she retired from competitive cycling. Vicky told me: 'For years I'd loved winning competitions but I began to get a bit tired of the whole thing – and when the excitement stops, there's no point. Luckily, I went on to have a new career.'

Vicky got a job with a charity called CycleZone. 'We work with young people who have never enjoyed sport,' she says. 'The first thing we do is teach them to ride a bike. We want them to learn to believe in themselves and their own abilities. CycleZone does a great job, and it gets young people together so they're part of a wider group.'

The charity uses celebrities to advertise the work they do. Vicky says, 'I know some people aren't sure whether the support of a celebrity is always positive for a charity. They say the celebrities are only doing it to push themselves forward, which prevents the public from seeing the real work of the charity. But if famous singers and actors, for example, can help, I think they should.'

- 11** When Vicky first started cycling
- A** she had a very good coach.
 - B** her parents gave her helpful advice.
 - C** she could get to a race track easily.
 - D** her brother gave her a great bike.
- 12** Why does Vicky say she stopped cycle racing?
- A** She felt she was too old to do it.
 - B** She was becoming bored with it.
 - C** She had won everything she wanted.
 - D** She was preparing for a new career.
- 13** What does the charity CycleZone do for young people?
- A** It teaches them how to do track racing.
 - B** It supports those who have talent.
 - C** It offers them the chance to try a variety of sports.
 - D** It helps them become more confident.
- 14** According to Vicky, some people believe that celebrities can
- A** take attention away from what a charity does.
 - B** help people understand a charity's work.
 - C** make the public care less about a charity.
 - D** encourage more people to become involved with a charity.
- 15** What would Vicky say on her blog?

A

As a child, I always knew what I wanted to do when I grew up. But I never expected to become so famous.

B

If you join CycleZone, you'll get to meet celebrities and learn how they've become successful.

C

Although track cycling is not the only sport I've been good at, I've never regretted my choice of career.

D

In my spare time I love going to schools and helping groups of children learn to ride bikes.

You are going to read an article about a wrestler who became an author. 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**.

The wrestler who became an author

Pete Watson looks like the biggest, sweetest teddy bear you ever saw. It is only when he opens his mouth that you notice the missing front teeth. Watson is a three-time world champion wrestler turned author. He was adored by fans because he was different: while other wrestlers were supreme athletes, he was just a hulk who knew how to take a hit. You could throw as many chairs as you liked at Pete Watson, you could smack him repeatedly, but he wouldn't go down.

After two autobiographies and a series of children's stories, he has just written a brilliant first novel: a work of immense power and subtlety, likely to gain a wide readership. At its simplest, it is about a boy and his dad getting together after a lifetime apart, though there is far more to it than that. Was he inspired by anyone he knew? The father, he says, is based on guys he met on the road – wrestlers, friends of his, who appeared to be leading exciting lives, but deep down were pretty miserable.

line 11 Watson does not come from traditional wrestling stock. He grew up in Long Island, New York. His father was an athletics director with a PhD, his mother a physical education teacher with two master's degrees – one in literature, the other in Russian history. He was a big boy, bullied for his size. One day his neighbour had a go at him, and for the first time Watson realised he could use his weight and size instead of feeling awkward about it. It was a turning point.

At college, he did a degree in communication studies. Meanwhile, he was learning the ropes of professional wrestling. Did his parents try to dissuade him? 'No. They were just really insistent that I finished college. I am pretty sure they thought I'd get hurt and quit wrestling.' But he didn't.

He looks in remarkably good condition for someone who spent 20 years in the ring. His skin is smooth and firm; there are few visible scars. 'It's amazing what retirement can do for you. I looked really rough five years ago, and now I think I look a good deal younger,' he says. People are surprised by the softness of his handshake. 'Yeah, that's the wrestler's handshake,' he says.

Do you have to be a good actor to be a good wrestler? 'I used to really resent the acting label, but it *is* acting. When it's really good, when you're feeling it and letting that real emotion fly, it comes closer to being real.' What did his children think when they saw him getting hurt? 'Well, they used to think I never got hurt because that's what I told them. When they got old enough to realise I did, they stopped enjoying it. That was, in part, what led to my decision to get out.'

Nowadays, his time is dedicated to family and books – his next novel is about boy wrestlers living on the same block, and he is also writing more children's stories. He does not think this life is so different from wrestling. 'Wrestling is all about characters,' he says. 'So when my fans hear I've written a novel, I don't get the sense that they feel I've abandoned them.'

- 31** What impression do we get of Pete Watson's skills as a wrestler?
- A** He frequently lost because he was not very aggressive.
 - B** He was too gentle and friendly to be a good wrestler.
 - C** He was injured a lot because he didn't fight back.
 - D** His speciality was letting his opponent hit him.
- 32** It is suggested that Watson's first novel
- A** is based on his own autobiography.
 - B** will be popular with those who liked his autobiographies.
 - C** will not only appeal to his fans.
 - D** is not much more than a simple story.
- 33** What does 'traditional wrestling stock' in line 11 refer to?
- A** Watson's childhood
 - B** Watson's family background
 - C** Watson's educational background
 - D** Watson's background in athletics
- 34** What did Watson's parents feel about his interest in wrestling?
- A** They were afraid he would get hurt.
 - B** They insisted that he should have proper training at college.
 - C** They wanted him to give up wrestling.
 - D** They thought he would abandon the sport quite soon.
- 35** How does Watson regard the idea that wrestling is like acting?
- A** He resents the suggestion.
 - B** He thinks wrestlers aren't good actors.
 - C** He has come to accept it.
 - D** He doesn't think wrestling can compare to acting.
- 36** Watson's present life is not so different from his past profession because
- A** his work is still connected with characters.
 - B** he is writing about wrestling, his previous profession.
 - C** his family are still more important than anything else.
 - D** his fans still follow his career with interest.