

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 REVISION

A. THEORY

I. GRAMMAR

1. 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).

a. So sánh hơn của tính từ và trạng từ:

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

b. 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

c. So sánh nhất của tính từ và trạng từ:

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

d. 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:

S1 = 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

2. 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	<ul style="list-style-type: none"> Nếu tân ngữ là đại từ thì luôn đứng giữa động từ và tiểu từ. <p><u>E.g.</u> The light is on. Turn it off.</p> <ul style="list-style-type: none"> Nếu tân ngữ là danh từ thì có thể đứng trước hoặc sau tiểu từ. <p><u>E.g.</u> He is trying a jacket on. or He is trying on a jacket.</p>
	Động từ kép không thể phân cách	<ul style="list-style-type: none"> Tân ngữ luôn đứng sau tiểu từ. <p><u>E.g.</u> You should look after your old parents.</p>

- 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 thấy, tìm ra	stand for	ứng hộ
get over	vượt qua	run out of	cạn kiệt	take up	chiếm phần
break down	hở hỏng	get in	hiểu	take after	trông giống
take off	cởi ra, cất cánh	pick up	đón, nhặt về	look round	đi dạo
bring out	xuất bản	set off	khởi hành	look forward to	mong chờ

II. CAMBRIDGE VOCABULARY

- HOMEWORK

No.	New words	Meanings	No.	New words	Meanings
1	mantra (n)	câu nói lặp đi lặp lại như kim chỉ nam	5	spiritual isolation (n)	sự tách biệt về mặt tinh thần
2	endeavour (v)	nỗ lực, cố gắng nghiêm túc	6	monastery (n)	tu viện
3	absorbed (adj)	hoàn toàn đắm chìm, bị cuốn vào	7	seize the day (idiom)	nắm bắt thời cơ
4	groundwork (n)	nền tảng chuẩn bị ban đầu	8	decisive moment (n)	khoảnh khắc mang tính quyết định

*Note: n = noun: danh từ; adj = adjective: tính từ; v = verb: động 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. CLASSWORK (18 questions)

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

0. We **ran out of** time before finishing the discussion.

A. saved **B. used up** C. wasted D. collected

1. I really **look forward to** meeting my old classmates again.

A. avoid B. expect C. delay D. refuse

2. I'll **pick you up** at the airport at 6 p.m.

A. collect B. visit C. follow D. leave

3. After months of practice, she finally **got over** her fear of failure.
A. overcame B. ignored C. created D. explained
4. When the fire alarm **went off**, everyone left the building immediately.
A. stopped B. started suddenly C. was repaired D. calmed down
5. I was cleaning the attic when I **came across** some old photos.
A. threw away B. searched for C. found by chance D. lost
6. He couldn't **work out** the solution without help from the teacher.
A. copy B. find C. cancel D. memorise

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

MY ACADEMIC PRESSURE

This semester is far (0) **more demanding** (*demanding*) than the previous one, as the syllabus is heavier and deadlines are tighter. Lecturers expect us to work (1) _____ (**independently**) than before, and assessments are becoming significantly (2) _____ (**hard**) to keep up with. I also revise (3) _____ (**intensively**) during exam weeks, which leaves me feeling mentally exhausted.

Overall, this is (4) _____ (**challenging**) period of my academic life so far. Among all my subjects, Physics is (5) _____ (**hard**) because it requires constant practice, while Literature is (6) _____ (**engaging**) as it allows me to analyse ideas in depth. Of all my teachers, my tutor explains concepts (7) _____ (**convincingly**), which makes complex topics much easier to understand.

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 finished reading a novel that completely amazed you. You tell your friend:
(*impressive / book / ever / read*) → That's _____ .
2. A chef has just served you an outstanding dish at a restaurant. You say:
(*delicious / meal / ever / have*) → This is _____ .
3. You think back to a presentation that made you extremely nervous. You say:
(*stressful / presentation / ever / give*) → It's _____ .
4. You're talking about a city you visited that left a strong impression on you. You say:
(*fascinating / city / ever / visit*) → It's _____ .
5. Your friend asks about your school experience. You reply:
(*demanding / year / ever / experience*) → It's _____ .

C. HOMEWORK

GRAMMAR (18 questions)

I. Choose the correct answers.

0. This proposal is far _____ than the one submitted last quarter.
A. **more convincing** B. *convincing* C. *very convincing* D. *most convincing*
1. Compared with last year, the company handled customer complaints _____.
A. *effective* B. *more effectively* C. *the most effectively* D. *effectiveness*

2. Of all the candidates interviewed, Julia explained her ideas the _____.
A. clearer B. most clear C. more clearly D. most clearly

3. When violence suddenly _____ in the city centre, the event was reported worldwide.
A. brought up B. set off C. broke out D. turned up

4. This route is the _____ option during peak hours, despite the longer distance.
A. more efficient B. efficiently C. most efficient D. efficiency

5. He didn't understand the theory at first, but after a detailed explanation, it finally _____.
A. took off B. broke down C. turned up D. got in

6. She dealt with the criticism far _____ than anyone had expected.
A. more calmly B. calm C. calmest D. most calm

II. Decide if the part in bold is correct or not. If it is correct, write “OK”. If it is incorrect, correct the mistake.

0. Of all the candidates interviewed, she spoke by far **the most confidently**.

→ OK

1. This explanation is **more clearer** than the one given earlier.
→ _____
2. He handled the crisis **far more effectively** than anyone had expected.
→ _____
3. That was **the most fastest** route to the city centre during rush hour.
→ _____
4. She answered the question **more intelligent** than the other students.
→ _____
5. Among all the departments, this one operates **the most efficiently**.
→ _____

III. Rewrite the sentences using the correct forms of the PHRASAL VERBS given.

9. I met my old classmates again after many years and talked about our lives. (**catch up with**)

→ *I met my old classmates again after many years and caught up with them.*

1. The machine stopped working suddenly during the meeting. (**break down**)
→ _____
2. We don't have any milk left, so I need to go to the supermarket. (**run out of**)
→ _____
3. While cleaning my room, I found some old letters by chance. (**come across**)
→ _____
4. She is really excited about starting her new job next week. (**look forward to**)
→ _____
5. The teacher asked the student to read the answer aloud to the class. (**read out**)
→ _____
6. He decided to start a new hobby that takes a lot of his free time. (**take up**)
→ _____
7. She stopped meeting her friends regularly because she was too busy with work. (**hang out with**)
→ _____

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.

Ana Ronson*Singer-songwriter*

Singer-songwriter Ana Ronson grew up in Ireland. Although her parents weren't musicians, there was always music in the house. Her grandfather played the guitar, and taught Ana and her brother to play.

The first time Ana tried singing in front of an audience was at school – she was so nervous that her teacher had to lead her off the stage. This teacher suggested that joining the school theatre club might make her more confident. After attending the club for a while, she happily sang with 50 other students at an end-of-term concert.

A year later, her brother, who was in a band, asked her to write a song for them, and so she wrote her first ever song, *Falling Stars*. Writing it took just three days and she enjoyed it so much that she enrolled on a songwriting course run by a professional songwriter. Despite being the youngest student, she already knew more about music than many of the others. But Ana says the teacher didn't listen to anything she said, and she wrote *Something to Say* about how annoyed this made her feel.

She posted this song online, and it became a huge success. She was delighted when people left comments saying that they loved it and found new meanings in the words each time they heard them. Joss Alton, the owner of a recording company called Isotope Music, flew from his office on the other side of Ireland to ask her to join Isotope. At first she wasn't sure; she didn't know anything about the company, and didn't want someone telling her what to sing. However, Joss persuaded her this wouldn't happen, and a short time later she performed at a concert in Dublin arranged by Isotope. They sold all the tickets very quickly and it was an amazing evening.

Ana says she's less interested in writing songs about when life's good; when it's not, there's more for her to say. One of her favourite songs is *Decision*, written about why her brother stopped singing for a while, and how unhappy it made him. While she hopes that fans will like her songs, her aim is to write about personal experiences that matter to her.

11 What helped Ana stop being scared of singing to an audience?

- A practising her singing with a band
- B asking a teacher to stand on stage with her
- C being in a drama group at school
- D making sure she was not in the front row

12 How was the songwriting course useful for Ana?

- A She was able to meet some well-known singers.
- B The teacher's attitude gave her an idea for a song.
- C She learnt a lot from other writers on the course.
- D The teacher gave her advice about the music business.

13 Ana decided to work with Joss Alton because

- A he promised to let her choose which songs to sing.
- B he offered to help her put on a concert.
- C she liked some other singers that he worked with.
- D he owned a company in her home town.

14 Ana most enjoys writing songs that

- A she is sure her fans will like.
- B deal with difficult times.
- C her brother can sing with his band.
- D help people remember their own experiences.

15 What would Ana write to fans in her blog?

A

Listening to my parents playing music on their instruments really encouraged me to become a singer myself.

B

Writing songs just gets easier with practice. Nowadays it only takes a week or so – it wasn't like that when I started!

C

I loved playing the concert in Dublin. I hope that next time we'll sell all the tickets – it was a shame to have some empty seats!

D

I read what people write about me online – it means a lot to me that they like listening carefully to my songs.

You are going to read an article about photography. 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**.

Photo research

Photographer Jim Richardson tells us how he aims to get the most from photo shoots.

'If you want to be a better photographer, stand in front of better stuff.' That's a simple mantra and I repeat it over and over to myself. I share it with other photographers and I endeavour to follow my own advice. As a result, I spend a great deal of time doing photo research, looking for great locations to shoot. Put simply, I'm a better photographer when I'm standing in front of something wonderful like the Grand Canyon in Arizona, USA.

Seeing wonderful places is bread-and-butter photography – it's just part of the job. But getting there is only half of any great photograph's story. The other half is how the photographer prepares to capture the subject once in front of it. Example: today my mind is absorbed in the long climb up Skellig Michael, a remote island isolated in the Atlantic Ocean off the coast of Ireland, where Celtic monks found their solace in spiritual isolation 1,400 years ago. I have never been on Skellig Michael, though I have come close four times. Each time I was held back by high seas. In my head I am getting ready to be among the little huts in the monastery at the summit, in the mindset of those who sought their spirituality in the vast Atlantic all those years ago.

In four days I'll be setting sail on a cruise of the British and Irish Isles, and I'll have a chance once again to ascend the slopes of Skellig Michael. I want to be ready to seize the day. For me, groundwork is part of photography, as essential as knowing exposure and lighting or recognising the decisive moment to take the shot. Research sounds like a boring task to many photographers, but for others, digging into a subject in advance is part of the pleasure. I'm one of those photographers.

Philosophically, photographers seem to divide along that line. On one side are those who desire only to be in the moment. On the other side are the planners. These folks would never dream of going out the door without a full list of how they're going to approach the shoot. (Actually, there is a third group nowadays. They just capture the whole scene and do all the creative work in Photoshop after the event.) Fortunately, it doesn't have to be an either/or decision. Most photographers I know do both: research extensively to prepare their schedule (and their minds) and then act in the moment once on site.

I do extensive research in order to get ready for a photographic trip. This includes creating a file for each location I'm due to visit. For my upcoming cruise I already know where we are going day by day. So I start a file for each place and begin to compile information. Knowing what the place looks like in advance is invaluable, so I'll hit several internet photo sites. Besides clueing me in to the photographic possibilities of the location, this can also show me what angles have already become overused and which I should therefore avoid. But I'll also find angles I didn't expect from locations I hadn't imagined. Armed with these I'll be better prepared to push the boundaries of what people expect.

line 29

Above all, I'll look for places and events that are seasonal and timeless. I open my mind to what might make a great subject for a picture. Most travellers tend to think only of places they're visiting, without looking deeper into culture, history or meaning. I try to get in time with the rhythm of the place and in tune with its melody. But most of all I just want to be ready. If I'm ready, I can just about count on being lucky.

31 What is Jim trying to do in the first paragraph?

- A convince the reader that his method of working is appropriate
- B explain his approach towards taking good photographs
- C remind himself that he should listen to the ideas of others
- D clarify what makes a location good to photograph

32 Why does Jim provide an example in the second paragraph?

- A to explain why he hasn't managed to visit Skellig Michael before
- B to describe what he imagines the next place he will visit to be like
- C to offer details of what he has discovered about Skellig Michael
- D to show how he prepares herself mentally before going to a new place

33 How does Jim feel about the cruise he will go on?

- A excited about an opportunity he didn't think he would get
- B uncertain whether he will know when to take the best photo
- C confident he will produce better work than other photographers
- D uninterested in certain aspects of preparing for travel

34 What point does Jim make about photographers in the fourth paragraph?

- A They are unable to decide on the best plan of action.
- B It is possible for them to adopt flexible ways of working.
- C Some of them refuse to try to understand the way others work.
- D The third group are not as imaginative as some of the others.

35 What does 'this' refer to in line 29?

- A having a daily plan of travel
- B knowing which angles to avoid
- C looking at photo websites
- D compiling location files

36 What does Jim suggest in the final paragraph?

- A He is careful about choosing the right place to visit.
- B Many people who travel don't understand what they see.
- C He likes to go to places that few people bother to visit.
- D Some travellers don't spend enough time in a place.