Tên: ……..

Lớp: S8…

Ngày giao bài: Thứ ……, ngày ……/…….

Ngày nộp bài: Thứ ……, ngày ……/…….

Ngữ pháp HW: ……

Đọc HW: ……

GLOBAL ENGLISH 8

UNIT 7: HISTORICAL FIGURES – GRAMMAR 1 & WRITING

A. THEORY

I. GRAMMAR

Past Continuous *(Quá khứ tiếp diễn)*

a. Cách dùng:

– Diễn tả một hành động hoặc sự việc xảy ra tại một thời điểm xác định trong quá khứ.
  Ví dụ: **At 9 p.m yesterday**, my family **was watching** TV.

– Diễn tả hai hay nhiều hành động đang xảy ra đồng thời trong quá khứ.
  Ví dụ: **At 9 p.m yesterday**, I **was driving** while my brother **was singing**.

– Diễn tả một hoạt động đang diễn ra thì bất chợt có hành động khác xen vào.
  Ví dụ: When Jane came, we **were having** dinner.

b. Dấu hiệu:

	Cách dùng	Cấu trúc	Ví dụ
While	Diễn tả **hai hành động dài** đang diễn ra **đồng thời** trong quá khứ	While + S + was/were + V-ing, S + was/were + V-ing	I was reading **while** he was sleeping.
	Diễn tả **một hành động dài** đang diễn ra thì **một hành động ngắn xen vào** (nhấn vào hành động dài)	While + S + was/were + V-ing, S + V2/ed	**While** we were discussing the contract, her child shouted.
When	Diễn tả **hành động ngắn xảy ra**, cắt ngang **hành động dài**	When + S + V2/ed, S + was/were + V-ing	**When** the phone rang, I was having a shower.
	Diễn tả **hành động dài đang diễn ra** thì **hành động ngắn xen vào** (nhấn vào hành động ngắn)	When + S + was/were + V-ing, S + V2/ed	**When** we were talking, John suddenly came in.

c. Cấu trúc:

Loại câu	Cấu trúc	Ví dụ
Khẳng định	S + was/were + V_{ing}.	She **was planting** trees at 4 p.m. yesterday.
Phủ định	S + wasn't/weren't + V_{ing}.	They **weren't working** at a computer company at that time in 1990.
Nghi vấn	Was/Were + S + V_{ing}? ➢ Yes, S + was/were. ➢ No, S + wasn't/weren't.	**Was** he **eating** while I **was studying**? – No, he was not.
Wh-question	Wh- + was/were + S + V_{ing}?	Where **was** he **learning** at 8 p.m. yesterday?

II. CAMBRIDGE VOCABULARY

No.	New words	Meanings	No.	New words	Meanings
1	**pylon** (n)	cột mốc / cột tiêu (trong các cuộc đua, hàng không)	5	**briefing** (n)	buổi hướng dẫn ngắn trước khi làm việc
2	**barrel roll** (n)	động tác nhào lộn xoay tròn	6	**under any circumstances** (phr.)	trong bất kỳ trường hợp nào
3	**oriented** (adj)	giữ được phương hướng / tỉnh táo	7	**paradox** (n)	nghịch lý
4	**manoeuvre** (n)	động tác điều khiển phức tạp	8	**momentary** (adj)	thoáng qua, ngắn ngủi

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

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

LIVEWORKSHEETS

B. CLASSWORK

IMPORTANT NOTES:

- **No AI**: This writing task must be completed **individually**. Do not use AI tools, online translators, or copied sample answers. The article must reflect **your own ideas and language**. If the teacher detects the use of AI or any form of academic dishonesty, the student will receive **a score of 0** for this assignment.
- **Deadline**: The completed article must be submitted **at least ONE day before the Viet lesson** so that the teacher has time to check and give feedback.

In your opinion, is the traditional method of teaching History still suitable for students today? Give reasons and examples to support your answer. (150-180 words)

1. PRE-WRITING - IDEAS & LANGUAGE PREPARATION

a. Clarify the task

What to identify	Notes
Role	A student
Audience	Teachers / students / general readers
Purpose	To give an opinion on whether the traditional method of teaching History is still suitable today
Type	Opinion essay (150-180 words)

b. Brainstorm ideas

What to write	Possible ideas / language
What the traditional method is	memorising dates, events, textbooks, teacher-centred lessons
Advantages	clear structure, basic knowledge, exam preparation
Disadvantages	boring, passive learning, lack of critical thinking
Modern alternatives	videos, documentaries, group discussions, projects
Your opinion	_____
Examples	using films to explain wars, debates about historical figures, _____

c. Useful language

Purpose	Sentence starters
Introduction	History has always been an important school subject. / Many people believe that…
Giving opinion	In my opinion… / I believe that…
Discussing advantages	One advantage of the traditional method is that…
Discussing disadvantages	However, this method can be boring because…
Giving examples	For example, students can… / This can be seen when…
Conclusion	In conclusion… / Therefore, traditional teaching should be…

LIVEWORKSHEETS

2. WRITING - PRODUCING THE ESSAY (150-180 words)

Part	What to write	Example starters
Introduction	- Introduce the topic of teaching History - Paraphrase the question - Clearly state your opinion	Nowadays, there is debate about how History should be taught in schools. In my opinion, the traditional method of teaching History is / is not suitable for students today.
Body	- Explain the traditional method of teaching History - Give at least one reason why it is effective	The traditional method of teaching History usually involves… One reason why this method can be effective is that…
	- Describe the limitations of the traditional method - Give an example related to History lessons - Explain how this example supports your opinion	However, this method has several limitations. For example, in many History lessons, students… This shows that…
Conclusion	- Summarise your opinion clearly - Restate why you believe this approach should / should not be changed	In conclusion, although the traditional method of teaching History has some benefits, I believe that…

3. POST-WRITING - CHECKING

a. Language check

Area to check	What students often do wrong	What to do
Task response	Writing generally about History without answering *"traditional method – suitable or not"*	Clearly state your opinion (still suitable / no longer suitable / partly suitable) in the introduction and support it throughout
Tenses	Mixing present and past randomly	Use Present Simple for general opinions and facts; use examples in the past only when necessary
Vocabulary	Repeating *traditional / modern / good / bad*	Use a wider range: *memorisation-based, interactive, outdated, effective, engaging, critical thinking*
Linking words	Overusing *because* or listing ideas	Use variety: *however, therefore, for example, as a result, on the other hand*
Sentence length	Only short simple sentences or very long run-ons	Combine ideas using relative clauses or connectors
Formal tone	Using spoken language (I think it's kinda boring…)	Keep a neutral, academic tone suitable for an essay

b. Self-checklist

Question	✓ / ✗
Did I clearly state my opinion in the introduction?	☐
Did I give at least one reason to support my opinion?	☐
Did I include an example related to History lessons?	☐
Is my essay 150–180 words?	☐
Did I write a clear conclusion?	☐

LIVEWORKSHEETS

c. Sentence upgrade

Basic sentence	Better version
❌ The traditional method is boring.	✅ The traditional method of teaching History can be boring because it mainly focuses on memorising facts and dates.
_____	_____
_____	_____
_____	_____

LIVEWORKSHEETS

C. HOMEWORK

GRAMMAR (21 questions)

I. Circle the correct answer.

0. *She ___ notes carefully when the lecturer suddenly changed the topic.*
   A. takes *B. was taking* *C. has taken* *D. took*
1. When the alarm ___, everyone was still sleeping.
   A. went off B. was going off C. gone off D. goes off
2. While the engineers ___ the system, the manager ___ the final report.
   A. tested / prepared B. were testing / was preparing
   C. have tested / prepared D. tested / was preparing
3. She ___ dinner while her children ___ their homework.
   A. cooked / did B. was cooking / did
   C. was cooking / were doing D. cooked / were doing
4. They ___ about the issue when the director walked into the room.
   A. talked B. were talking C. had talked D. are talking
5. At this time yesterday, they ___ for their flight at the airport.
   A. waited B. have waited C. wait D. were waiting

II. Look at the pictures and put the verbs in the correct form, PAST CONTINUOUS or PAST SIMPLE.

1

Carol ***(a) broke (break)*** her arm last week. It **(b)** _____ **(happen)** when she **(c)** _____ **(paint)** her room. She **(d)** _____ **(fall)** off the ladder.

2

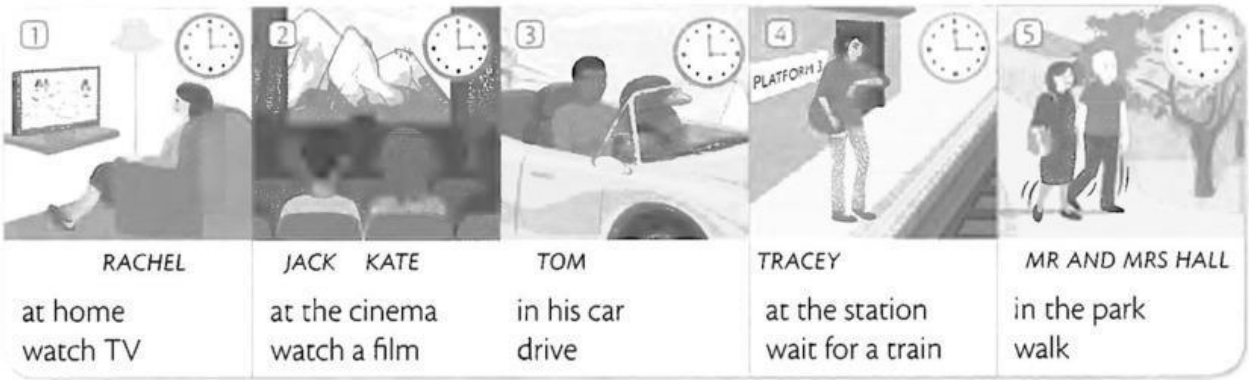
The train **(a)** _____ **(arrive)** at the station and Paula **(b)** _____ **(get)** off. Two friends of hers, John and Jenny, **(c)** _____ **(wait)** to meet her.

3

Yesterday, Sue **(a)** _____ **(walk)** along the road when she **(b)** _____ **(meet)** Jim. He **(c)** _____ **(go)** to the station to catch a train and he **(d)** _____ **(carry)** a bag. They **(e)** _____ **(stop)** to talk for a few minutes.

LIVEWORKSHEETS

III. Look at the pictures. Where were these people at 3 o'clock yesterday afternoon? And what were they doing? Write two sentences for each picture.



0. Rachel was at home. She was watching TV.

1. Jack and Kate _____. They _____ .

2. Tom _____ .

3. _____ .

4. _____ .

5. And you? What were you doing at 3 o'clock yesterday afternoon?

→ I _____ .

LIVEWORKSHEETS

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.

You are going to read an article about a flight in a very fast aeroplane. 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**.

My fastest ever plane ride

Reporter Matt Rudd goes on an extraordinary plane ride

In The Red Bull Air Race, twelve pilots take it in turns to race through a series of pylons between 15 and 25 metres high, negotiating sharp turns, barrel rolls and loops on the way, all at speeds of up to 370 km per hour. I was invited to find out what it feels like to take part.

An hour before the flight, I had to sign two forms. The first confirmed that I was in good health, the second that I would empty all my pockets, because tiny objects can become very dangerous during the flight. I also learnt that I would have to try to stay orientated throughout. 'The horizon is your best friend,' I was told, 'the pilot will explain in which direction you have to look.' I was also asked to promise that when I was flying upside down, I would 'completely relax. Try and enjoy the view.' Half an hour before the flight, I had a safety briefing in which I was told not, under any circumstances, to touch anything.

By the time we were taxiing down the runway, my legs up in front of me, feet trying not to touch the incredibly important steering pedals, hands trying not to rest on any of the many important switches within reach, my mind had made itself up. Ignoring all instructions received, I would not relax and enjoy the flight. This is the cruel paradox of high-speed acrobatic flying. In order to survive it without passing out, you have to keep calm and focused. You have to tense up at the right time and you have to relax at the right time. Panicking is a bad idea. None of this was of particular comfort as we began accelerating down the runway.

Dario, the pilot, and I reached the end of the runway. There we were in the Zivko Edge 540, upsettingly one of the world's fastest acrobatic planes, ready to go. The plane took off and two seconds later we banked sharply to the right. It was an instant, violent manoeuvre and I felt the air squeeze out of my lungs. I looked up at the horizon, tensed everything and emitted short gasps as I sank down into the seat. For a split second I weighed 6.2 times my normal weight. And then we levelled out. We turned another sharp left and dived, leaving my stomach at 2,000 metres and my lungs scrunched up on the roof of the plane. Seconds later, we were 10 metres off the ground, aiming for the alarmingly small space between two pylons. They passed at 400 km per hour but my whoop of momentary excitement was stolen by a sharp right turn. We hadn't even done any acrobatics yet. *line 55* *line 56*

For two minutes, I was allowed to fly the plane, my hand shaking so much the plane shook too… it's that responsive. And then after that Dario said something. And I said, 'Can you repeat that?' But instead of replying, he did a barrel roll, a full lateral 360° turn. *line 59*

'Are you okay?'

'Yup.'

'Have you had enough?'

'No,' I lied.

Then he did a loop, flying the plane up and over, turning a full circle in the air. Now, I am aware that many people would find this exciting. The sort of people who enjoy rollercoasters. However, I just thought it was a bit much. At the top of the loop, as we were flying upside down, I heard a small voice shouting, 'Relax, relax, look up.' Then I looked up and saw some fields. *line 71*

The flight was over in 10 minutes. It had been 'soft' compared to what the pilots endure when they race. As if to illustrate the point, Dario got out some sandwiches the minute we landed and merrily tucked in. I didn't eat for hours and that night I did the loop the loop over and over again in my sleep.

LIVEWORKSHEETS

31 How did Matt feel as the plane started moving along the runway?

A annoyed that there were so many rules to follow
B surprised that he had to sit in a rather awkward position
C convinced that he was going to be unable to behave as required
D anxious that he had not been adequately prepared for the experience

32 Why does Matt say *We hadn't even done any acrobatics yet* in lines 55 and 56?

A to justify his impatience
B to express his disappointment
C to explain why he felt so relieved
D to emphasise how apprehensive he felt

33 What does *responsive* mean in line 59?

A eager
B sensitive
C active
D helpful

34 In the fifth paragraph, Matt wants the pilot to think that

A he understands the technical terms.
B he needs a break.
C he is feeling fine.
D he had expected to roll.

35 What does *it* refer to in line 71?

A turning a full circle
B being aware
C finding this exciting
D enjoying rollercoasters

36 What is implied about the pilot in the final paragraph?

A He finds Matt's reaction amusing.
B He wants to demonstrate that he is tougher than Matt.
C He feels unusually hungry after the flight.
D He is completely unaffected by their experience.

LIVEWORKSHEETS