

Tên: .....

Ngữ pháp HW: .....

Lớp: S8...

Đọc HW: .....

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

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



## GLOBAL ENGLISH 8

### UNIT 6: NATURAL WONDERS – GRAMMAR 2 & FCE READING

#### A. THEORY

##### I. GRAMMAR: Tính từ so sánh và trạng từ so sánh

- Tính từ có 1 âm tiết, hoặc 2 âm tiết nhưng kết thúc bằng **-y, -er, -le, -ow, -et** được xem là **tính từ ngắn**. Tính từ có **tù hai âm tiết trở lên** (trừ các ngoại lệ ở trên) là **tính từ dài**.
- Trạng từ có **một âm tiết** hoặc **không có đuôi -ly** được coi là **trạng từ ngắn**. Trạng từ **có hai âm tiết trở lên**, thường **kết thúc bằng -ly** là **trạng từ dài**.
- Trường hợp ngoại lệ "**early**": đây là một trạng từ hoàn chỉnh có sẵn trong từ điển, -ly là một phần của từ gốc chứ không phải hậu tố được thêm vào từ tính từ, vì vậy early không thuộc nhóm trạng từ dài và vẫn được coi là trạng từ ngắn → so sánh: early → earlier).

##### 1. So sánh hơn của tính từ và trạng từ:

|                        | Công thức  | Ví dụ  |
|------------------------|--|--|
| Tính từ/ Trạng từ ngắn | <b>S1 + to be + adj-er + than + S2.</b><br><b>S1 + V + adv-er + than + S2.</b>         | - Anna is <b>taller than</b> Marie.<br>- John works <b>harder than</b> Tom.  |
| Tính từ/ Trạng từ dài  | <b>S1 + to be + more + adj + than + S2.</b><br><b>S1 + V + more + adv + than + S2.</b> | - This story is <b>more interesting than</b> the last one.<br>- She <b>sings more beautifully than</b> her sister. |

##### 2. Các từ nhấn mạnh trong so sánh hơn:

- Nhấn mạnh tính chất **hơn nhiều**: *much, far, a lot, quite a lot, even, etc.*

E.g. Anna is **even** taller than Marie.

- Nhấn mạnh tính chất **hơn một chút**: *a bit, a little, slightly, etc.*

E.g. This bag is **a bit** heavier than the other one.

- So sánh mang tính tiêu cực: *(far) less ... than.*

E.g. I earn **far less** money than a postman **does**.

We used our cars **far less frequently** than we **do** now.

Để ý các câu ví dụ này, ta có thể dùng **do/does/did, etc.** thay vì lặp lại động từ đầu tiên

##### 3. So sánh nhất của tính từ và trạng từ:

|                        | Công thức  | Ví dụ   |
|------------------------|--|---|
| Tính từ/ Trạng từ ngắn | <b>S + to be + the + adj-est (+ N)</b><br><b>S + V + the + adv-est</b>   | - Anna is <b>the tallest</b> girl in the class.<br>- John works <b>the hardest</b> in the team. |
| Tính từ/ Trạng từ dài  | <b>S + to be + the most + adj (+ N)</b><br><b>S + V + the most + adv</b> | - This is <b>the most interesting</b> story.<br>- She sings <b>the most beautifully</b> .       |

##### 4. Lưu ý:

- Một số tính từ và trạng từ có hình thức so sánh bất quy tắc

|             | So sánh hơn       | So sánh nhất                |
|-------------|-------------------|-----------------------------|
| good / well | better            | the best                    |
| bad / badly | worse             | the worst                   |
| little      | less              | the least                   |
| many / much | more              | the most                    |
| far         | farther / further | the farthest / the furthest |

- Tính từ/ Trạng từ 2 âm tiết mà tận cùng bằng **-y** thì chuyển **-y** thành **-i** rồi thêm đuôi **-er / -est**.

E.g. pretty → prettier → the prettiest

- Khi tính từ có 1 âm tiết, kết thúc bằng **1 nguyên âm + 1 phụ âm** và phụ âm cuối **không phải** w, x, y, ta gấp đôi phụ âm cuối rồi thêm **-er / -est**.

E.g. big → bigger → the biggest

- Một số trạng từ có hình thức **giống hệt** **tính từ** (không thêm **-ly**), ví dụ: **fast, hard, early**. Các từ này vừa có thể là **tính từ**, vừa có thể là **trạng từ**, và khi so sánh thì **so sánh như từ ngắn**.

E.g. fast → faster

**\*Note:**

*SI = Subject 1: chủ ngữ 1*

*S2 = Subject 2: chủ ngữ 2*

*adv = adverb: trạng từ*

*adj = adjective: tính từ*

*V = Verb: động từ*

*N = Noun: danh từ*

## II. CAMBRIDGE VOCABULARY

### - CLASSWORK

| No. | New words                | Meanings                        | No. | New words                | Meanings                  |
|-----|--------------------------|---------------------------------|-----|--------------------------|---------------------------|
| 1   | <b>haunting</b> (adj)    | ám ảnh (một cách đẹp hoặc buồn) | 4   | <b>dizzying</b> (adj)    | choáng ngợp               |
| 2   | <b>picturesque</b> (adj) | đẹp như tranh vẽ                | 5   | <b>witness</b> (v)       | chứng kiến                |
| 3   | <b>landowner</b> (n)     | chủ đất                         | 6   | <b>second-homers</b> (n) | người có nhà nghỉ thứ hai |

### - HOMEWORK

| No. | New words              | Meanings           | No. | New words                 | Meanings          |
|-----|------------------------|--------------------|-----|---------------------------|-------------------|
| 1   | <b>Romanticism</b> (n) | chủ nghĩa lãng mạn | 4   | <b>southernmost</b> (adj) | nằm ở cực nam     |
| 2   | <b>merely</b> (adv)    | chỉ đơn thuần      | 5   | <b>pantheism</b> (n)      | thuyết phiếm thần |
| 3   | <b>apparent</b> (adj)  | rõ ràng            | 6   | <b>erode</b> (v)          | xói mòn           |

**\*Note:** *n = noun: danh từ; adj = adjective: tính từ; v = verb: động từ; adv = adverb: trạng từ.*

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

## III. METHOD

### STEP 1: ĐỌC LUỐT & QUÉT THÔNG TIN (Skim & Scan)

**Skimming** = Đọc nhanh để hiểu ý chính của cả đoạn.

**Scanning** = Nhìn nhanh để tìm thông tin cụ thể/từ khóa cần thiết cho đáp án.

**Ví dụ:** Câu hỏi 31

#### ★ BUỚC 1: SKIM (Đọc lượt để lấy ý chính của thông báo)

"I have been living in London for more than 60 years, but still, when I'm driving and take some clever back-street short cut, I catch myself thinking: how extraordinary that it is me doing this! For a moment the town mouse I have become is being seen by the country mouse I used to be..."

**Nhận định ban đầu (sau khi skim):** Người viết ngạc nhiên khi bản thân đã trở nên quen thuộc với cuộc sống thành phố (London), khác xa với "mình ngày xưa" sống ở nông thôn.

#### ★ BUỚC 2: SCAN (Quét để tìm manh mối chính xác cho đáp án)

- Câu hỏi hỏi về điều khiến tác giả ngạc nhiên về chính mình
- Ta thấy ở đoạn: "For a moment the town mouse I have become is being seen by the country mouse I used to be." có ý chính là cô ấy **nhìn lại chính mình** và **ngạc nhiên khi nhận ra mình đã thật sự trở thành "người thành phố"** (town mouse)
- Có sự **tách biệt** giữa "mình hiện tại" và "mình trước kia", điều này gây **bất ngờ/sốc nhẹ** với bản thân cô ấy.

### STEP 2: LOẠI TRÙ ĐÁP ÁN (Answer elimination)

**Mục tiêu:** Giúp học sinh **loại đáp án sai trước**, tránh đọc lại cả bài nhiều lần và **không bị bẫy từ gióng nhau**.

#### ◆ BUỚC 1: Đọc CÂU HỎI trước – không đọc đáp án ngay

✓ Gạch chân:

- từ để hỏi** (who / why / what / where / when / how)
- từ khóa nội dung** (hành động, lý do, cảm xúc, thời gian)

➔ Xác định câu hỏi đang hỏi **THÔNG TIN GÌ?** (lý do / kết quả / chi tiết / ý chính)

#### ◆ BUỚC 2: Đọc đoạn văn và LOẠI đáp án sai

**Kiểu đáp án sai thường gặp**

- Đáp án có từ gióng bài nhưng sai ý
- Đáp án đúng một phần, nhưng thiếu thông tin chính
- Đáp án bị phủ định trong bài

4 Đáp án suy luận logic nhưng KHÔNG có trong bài

5 Đáp án sai thời điểm / sai đối tượng

◆ **BUỚC 3: Chọn đáp án còn lại PHÙ HỢP NHẤT**

Đáp án đúng thường:

- được **paraphrase** (viết lại bằng từ khác)
- xuất hiện **gần từ khóa**
- **không quá chi tiết, cũng không quá chung**

**B. CLASSWORK**

**1. Pre-reading: Which of these do you think the text talks about? Tick (✓)**

- animals in the countryside
- daily life in the country
- working in a big city
- nature and people's lifestyle

**2. Reading (6 questions):**

You are going to read an article about life in the countryside. 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**.

## How I came to envy the country mice

I have been living in London for more than 60 years, but still, when I'm driving and take some clever back-street short cut, I catch myself thinking: how extraordinary that it is me doing this! For a moment the town mouse I have become is being seen by the country mouse I used to be. And although, given a new start, I would again become a town mouse, when I visit relations in the country, I envy them.

Recently, I stood beside a freshwater lake in Norfolk, made by diverting a small river, near where my brother lives. As he was identifying some of the birds we could see, in came seven swans. They circled, then the haunting sound of their wing beats gave way to silence as they glided down for splashdown.

It is not a 'picturesque' part of the coast, but it has a definite character of line and light and colour. 'You do live in a lovely place,' I said to my brother, and he answered, 'Yes, I do.' There are probably few days when he does not pause to recognise its loveliness as he works with his boats – he teaches sailing – or goes about his many other occupations.

The lake's creator is a local landowner, continuing a tradition whereby the nature of our countryside has been determined by those who own the land. Formerly, landowners would almost certainly have made such changes for their own benefit, but this time it was done to help preserve the wildlife here, which is available for any visitor to see, providing they do nothing to disturb the birds. It is evidence of change: country life is changing fast.

line 15

One of the biggest changes I have witnessed is that second-homers, together with commuters, have come to be accepted as a vital part of the country scene. And the men and women who service their cars, dig their gardens, lay their carpets and do all the other things they need are vital to modern country life. It is quite likely that the children of today's workers may be moving into the same kind of jobs as the second-homers and the retired. Both the children of a country woman I know are at university, and she herself, now that they have left home, is working towards a university degree.

Much depends, of course, on the part of the countryside you are living in and on personality – your own and that of your neighbours. In my brother's Norfolk village, social life seems dizzying to a Londoner. In addition to dropping in on neighbours, people throw and attend parties far more often than we do. My brother's wife Mary and her friends are always going into Norwich for a concert or to King's Lynn for an exhibition. The boring country life that people from cities talk about is a thing of the past – or perhaps it was always mainly in their minds.

This is very unlike living in a London street for 50 years and only knowing the names of four other residents. In these 50 years I have made only one real friend among them. I do enjoy my life, and Mary says that she sometimes envies it (the grass on the other side of the fence ...); but whenever I go to Norfolk, I end up feeling that the lives of country mice are more admirable than my own.

31 It is sometimes a source of surprise to the writer

- A to find herself driving through back streets.
- B that she has been in the city for so long.
- C to realise how much she has got used to living in London.
- D that she lives in the city when she prefers the country.

32 The atmosphere created by the writer when she describes the swans is

- A moving.
- B frightening.
- C deafening.
- D disturbing.

33 What does 'It' in line 15 refer to?

- A the lake
- B the fact that the lake belongs to a landowner here
- C the reason for the landowner's action
- D the fact that wildlife now needs to be preserved

34 What is suggested about outsiders who now live in the country?

- A that country people no longer reject them
- B that they often do work like servicing cars and digging gardens
- C that the men and women who work for them are from the city
- D that many of them have been in the countryside for a long time

35 Social life in the country

- A depends completely on where you live.
- B is not as boring as people in cities think it is.
- C is not affected by your neighbours.
- D is always less exciting than life in the city.

36 What do we learn about the writer's attitude to London in the final paragraph?

- A She can't adjust to living in London.
- B She has regretted moving to London.
- C The people in her street are unusually unfriendly.
- D Life there is very different to country life.

## C. HOMEWORK

## GRAMMAR (19 questions)

## I. Choose the correct answers.

0. This exercise is \_\_\_\_\_ than the one we did last week.  
 A. difficult      B. most difficult      C. more difficult      D. very difficult

1. She speaks \_\_\_\_\_ now that she's had more practice.  
 A. confident      B. most confidently      C. more confidently      D. confidence

2. Of all the students in the class, Anna works the \_\_\_\_\_.  
 A. harder      B. more hard      C. hardest      D. most harder

3. My brother drives \_\_\_\_\_ than he used to, especially at night.  
 A. more careful      B. more carefully      C. most carefully      D. careful

4. This is by far the \_\_\_\_\_ movie I've seen this year.  
 A. more interesting      B. interesting      C. very interesting      D. most interesting

5. Today it feels \_\_\_\_\_ than yesterday, even though it's still winter.  
 A. colder      B. more cold      C. coldest      D. most cold

## II. Complete the paragraph using the correct form of the words in brackets.

## MY STUDY LIFE

This year is (0) **more stressful** (**stressful**) than last year because the workload is much heavier. My teachers expect us to work (1) \_\_\_\_\_ (**hard**) than we did, and exams are becoming much (2) \_\_\_\_\_ (**difficult**) than before. I also sleep (3) \_\_\_\_\_ (**little**) during the week, so I feel tired more often. However, I think I am studying (4) \_\_\_\_\_ (**efficiently**) now than I did in the past.

Overall, this has been (5) \_\_\_\_\_ (**demanding**) year of my school life. Maths is (6) \_\_\_\_\_ (**hard**) subject for me, while English is (7) \_\_\_\_\_ (**enjoyable**) because I can express my ideas freely. Out of all my teachers, my English teacher explains things (8) \_\_\_\_\_ (**clearly**), which helps me improve a lot.

## III. What do you say in these situations? Use a superlative + the PRESENT PERFECT.

0. You've just finished a very challenging course and received your final results. You say:  
 (difficult / course / ever / take) → It was **the most difficult course I've ever taken**.

1. You've just been to a cinema. The movie was extremely boring. You tell your friend:  
 (boring / movie / ever / see) → That's \_\_\_\_\_.

2. Someone has just told you a joke that made everyone laugh. You say:  
 (funny / joke / ever / hear) → That's \_\_\_\_\_.

3. You're drinking coffee in a small café, and it's surprisingly excellent. You say:  
 (good / coffee / ever / taste) → This is \_\_\_\_\_.

4. You've just completed a mountain hike that was extremely tiring. You say:  
 (tiring / hike / ever / do) → That's \_\_\_\_\_.

5. You look back at a decision you regret deeply. You say:  
 (bad / decision / ever / make) → It's \_\_\_\_\_.

6. Your friend has travelled all over the world. You ask:  
 (interesting / place / ever / visit) → What's \_\_\_\_\_?

## Lưu ý:

- 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.
- Các con gạch chân các từ khoá chính trong bài.

**Part 3****Questions 11–15**

For each question, choose the correct answer.

### Basketball player

*Luka Horvat writes about his early career.*

My dad was a professional basketball player in Germany, as his father had been before him, and I went to watch many of his games when I was a kid. You might think that seeing so many matches would give me a love of the sport, but it actually had the opposite effect. I loved telling my friends how good my dad was, of course, especially when he won a game, but I used to take a book with me to read instead of watching.

Starting secondary school, I was still two years away from being a teenager but was already two metres tall. Seeing my height, my sports teacher asked if I'd be interested in training with the basketball team. Even though I enjoyed the session, I thought I'd need to develop my skills before I took part in a real match, but the teacher had more confidence in me than I did. It took me a while to agree, but a few weeks later I found myself playing against a team from another school. Mum and Dad coming to watch didn't really help – it made me more nervous. But it was OK in the end!

For the next four years, I practised every day and did really well, even joining an adult team before I moved abroad to a special sports academy in the USA when I was fifteen. The coach there trains Olympic basketball players, and it was fantastic to work with him. However, I can't say I enjoyed my first experience of living far from my parents. At home, I'd never been able to spend much time with my friends due to all the training, so that wasn't such a change for me. I got used to everything about my new life in the end, though, and my English improved quickly too!

I turned professional at the age of eighteen, three years after arriving in the USA. I'd been taller than most players in the professional league since I was fifteen, but had been much too light for my height, so had to get that right first. My coach already knew a team that would take me while I was still at college, so I joined them and have never regretted it.

11 What does Luka say about his childhood?

- A He had a great interest in basketball.
- B He enjoyed watching his father play basketball.
- C He felt proud of his father's success at basketball.
- D He knew he wanted to become a basketball player.

12 How did Luka feel before his first match at secondary school?

- A He wasn't sure that he would do well.
- B He was pleased that his parents would be there.
- C He wasn't happy about his teacher's attitude.
- D He was delighted to be part of the team.

13 Luka thinks the most difficult thing about moving to the USA was

- A learning a new language.
- B being away from his family.
- C getting a good coach.
- D missing his friends.

14 What did Luka have to do before he became a professional player?

- A complete his studies
- B find a suitable team
- C reach a certain height
- D put on weight

15 What would be a good way to introduce this article?

- A Luka Horvat has always been as interested in reading as in basketball. Here, in his own words, he explains why.
- B Luka Horvat tells us how he became the latest member of a sporting family to become a professional basketball player.
- C Professional basketball player Luka Horvat explains how luck has been so much more important than hard work in his career.
- D Even though he only started playing basketball as a teenager, Luka Horvat still managed to become a professional by the age of eighteen.

You are going to read an article about an English poet, William Wordsworth. 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.

## Daffodils everywhere

Two hundred years ago the English poet William Wordsworth wrote 'I wander'd lonely as a cloud', a poem that expresses a basic spirit of early English Romanticism. It was Thursday, 15 April 1802. William and Dorothy Wordsworth, the poet's devoted, journal-writing sister, were walking home to Dove Cottage in the Lake District. The wind was fierce, but the Wordsworth siblings were used to striding long distances in foul weather. They were in the woods close to the water side when they first clapped eyes on a field of daffodils 'fluttering and dancing in the breeze'.

What makes this poem an example of Romantic thinking? It isn't just that Wordsworth chooses to write about a natural scene: it is the way he describes the scene as if it had human emotions. For him, nature is not merely a neutral mixture of scenery, colours, plants, rocks, soil, water and air. It is a living force that feels joy and sadness, shares human pain and even tries to educate us human beings by showing us the beauty of life.

Wordsworth's home, Dove Cottage, is now one of the most popular destinations in the Lake District. You can go on a tour of the garden which William planted with wild flowers and which survived in his backyard even after they disappeared from the area. 'He always said that if he hadn't been a poet, he would have been a terrific landscape gardener,' says Allan King of the Wordsworth Trust, the organisation that looks after the cottage and gardens.

Line 19

The Lake District in the north-west of England becomes particularly crowded during the summer months with tourists and ramblers eager to enjoy the region's majestic valleys, hills and sparkling lakes. Wordsworth himself was far from keen on tourists, which was quite apparent. He wanted outsiders to admire the local sights he enjoyed so much, but was afraid the district might be 'damaged' by too many visitors. He opposed the coming of the trains, and campaigned in the 1840s against a plan to link the towns in the area – Kendal, Windermere and Keswick – by rail.

The place near Ullswater, where Wordsworth saw the daffodils, is at the southernmost end of the lake. The lake is wide and calm at this turning point. There's a bay where the trees have had their soil eroded by lake water so that their roots are shockingly exposed. You walk along from tree to tree, hardly daring to breathe, because you are walking in the footprints of William and Dorothy from two centuries ago. The first clumps of daffodils appear, but they aren't tall yellow trumpets proudly swaying in the breeze. They're tiny wild daffodils, most of them still green and unopened, in clumps of six or seven. They're grouped around individual trees rather than collecting together.

But as you look north, from beside a huge ancient oak, you realise this is what delighted the Wordsworths: clump after clump of the things, spread out to left and right but coming together in your vision so that they form a beautiful, pale-yellow carpet. What you're seeing at last is nature transformed by human sight and imagination. For a second, you share that revelation of Dorothy and William Wordsworth's, the glimpse of pantheism, the central mystery of English Romanticism.

31 According to the article, Wordsworth's poem

- A started the Romantic movement.
- B was based on actual experience.
- C was written while he was visiting his sister.
- D was written after he had been lonely.

32 What was Wordsworth's attitude to nature?

- A He believed nature had a character of its own.
- B He felt nature was human.
- C He thought nature could talk to people.
- D He believed that we could influence nature.

33 We are told that Dove Cottage

- A has gardens designed by a landscape gardener.
- B has a wide range of flowers in its garden.
- C receives a lot of visitors.
- D has a very large garden.

34 What does 'which' in line 19 refer to?

- A the number of tourists who come to the Lake District
- B Wordsworth's desire for outsiders to admire the local sights
- C the fact that Wordsworth was keen on tourists from far away
- D Wordsworth's dislike of tourists

35 In what way is the scene different from what Wordsworth described?

- A All the daffodils are green and small.
- B There are no daffodils by the lake.
- C The daffodils are fewer and smaller.
- D There are no daffodils around trees.

36 The writer implies that the poem describes

- A exactly what Wordsworth saw in detail.
- B the effect the daffodils had on Wordsworth.
- C what Wordsworth saw around an ancient oak.
- D clumps of daffodils on the left and on the right.