**Tên:** ……..

**Lớp:** S7…

**Ngày làm bài:** Thứ ……, ngày ……/…….

**Viết:** …….

# GLOBAL ENGLISH 7

## UNIT 2: TIME TO CELEBRATE – GRAMMAR 2 & FCE WRITING

### CLASSWORK: CAMBRIDGE WRITING PRACTICE

You **must** answer this question. Write your answer in **140–190** words in an appropriate style.

1 In your English class you have been talking about different ways to protect the environment. Now your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

What can young people do to help protect and improve their local environment?

**Notes**

Write about:

1. recycling things
2. cycling or walking instead of using cars
3. ..... (your own idea)

Write your **essay**.

**Basic Essay Structure Table (Introduction – Body – Conclusion)**

| Part | | Function | Example sentences |
|---|---|---|---|
| Introduction | | Introduce the topic and explain why it is important. | Protecting the environment is very important today.<br>Young people can make a big difference in their local area. |
| Body | Paragraph 1 | Present idea 1 (recycling things) with explanation and example. | Young people can recycle bottles and paper.<br>Recycling saves energy and reduces waste. |
| | Paragraph 2 | Present idea 2 (cycling or walking) with explanation and example. | Walking to school helps reduce pollution.<br>Cycling is also good for health. |
| | Paragraph 3 | Present idea 3 (your own idea), with explanation and example. | Planting trees makes the town greener.<br>Keeping the streets clean is also important. |
| Conclusion | | Summarize the main points and give a final opinion. | In conclusion, small actions can make a big change.<br>Together, young people can protect the environment. |



LIVEWORKSHEETS

**Checklist:**

📌 **PART 1: STRUCTURE (Introduction – Body – Conclusion)**

☑ **Introduction**

- ☐ Start with a general sentence about the environment.
- ☐ Explain why protecting the environment is important.

☑ **Body**

- ☐ Give idea 1: recycling (with reason/example).
- ☐ Give idea 2: cycling or walking (with reason/example).
- ☐ Give idea 3: your own idea (e.g. planting trees, keeping streets clean) with example.

☑ **Closing**

- ☐ Summarize your ideas.
- ☐ End with your opinion or a strong final sentence.

📌 **PART 2: LANGUAGE CHECK**

- ☐ Use the present simple or future with "will" where suitable.
- ☐ Use clear and simple sentences.
- ☐ Check spelling and punctuation.
- ☐ Use linking words (e.g. in conclusion, for example, also, because).
- ☐ Don't use informal slang (no gonna, wanna, etc.)

📌 **PART 3: WORD COUNT**

- ☐ Write around 140-190 words


LIVEWORKSHEETS

LIVEWORKSHEETS

**Tên:** ……..

**Lớp:** S7…

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

**Ngày nộp bài:** Thứ ……, ngày ……/…….

**Ngữ pháp:** ……

**Đọc:** ……

**Mini Test:** ……..

# GLOBAL ENGLISH 7

## UNIT 2: TIME TO CELEBRATE – GRAMMAR 2 & FCE WRITING

### A. GRAMMAR

**1. Prepositions Preceding Nouns in time phrases (Giới từ chỉ thời gian đi trước danh từ)**

**Khái niệm:** Giới từ chỉ thời gian đi trước danh từ là các giới từ được đặt **ngay trước một danh từ chỉ thời gian** để xác định **khi nào** một sự việc xảy ra. Chúng giúp người nói/người viết chỉ rõ **thời điểm**, **ngày tháng**, hoặc **khoảng thời gian** liên quan đến hành động.

| Giới từ | Cách dùng | Ví dụ |
|---|---|---|
| **in** | - Dùng cho **tháng**, **năm**, **thế kỷ**, **thời kỳ**, hoặc **khoảng thời gian dài**.<br>- Dùng cho **buổi trong ngày** (morning, afternoon, evening) | - in May<br>- in 1990<br>- in the past<br>- in the morning |
| **on** | - Dùng cho **ngày trong tuần**, **ngày trong tháng**, **ngày lễ**, **ngày cụ thể**.<br>- Dùng cho **ngày + buổi** | - on Monday<br>- on 6th March<br>- on Christmas Day<br>- on Monday morning |
| **at** | - Dùng cho **thời gian chính xác**.<br>- Dùng cho **các mốc thời gian đặc biệt trong ngày**. | - at 3 o'clock<br>- at noon<br>- at midnight<br>- at the moment |

***Note:** Tiếng Anh–Anh thường dùng **at the weekend**, còn tiếng Anh–Mỹ dùng **on the weekend**.

**2. Compound Adjectives (Tính từ ghép)**

**- Khái niệm:** Là tính từ được hình thành bằng cách nối **hai hoặc nhiều từ** lại với nhau để bổ nghĩa cho **cùng một danh từ**.

**- Cách viết:** Thường dùng **dấu gạch nối (-)** để thể hiện rằng các từ kết hợp lại thành một đơn vị ý nghĩa.

- blue-collar workers (công nhân lao động chân tay)
- one-of-a-kind website (trang web độc nhất vô nhị)

**- Trường hợp cần gạch nối:**

Dấu gạch nối cho biết hai (hoặc nhiều) từ đang hoạt động như **một tính từ duy nhất**.

- a yellowed-striped car = ô tô trang trí bằng hoa văn kẻ sọc màu vàng.

**- Trường hợp không dùng gạch nối:**

Khi tính từ ghép bắt đầu bằng một **trạng từ + tính từ/phân từ hai**, thường **không cần gạch nối**.

- overly affectionate person (người quá giàu tình cảm)
- warmly received welcome (màn chào đón nồng nhiệt)

**- Lưu ý phân biệt:**

- a yellow, striped car = ô tô màu vàng **và** có hoa văn kẻ sọc (hai đặc điểm tách biệt).
- a yellow-striped car = ô tô có hoa văn kẻ sọc màu vàng (một đặc điểm ghép).

**- Một số cách tạo tính từ ghép:**

| Compound adjectives | Examples |
|---|---|
| Số + danh từ đếm được số ít | A break that takes ten minutes is a **ten-minute** break. |
| Tính từ + danh từ | A bike ride over a long distance is a **long-distance** bike ride. |
| Tính từ + hiện tại phân từ | A person who works hard is a **hard-working** person. |
| Danh từ + hiện tại phân từ | An athlete who breaks records is a **record-breaking** athlete. |
| Danh từ + tính từ | A room that is free from smoke is a **smoke-free** room. |



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| | |
|---|---|
| Danh từ + quá khứ phân từ | An engine cooled by water is a **water-cooled** engine. |
| Tính từ + quá khứ phân từ | A man with a bad temper is a **bad-tempered** man. |
| Trạng từ + quá khứ phân từ | A city that has a dense population is a **densely populated** city. |

**B. EXTRA VOCABULARY**

| No. | New words | Meanings | No. | New words | Meanings |
|---|---|---|---|---|---|
| 1 | **assorted** (adj) | đủ loại, nhiều loại khác nhau | 3 | **straightforward** (adj) | đơn giản, dễ hiểu |
| 2 | **intolerable** (adj) | không thể chịu đựng được | 4 | **ornament** (n) | đồ trang trí |

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

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

**C. HOMEWORK**

**GRAMMAR**

**I. Circle the correct answers.**

*0. Did you see Emma **in / (on) / at** Monday?*

1. Were you sleeping **in / on / at** 10 p.m. yesterday?
2. Where were you **in / on / at** spring?
3. I am going to do a language course **in / on / at** March.
4. My sister was born **in / on / at** June 15th.
5. We have a lot of delicious food **in / on / at** lunchtime.

**II. Complete the sentences, using AT, ON or IN + the words/ phrases given in the box.**

| ~~1492~~ | 21 July 1969 | the 1920s | the evening | 11 seconds | the same time |
|---|---|---|---|---|---|

*0. Columbus made his first voyage from Europe to America **in 1492**.*

1. Ben is a very fast runner; he can run 100 metres _____.
2. After working hard during the day, I like to relax _____.
3. Neil Armstrong was the first man to walk on the moon _____.
4. It's difficult to listen if everyone is speaking _____.
5. Jazz became popular in the United States _____.

**III. Describe the nouns, using COMPOUND ADJECTIVES.**

*0. a walk that takes ten minutes* — ***a ten-minute walk***

1. a building that has twelve floors _____
2. a boy who is five years old _____
3. a lady with a kind heart _____
4. a report that is thirty pages long _____
5. children who behave well _____

**IV. Make sentences using the compound adjectives from Exercise III.**

*0. **It's only a ten-minute walk from my house to the nearest bus stop**.*

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.


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.

## Part 5

You are going to read an extract from a novel. For questions **31–36**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

In the exam, mark your answers **on the separate answer sheet.**

# Moving house

A few days later, Lyn's mother told her to spend her evening sorting out and packing her belongings. 'I'll see to your clothes,' she said. 'I want you to do your books and paints and things. I've put some cardboard boxes in your room.'

'You should've asked me,' said Lyn, following her into the bedroom and seeing the assorted boxes. 'I would've got some. There's lots outside the supermarket near school.'

'These came from the local shop. Oh it's all right, I've shaken out all the dirt,' she said as Lyn tipped up the nearest one, checking that it was empty.

*line 8* 'OK. I'll do it,' said Lyn. 'We're ready to move then, are we?'

'Yes, the day after tomorrow. You're going to miss the end of school term, but you won't mind that, will you?'

'You mean Friday's my last day at school?' Lyn pushed the boxes aside with her foot to clear a path to her bed so that she could sit down. 'You could've told me,' she said. 'I have got people to say goodbye to, you know.'

'I am telling you,' said her mother reasonably. 'It doesn't take two days to say goodbye, does it? You'll only get upset.'

'Why are we doing my things first?' Lyn asked. 'I haven't got much. There's all the other stuff in the house – shouldn't we start on that first?'

'Don't worry about that. Mrs Wilson's coming to help me tomorrow.'

Lyn remembered what Mandy Wilson had said all those days ago. 'My mum's coming round to help you pack.' She felt angry with herself for not having said something straightaway – it was probably too late now. But worth a try. 'I can help you,' she said. 'We can do it together.'

'You'll be at school – you want to say goodbye.'

'I'll go in at lunchtime for that. Mum, we can do it together. I don't want that Mrs Wilson touching our things.' Mandy Wilson's mother – picking things over – telling Mandy what they'd found – Mandy at school announcing importantly, 'My mother says they've got cheap plates and half of them are cracked and none of their towels match.' The image was intolerable.

Lyn's mother moved over to sit beside her on the bed. She was wearing her harassed expression. She was clearly feeling the pressure too, but managed to keep her patience. 'Nothing's ever straightforward with you, is it?' she said. 'It's been agreed for a long time and it's extremely kind of her to help. Everything's got to be wrapped up carefully so it doesn't get broken, then put in storage boxes in the right order – I don't doubt you'd do your best, but there's not room for anyone else – and she offered first.'

Lyn said no more and got on with the job she'd agreed to do. Her bedroom looked odd when she'd finished, but not as odd as the rest of the house when she got home from school next day. It was so sad. There were no curtains at the windows and no ornaments on the shelves, and in the middle of the room stood four large wooden boxes, full of objects wrapped in newspaper. But what really struck Lyn most were the rectangles of lighter-coloured paint on the wall where pictures had once hung. It was as if they had been atomised by a ray gun. Moving into the kitchen, she saw empty cupboards, their doors wide open. Somebody had done a thorough job.


LIVEWORKSHEETS

**31** When Lyn is asked to pack her belongings, she

**A** objects to putting her clothes in boxes.
**B** is worried whether the boxes are clean.
**C** thinks that boxes are unsuitable for the job.
**D** is annoyed that she forgot to get better boxes.

**32** When Lyn says 'I'll do it' in line 8, she is talking about

**A** filling something.
**B** checking something.
**C** collecting something.
**D** replacing something.

**33** How does Lyn react to the news that the family is moving soon?

**A** She's sad to learn that she's leaving her old home.
**B** She wonders how her friends will take the news.
**C** She's worried about missing her schoolwork.
**D** She wishes she'd been told earlier.

**34** Why does Lyn offer to do more of the packing?

**A** She feels her mother needs her support.
**B** She regrets having refused to do it before.
**C** She distrusts the person who is coming to help.
**D** She's concerned that some things will get damaged.

**35** What reason does Lyn's mother give for not accepting Lyn's offer of help?

**A** Other people have already said they will do it.
**B** The job will take more than two people.
**C** Lyn would not be capable of doing it.
**D** Lyn would not enjoy doing it.

**36** What made the greatest impression on Lyn when she came home the next day?

**A** how sad her bedroom looked
**B** the empty spaces where things had once been
**C** how the things from the house had been packed
**D** the fact that the kitchen had been completely cleared


LIVEWORKSHEETS