



Name: _____

Date: .../.../2023

Class: S8

Tel: 038 255 2594

GLOBAL ENGLISH 8: UNIT 6 – NATURAL WONDERS

VOCABULARY REVISION

A. REVISION

***Lưu ý:** Các từ vựng mở rộng thầy cô cho ghi trong vở (nếu có) và các từ vựng mở rộng trong phiếu để có chủ thích nghĩa: con về nhà chép mỗi từ 1 dòng để ghi nhớ nhé.

I. Choose the correct answers.

0. The story is set in an _____ world.

A. imaginary

B. imaginative

C. absurd

1. The threat of attack has been greatly _____.

A. exposed

B. exaggerated

C. tackled

2. At the staff meeting, the manager told the _____ company that no one would lose their job.

A. assembled

B. distinct

C. revolutionary

3. It is feared that people living near the power station may have been _____ radiation.

A. carried on

B. exposed to

C. resulted in

4. The bomb contained a _____ device set to make it go off at rush hour.

A. compound

B. knock-on effect

C. timing

5. The drug is quickly _____ into the bloodstream.

A. absorbed

B. tackled

C. spluttered

II. Underline the mistake in each sentence and correct it.

0. The ceremony was over as quickly as a flash.

→ quick

1. Daphne is continuing on the family tradition by becoming a lawyer.

→ _____

2. Plant growth is most distinction in spring and early summer.

→ _____

3. Knock-off effect is something that results *inevitably* (chắc chắn) but indirectly from another event or *circumstance* (hoàn cảnh, tình huống).

→ _____

4. Ed Carey has been chosen to make off the losing football team.

→ _____

5. These people are living on relative low incomes.

→ _____

III. Fill in the blanks with the given words/phrases in the boxes.

compounds	resulted in	bizarre	issuing	immersed	bioluminescence
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0. The office will be **issuing** permits on Tuesday and Thursday mornings.

- The shells should be _____ in boiling water for two minutes.
- Firefighters determined that a campfire *spark* (ánh lửa) _____ the wildfire.
- Many fertilizers contain *nitrogen* (ni tơ) _____.
- I always thought there was something a bit _____ about her.
- Plankton float in the ocean current, sparkling with _____.

IV. Make sentences with these words/phrases.

glow	assembly line	organism	spinal cord	frustrating	carry on
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0. **Bacteria is a single-celled organism.**

- _____.
- _____.
- _____.
- _____.
- _____.

V. Match the words in column A with their definitions in column B.

A	B	Answer
0. tackle	a. a building designed to give protection from bad weather, danger, or attack	0 - e
1. shelter	b. to come together in a single place or bring parts together in a single group	1 -
2. persist	c. features belonging to the culture of a particular society, that were created in the past and still have historical importance	2 -
3. make over	d. to try to do or continue doing something in a determined but often unreasonable way	3 -
4. heritage site	e. to try to deal with something or someone	4 -
5. assemble	f. to improve something or someone by working on or changing various parts	5 -

You are going to read an article about a charitable project that feeds a million school children. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

The man who organised meals for children all over the world from his garden shed

In a remote Scottish valley stands a small iron shed that is affecting the lives of a million children thousands of kilometres away. The shed was the birthplace in 2002 of a tiny charity called Mary's Meals, run by a man called Magnus MacFarlane-Barrow. Magnus now employs fifty people in the Scottish city of Glasgow, but continues to work from the shed himself.

Magnus used to work for a large humanitarian organisation, and this job took him all over the world. During one trip in 2002, he was being shown round a school by a local teacher, when he asked a young boy of 14 what his dreams were. The boy said, 'to have enough food to eat and to go to school.' [37] He would provide dinner for them each day they were at school.

As he researched it over a lengthy period, Magnus found that many children around the world were going to school without having had any breakfast, 'and they weren't getting anything at school – so it would be evening before they got fed,' Magnus says. [38]

At the last count, Mary's Meals was working in 1,300 schools in 12 countries across four continents, providing school meals to 996,926 children each day. 'You find that when school dinners are provided, enrolment increases by around 18% – in some instances it's a lot more and the school roll has doubled in a matter of weeks,' says Magnus. [39] 'And attendance rates go up too, because in many schools children are enrolled but don't attend school very often, and that changes

once they know they will be fed. And academic performance also improves a lot – because now not only are children coming in to school, they are also not hungry in lessons.'

The successes are all the more remarkable given the fact that it costs relatively little to feed a child for a whole school year. While Mary's Meals has grown dramatically, it has a modest income in comparison with other charities. [40] The school feeding programmes are run by local communities. Mary's Meals works to establish links with local farmers and community leaders such as teachers. These people organise a small army of volunteers, most of them mothers, who cook and serve the meals. Mary's Meals provides the kitchen, with all the cooking equipment. It also pays for the locally sourced food and gives training.

In 2012 one young supporter of Mary's Meals, nine-year-old Martha Payne, catapulted the charity to new heights of fame when she started a fundraising blog about her own unhealthy school dinners in Scotland and was briefly banned from doing so by her local council. [41] The decision was soon reversed after protests on the internet.

Magnus's main focus, however, remains more global. [42] There are, he says, an enormous number of children across the world who are not in school because of hunger and poverty. 'In many ways, I feel we are just beginning.'

- A This was an idea of brilliant simplicity, but proved complex to put into practice.
- B The sums involved are still enough to have a significant impact, though.
- C He felt that was an intolerable situation and knew that changing it would make a big difference.
- D The incident attracted a lot of attention, which Magnus admits was not unwelcome.

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- E Magnus realised there and then that there was one relatively simple intervention that could transform life for children all over the developing world.
- F He is delighted with the way things have gone so far, but says there's a great deal that remains to be done.
- G 'In the short term that can be problematic, but in the long term it's fantastic,' he adds.

You are going to read a newspaper article about a musical family. For questions 1–8, 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.

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.'

line 17

'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 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.
- 2 What is meant by 'crack' in line 17?
 - A attempt
 - B plan
 - C shock
 - D period
- 3 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.
- 4 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.
- 5 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.
- 6 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.
- 7 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.
- 8 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

FCE 1 (2008) – TEST 4 – LISTENING PART 1

Các con mở link nghe sau đây bằng máy tính: <https://tinyurl.com/4ytxf4b5> (1:08s - 13:27s)

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1 You hear someone talking about women's football.
What is she doing when she speaks?
 - A encouraging young girls to support a team
 - B suggesting how to attract young girls to the sport
 - C asking young girls to take the sport seriously

- 2 You hear a man talking on the radio about a bag made for use on walking trips.
How does this new bag differ from others?
 - A It has pockets on the side.
 - B You can take off the rain cover.
 - C There are some extra features.

- 3 On the radio, you hear a man discussing a cartoon film about dinosaurs.
What aspect of the film disappointed him?
 - A the design of the backgrounds
 - B the quality of the sound effects
 - C the size of the dinosaurs

- 4 You overhear a couple talking about keeping fit.
What do they agree about?
 - A the need to be more active
 - B the benefits of joining a gym
 - C the dangers of too much exercise

- 5 In a radio play, you hear a woman talking on the phone to a friend.
Where does the woman want her friend to meet her?
- A on the beach
 - B at the bank
 - C in a shop
- 6 You hear a student talking to his friend about a meeting with his tutor.
What was the student's purpose in meeting his tutor?
- A to see if there was a part-time job available
 - B to ask for financial assistance
 - C to request more time to complete coursework
- 7 You hear a man talking about learning how to paint landscapes.
What does he say about it?
- A It proved easier than he had thought.
 - B It showed him he had some talent.
 - C It opened up opportunities for him.
- 8 You turn on the radio and hear a man talking.
What is he talking about?
- A finding friendship
 - B solving problems
 - C helping others

Write the missing English letters that match the given Vietnamese meanings.

1. khiêu khích (v)	→ p _____
2. dây chuyền lắp ráp (n)	→ a _____
3. kì dị (a)	→ b _____
4. tập hợp (v)	→ a _____
5. tưởng tượng, không có thực (a)	→ i _____
6. kiên trì (v)	→ p _____
7. giàu trí tưởng tượng (a)	→ i _____
8. dẫn đến, kết quả là (phr.v)	→ r _____
9. đi chậm (v)	→ l _____
10. tương đối (adv)	→ r _____
11. thay đổi diện mạo (phr.v)	→ m _____
12. đưa ra, phát hành (v)	→ i _____
13. hấp thụ (v)	→ a _____
14. đắm chìm (v)	→ i _____
15. riêng biệt (a)	→ d _____
16. dùng, tiêu thụ (v)	→ c _____
17. ngớ ngẩn (a)	→ a _____
18. làm nản lòng, gây bức dọc (a)	→ f _____
19. coi như, xem như (v)	→ r _____
20. tiếp tục (phr.v)	→ c _____
21. thuộc cách mạng, đổi mới (a)	→ r _____
22. xuống xe, xuống ngựa (v)	→ d _____

***Lưu ý:** Với những từ con không nhớ và viết sai, con viết từ đó vào vở 2 dòng.