

Tên: .....

Lớp: S8...

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

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



Week: 10 - GVNN

Từ vựng & Ngữ pháp HW: .....

Độc HW: .....

## UNIT 3: OUR SOCIETY - VOCABULARY & PRESENTATION

### A. THEORY

#### I. VOCABULARY

Con truy cập link hoặc quét mã QR để nghe và đọc lại từ vựng nhé:

<https://soundcloud.com/ms-chi-english/for-s8-w10-vocab>



#### - Happiness & Ways of Life

| No. | New words                    | Meanings                                        | No. | New words                               | Meanings                                |
|-----|------------------------------|-------------------------------------------------|-----|-----------------------------------------|-----------------------------------------|
| 1   | <b>income</b> (n)            | thu nhập                                        | 8   | <b>like a fish out of water</b> (idiom) | cảm thấy lạc lõng, không thoải mái      |
| 2   | <b>well-being</b> (n)        | sự khỏe mạnh và hạnh phúc; chất lượng cuộc sống | 9   | <b>be in two minds</b> (idiom)          | phân vân, chưa quyết định được          |
| 3   | <b>life expectancy</b> (phr) | tuổi thọ trung bình                             | 10  | <b>the best of both worlds</b> (idiom)  | có được ưu điểm của cả hai phía         |
| 4   | <b>social support</b> (phr)  | sự hỗ trợ xã hội                                | 11  | <b>in the middle of nowhere</b> (idiom) | ở nơi hẻo lánh, xa xôi                  |
| 5   | <b>generosity</b> (n)        | sự hào phóng                                    | 12  | <b>laze around</b> (phr)                | nằm dài, thư giãn và không làm gì nhiều |
| 6   | <b>GDP per capita</b> (phr)  | GDP bình quân đầu người                         | 13  | <b>give someone a hand</b> (idiom)      | giúp đỡ ai                              |
| 7   | <b>whereas</b> (conjunction) | trong khi; trái lại                             |     |                                         |                                         |

#### - Dependent Prepositions

| No. | New words                       | Meanings                          | No. | New words                 | Meanings                  |
|-----|---------------------------------|-----------------------------------|-----|---------------------------|---------------------------|
| 1   | <b>talk to</b> (v)              | nói chuyện với ai                 | 3   | <b>choose from</b> (v)    | chọn từ một nhóm lựa chọn |
| 2   | <b>hear of / hear about</b> (v) | biết đến<br>nghe tin / nghe kể về | 4   | <b>complain about</b> (v) | phàn nàn về               |

#### - Verb Patterns & Connectors

| No. | New words                 | Meanings             | No. | New words                   | Meanings              |
|-----|---------------------------|----------------------|-----|-----------------------------|-----------------------|
| 1   | <b>as well as + V-ing</b> | cũng như; ngoài việc | 4   | <b>spend + time + V-ing</b> | dành thời gian làm gì |
| 2   | <b>by + V-ing</b>         | bằng cách            | 5   | <b>without + V-ing</b>      | mà không làm gì       |
| 3   | <b>risk + V-ing</b>       | có nguy cơ làm gì    |     |                             |                       |

## II. EXTRA VOCABULARY

Con truy cập link hoặc quét mã QR để nghe và đọc lại từ vựng nhé:

<https://soundcloud.com/ms-chi-english/for-s8-w10-extra-vocab>



| No. | New words                      | Meanings                                   | No. | New words                  | Meanings                      |
|-----|--------------------------------|--------------------------------------------|-----|----------------------------|-------------------------------|
| 1   | <b>blossoming</b> (adj)        | đang phát triển tốt, ngày càng thể hiện rõ | 6   | <b>esteemed</b> (adj)      | được kính trọng, đánh giá cao |
| 2   | <b>balk at</b> (phr)           | chùn bước / do dự trước điều gì            | 7   | <b>beckon</b> (v)          | thu hút, vẫy gọi              |
| 3   | <b>have a crack at</b> (idiom) | thử làm việc gì                            | 8   | <b>threatened</b> (adj)    | cảm thấy bị đe dọa            |
| 4   | <b>get the hang of</b> (idiom) | bắt đầu thành thạo, nắm được cách làm      | 9   | <b>aspire to</b> (phr)     | khao khát, hướng tới          |
| 5   | <b>make your mark</b> (idiom)  | tạo dấu ấn, khẳng định bản thân            | 10  | <b>keep track of</b> (phr) | theo dõi, nắm được            |

## B. CLASSWORK

### VOCABULARY (10 questions)

#### I. Choose the correct answer.

- Having supportive friends can improve your emotional \_\_\_\_\_.  
A. income      B. well-being      C. GDP per capita      D. life expectancy
- My parents' monthly \_\_\_\_\_ is enough to cover our basic living costs.  
A. generosity      B. well-being      C. life expectancy      D. income
- We had nothing to do all afternoon, so we just \_\_\_\_\_ by the pool.  
A. gave a hand      B. lazed around      C. chose from      D. talked to
- Mia enjoys exercising and eating healthy food, \_\_\_\_\_ her brother prefers staying at home.  
A. because      B. so      C. whereas      D. unless
- These boxes are really heavy and I cannot carry them by myself. Could you \_\_\_\_\_, please?  
A. give me a hand      B. be in two minds  
C. hear about me      D. choose from me

II. Complete the sentences with the words or phrases in the box. There are some extra words that you do not need to use.

|                                 |                       |                        |                       |
|---------------------------------|-----------------------|------------------------|-----------------------|
| <b>give someone a hand</b>      | <b>social support</b> | <b>generosity</b>      | <b>choose from</b>    |
| <b>in the middle of nowhere</b> | <b>GDP per capita</b> | <b>life expectancy</b> | <b>complain about</b> |

- People with strong \_\_\_\_\_ often cope better with stressful situations because they have someone to turn to.
- The village was \_\_\_\_\_, with no shops, hospital or train station nearby.
- His \_\_\_\_\_ surprised everyone when he donated half of the prize money.

4. There are more than twenty activities to \_\_\_\_\_ at the community centre.
5. Better nutrition and medical care have increased \_\_\_\_\_ in many countries.

## PRESENTATION

**1 What can people do to improve their own well-being?** 

**Answer** People can improve their well-being by building healthy habits.

**Detail** They can sleep enough, eat well, exercise regularly, and spend time doing activities they enjoy.

**Impact** This helps them feel calmer, stronger and more positive.

**2 Why is social support important when life becomes difficult?** 

**Answer** Social support is important because it helps people feel less alone in hard times.

**Detail** Friends and family can listen, give advice, and offer practical help.

**Impact** As a result, problems feel easier to manage and people feel more hopeful.

**3 How can generosity make both the giver and receiver feel better?** 

**Answer** Generosity can make both the giver and receiver feel happier.

**Detail** The receiver gets help, while the giver feels useful and kind.

**Impact** This creates positive feelings and stronger relationships.

**4 Why do some people choose to give to charity?** 

**Answer** Some people give to charity because they want to help others and make a difference.

**Detail** They may care about poor people, sick children, animals, or the environment.

**Impact** Their support can improve lives and solve real problems.

**5 Is happiness mainly about ourselves or the people around us?** 

**Answer** I think happiness is about both ourselves and the people around us.

**Detail** As well as following our own goals, we need good friends and family.

**Impact** This gives us the best of both worlds and helps us enjoy a better life.

**A Good Life: Me or We?** 

**Useful Words & Phrases**

income   well-being   life expectancy   social support   generosity   give someone a hand   as well as

by   without   spend time   talk to   hear about   choose from   complain about   the best of both worlds

## C. HOMEWORK

### VOCABULARY & GRAMMAR (15 questions)

I. Con học nghĩa, phát âm các từ ở mục A. THEORY (trang 1). Với những từ sau: well-being, life expectancy, social support, generosity, GDP per capita, like a fish out of water, be in two minds, the best of both worlds, in the middle of nowhere, laze around, hear of/about, complain about, con chép 1 dòng vào vở.

## II. Find a word or phrase from the vocabulary list (page 1) that has a similar meaning to the bold words.

1. I felt very **uncomfortable** because I did not fit in at my new school.  
→ \_\_\_\_\_
2. She decided to **speak with** her teacher about the problem.  
→ \_\_\_\_\_
3. His **willingness to give and help others** made a big difference to the community.  
→ \_\_\_\_\_
4. The money she **earns every month** comes mainly from her job at the hospital.  
→ \_\_\_\_\_
5. **Friends and family can provide help and emotional encouragement** during difficult times.  
→ \_\_\_\_\_

## III. Choose the correct word in brackets to complete the dialogue. There is one extra word you do not need to use.

|                                |                       |                    |
|--------------------------------|-----------------------|--------------------|
| <b>GDP per capita</b>          | <b>in two minds</b>   | <b>heard about</b> |
| <b>the best of both worlds</b> | <b>complain about</b> | <b>talk to</b>     |

- Anna: Have you (1) \_\_\_\_\_ the new programme that allows employees to work partly from home?
- Ben: Yes. I'm (2) \_\_\_\_\_ about applying for it. I like working at home, but I also enjoy seeing my colleagues.
- Anna: Working both at home and in the office might give you (3) \_\_\_\_\_.
- Ben: True. My brother has a similar arrangement and never seems to (4) \_\_\_\_\_ his job anymore.
- Anna: We were actually discussing living standards in class today. Some people say a higher (5) \_\_\_\_\_ means a happier life. Do you agree?
- Ben: Not always. It shows how much money a country earns for each person, but it doesn't show how happy people are.

## IV. Rewrite the sentences using the word given.

1. Workers are repairing the community centre at the moment. **(REPAIRED)**  
→ \_\_\_\_\_
2. To whom are the students talking about the project? **(TO)**  
→ \_\_\_\_\_
3. This is the charity about which I heard yesterday. **(ABOUT)**  
→ \_\_\_\_\_
4. Organisers are choosing the final project from five different ideas. **(BEING)**  
→ \_\_\_\_\_
5. We need more chairs on which visitors can sit. **(SIT)**  
→ \_\_\_\_\_

## READING PRACTICE (10 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.

You are going to read a newspaper article about a musical family. For questions 1–10, choose the answer (A, B, C or D) which you think fits best according to the text.

# Meet the Amazing Watkins Family

*The sons are composers and prize-winning musicians, while Dad makes the instruments.*

*Matthew Rye reports.*

Whole families of musicians are not exactly rare. However, it is unusual to come across one that includes not only writers and performers of music, but also an instrument maker.

When South Wales schoolteachers John and Hetty Watkins needed to get their ten-year-old son, Paul, a cello to suit his blossoming talents, they balked at the costs involved. 'We had a look at various dealers and it was obvious it was going to be very expensive,' John says. 'So I wondered if I could actually make one. I discovered that the Welsh School of Instrument Making was not far from where I lived, and I went along for evening classes once a week for about three years.'

'After probably three or four goes with violins and violas, he had a crack at his first cello,' Paul, now 28, adds. 'It turned out really well. He made me another one a bit later, when he'd got the hang of it. And that's the one I used right up until a few months ago.' John has since retired as a teacher to work as a full-time craftsman, and makes up to a dozen violins a year – selling one to the esteemed American player Jaime Laredo was 'the icing on the cake'.

Both Paul and his younger brother, Huw, were encouraged to play music from an early age. The piano came first: 'As soon as I was big enough to climb up and bang the keys, that's what I did,' Paul remembers. But it wasn't long before the cello beckoned. 'My folks were really quite keen for me to take up the violin, because Dad, who played the viola, used to play chamber music with his mates and they needed another violin to make up a string trio. I learned it for about six weeks but didn't take to it. But I really took to the character who played the cello in Dad's group. I thought he was a very cool guy when I was six or seven. So he said he'd give me some lessons, and that really started it all off. Later, they suggested that my brother play the violin too, but he would have none of it.'

'My parents were both supportive and relaxed,' Huw says. 'I don't think I would have responded very well to being pushed. And, rather than feeling threatened by Paul's success, I found that I had something to aspire to.' Now 22, he is beginning to make his own mark as a pianist and composer.

Meanwhile, John Watkins' cello has done his elder son proud. With it, Paul won the string final of the *BBC Young Musician of the Year* competition. Then, at the remarkably youthful age of 20, he was appointed principal cellist of the BBC Symphony Orchestra, a position he held, still playing his father's instrument, until last year. Now, however, he has acquired a Francesco Rugeri cello, on loan from the Royal Academy of Music. 'Dad's not said anything about me moving on, though recently he had the chance to run a bow across the strings of each in turn and had to admit that my new one is quite nice! I think the only thing Dad's doesn't have – and may acquire after about 50–100 years – is the power to project right to the back of large concert halls. It will get richer with age, like my Rugeri, which is already 304 years old.'

Soon he will be seen on television playing the Rugeri as the soloist in Elgar's Cello Concerto, which forms the heart of the second programme in the new series, *Masterworks*. 'The well-known performance history doesn't affect the way I play the work,' he says. 'I'm always going to do it my way.' But Paul won't be able to watch himself on television – the same night he is playing at the Cheltenham Festival. Nor will Huw, whose String Quartet is receiving its London premiere at the Wigmore Hall the same evening. John and Hetty will have to be diplomatic – and energetic – if they are to keep track of all their sons' musical activities over the coming weeks.

- 1 What does the writer suggest in the first paragraph about the Watkins family?
  - A Musical families usually include an instrument maker.
  - B They are unusual because different members contribute to music in different ways.
  - C They are better known as performers than as composers.
  - D Families of musicians are less common than people imagine.
- 2 Why did John Watkins decide to make a cello?
  - A He wanted to encourage his son Paul to take up the instrument.
  - B He was keen to do a course at the nearby school.
  - C He felt that dealers were giving him false information.
  - D He wanted to avoid having to pay for one.
- 3 What is meant by "crack" in the phrase "had a crack at his first cello" (Paragraph 3)?
  - A attempt
  - B plan
  - C shock
  - D period
- 4 What do we learn in the third paragraph about the instruments John has made?
  - A He considers the one used by Jaime Laredo to be the best.
  - B He is particularly pleased about what happened to one of them.
  - C His violins have turned out to be better than his cellos.
  - D It took him longer to learn how to make cellos than violins.
- 5 Why were Paul's parents keen for him to learn the violin at first?
  - A They believed it would be easier than learning the cello.
  - B They wanted him to perform with his father's chamber group.
  - C They thought it would improve his piano playing.
  - D They knew a good violin teacher at his school.
- 6 Paul first became interested in playing the cello because
  - A he admired someone his father played music with.
  - B he wanted to play in his father's group.
  - C he was not very good at playing the piano.
  - D he did not want to do what his parents wanted.
- 7 What do we learn about Huw's musical development?
  - A His parents' attitude has played little part in it.
  - B It was slow because he lacked determination.
  - C His brother's achievements gave him an aim.
  - D He wanted it to be different from his brother's.
- 8 What does Paul say about the Rugeri cello?
  - A His father's reaction to it worried him.
  - B The cello his father made may become as good as it.
  - C It has qualities that he had not expected.
  - D He was not keen to tell his father that he was using it.
- 9 What does Paul say about his performance of Elgar's Cello Concerto?
  - A It is less traditional than other performances he has given.
  - B Some viewers are likely to have a low opinion of it.
  - C He considers it to be one of his best performances.
  - D It is typical of his approach to everything he plays.
- 10 What will require some effort from John and Hetty Watkins?
  - A preventing their sons from taking on too much work
  - B being aware of everything their sons are involved in
  - C reminding their sons what they have arranged to do
  - D advising their sons on what they should do next