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Grammar:

Class: S7



Reading:

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Mini Test:

Ngày GV giao bài: Thứ ngày/.....

Ngày HS nộp bài: Thứ ngày/.....

GLOBAL ENGLISH 7

UNIT 7 – SUCCESS – GRAMMAR 2 & FCE READING

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

A. GRAMMAR

Adjective + to_V / Prep (Tính từ được theo sau bởi một động từ nguyên mẫu hoặc giới từ)

Cách dùng	Ví dụ
<p>- Sau một vài tính từ, chúng ta dùng to_V</p> <p><i>afraid certain fortunate lucky shocked</i> <i>amazed content glad pleased sorry</i> <i>anxious delighted happy proud surprised</i> <i>ashamed determined hesitant ready</i> <i>bound eager liable reluctant</i> <i>careful eligible likely sad</i></p> <p>- Sau một vài tính từ, chúng ta dùng giới từ</p> <p><i>good / bad at</i> <i>excited / happy / worried / nervous about</i> <i>proud / frightened / aware / tired / full of</i> <i>similar / kind to</i> <i>responsible for</i> <i>interested / involved in</i> <i>keen on</i></p>	<p>Tom was surprised to see you. I'm pleased to hear you're feeling better.</p> <p>She's very good at geography. You must be very proud of your son.</p>

B. EXTRA VOCABULARY

No.	New words	Meanings	No.	New words	Meanings
1	aurora (n)	ánh sáng cực quang	6	throw light on (phr.v)	làm sáng tỏ
2	borealis (n)	cực quang phương Bắc	7	indigenous (adj)	bản địa, bản xứ
3	millennia (n)	hàng nghìn năm	8	supernatural (adj)	siêu nhiên
4	phenomenon (n)	hiện tượng	9	naivety (n)	sự ngây thơ
5	twisting (adj)	xoắn, uốn lượn	10	comprehensive (adj)	toàn diện, đầy đủ

*Note: *n = noun: danh từ; phr. v = phrasal verb: cụm động từ; adj = adjective: tính từ*

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

C. HOMEWORK

I. Circle the correct answer.

Emily: Hi, Jake. You don't look happy today. What's wrong?

Jake: I feel really (0) _____ about talking in front of the class.

Emily: I get that, but you should feel (1) _____ about sharing your ideas. Everyone values them!

Jake: I'm just (2) _____ making a mistake. I don't want to mess up in front of everyone.

Emily: Nobody's perfect, Jake. Don't be so hard on yourself. Focus on what you're good (3) _____ doing.

Jake: Thanks, Emily. You're always (4) _____ to me when I'm struggling.

Emily: Of course! And I'm sure you'll do great. You're (5) _____ succeed if you try your best.

- | | | | |
|------------------------|----------------|--------------|-----------------|
| (0) (A) nervous | B. good | C. kind | D. afraid |
| (1) A. confident | B. frightened | C. proud | D. keen |
| (2) A. worried about | B. excited for | C. aware of | D. scared about |
| (3) A. by | B. of | C. at | D. in |
| (4) A. involved | B. rude | C. similar | D. kind |
| (5) C. involved in | B. sad to | C. likely to | D. tired of |

II. Fill in the blanks with the correct words/ phrases from the box, some words may not be used.

Then, match to make meaningful sentences.

<i>similar</i>	<i>pleased</i>	<i>kind</i>	<i>involved in</i>	<i>aware of</i>	<i>full of</i>	<i>hesitant</i>	<i>bad at</i>
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0. This book is <u>similar</u> to the one we	a. waiting to see the show.
1. They're _____ a charity	b. after hearing bad reviews.
2. I'm _____ to try the new restaurant	c. read last week. They are nearly the same!
3. They're _____ to announce the launch	d. when I meet too many people at once.
4. The room was _____ people	e. project to help children.
5. I'm _____ remembering names, especially	f. of a new product. Everyone was excited.

0 - c	1 -	2 -	3 -	4 -	5 -
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III. Complete the second sentence so that the meaning is similar to the first one.

0. It's difficult to understand him.

→ He is difficult to understand.

1. Being ready for unexpected changes is important.

→ It's important to _____.

2. Her performance on stage is amazing to see.

→ It's amazing to _____.

3. It's likely that she will pass the final exam.

→ She is likely to _____.

4. Everyone's kindness during the event is surprising to see.

→ It's surprising to see _____.

5. It's hard for the elderly to carry heavy bags up the stairs.

→ The elderly find it _____.

D. CAMBRIDGE READING PRACTICE

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 đọc.

PART 4 Questions 16-20

Five sentences have been removed from the text below. For each question, choose the correct answer.
There are three extra sentences which you do not need to use.

Choosing a Career

You know what they say; find a job you love and you will never work a day in your life.
So, if you are thinking about what to do with your life, this may be something to consider.



16 ☐ – Especially because there are so many jobs to choose from and many things to think about, such as qualifications and financial rewards. **17** ☐ The only answer seems to be “choose one that makes you feel that you are getting paid for doing something you truly love”.

Unless you have grown up with a talent or are keen on something that you can make a career out of, you need to consider certain things about yourself. What suits your personality? We are all different and just because your best friend wants to be a doctor, this does not mean that you should follow. **18** ☐ This means thinking carefully about the path you need to follow to get that job. Are you willing to get the training or education needed?

19 ☐ If it's just because it's well paid, then, for sure, sometime in the future you are going to feel 'empty', even with a healthy bank account.

Nowadays, there are plenty of online career sites, but the main part has to come from you. You need to be honest and measure your skills and talents realistically. Also, you may need to talk to your parents who have their own ideas, based on their own experiences, about what you should do. **20** ☐ They don't want to see you having financial problems or being unemployed. But at the end of the day, it is your life. There is no point in being miserable for the next forty years just to please someone else.

- A. They have your best interests at heart.
- B. The education system is different in each country.
- C. So how do you pick a career?
- D. I always wanted to follow his profession.
- E. Choosing a career can be difficult.
- F. Money can be a major consideration in our choices.
- G. You must also consider why you really want to do it.
- H. You need to make an informed decision.

I. Homework:

You are going to read an article about a natural phenomenon in the night sky. Four sentences have been removed from the article. Choose from the sentences (A–F) the one which fits each gap (1–4).

The aurora borealis

A new book explores the many myths and legends attached to the magical displays in the skies we know as the aurora borealis. Adrian Bridge reports.

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Much of the book focuses on the legends and lifestyles of the Sami people, indigenous to Norway, Sweden, Finland and Russia. Some Sami still have the traditional belief that the lights emanate from their ancestors and must be treated with immense respect. (1) _____. In one account, a sacred bear rescues someone taken in that way.

Elsewhere in the northern hemisphere, there have been many other interpretations. The Chinese saw in the lights fire-breathing dragons; the Fox Indians of North America believed that they were the ghosts of enemies who brought ill fortune. More cheerfully, the Scots believed they were merry dancers. (2) _____. The Canadian Indians saw the lights as spirits engaged in a ball game!

Of course we know better now and have scientific explanations for the Northern Lights – displays occur when solar particles enter the Earth's atmosphere and emit burning gases that produce different coloured lights. We know that the aurora borealis occurs in an oval doughnut-shaped area located above the magnetic pole and that the best sightings are within the 'doughnut' and away from artificial light and moonlight.

The opening chapter of the book is devoted to a comprehensive review of the scientific explanations for the aurora borealis, with a further chapter offering practical advice on how best to capture the lights on film. (3) _____.

'Knowing the background to the myths and stories that have grown up around the lights can only improve the experience of seeing them,' said Jonny Cooper, the founder of *Off the Map Travel*, a soft adventure specialist. He helped with the book by flying the research team to northern Sweden. (4) _____. 'You can stand under the night skies and watch in awe, just as our forefathers did,' Cooper says. 'The experience can ... be so powerful that unless we know better we would find ourselves asking if there were some other force at work.'

- A. Traditionally, they remained inside during a display; even today, if caught outside, few dare to whistle in case the lights carry them away.
- B. More scientific explanations are available now, of course, but the legends are what fascinate people.
- C. That way they could explore the phenomenon first-hand.
- D. We are transported back to the times when those who witnessed the spectacle could only attribute it to the supernatural.
- E. This theme, with variations, is relatively common in the mythology.
- F. Undoubtedly these are both invaluable, but there is something in the naivety and the drama of those early explanations that can still fire the imagination.

II. Classwork:

***Note:** For general questions, read the whole text.

- Detailed Questions: You are going to read an article about a natural phenomenon in the night sky. Two sentences have been removed from the article. Choose from the sentences (A–F) the one which fits each gap (1–2).

The aurora borealis

A new book explores the many myths and legends attached to the magical displays in the skies we know as the aurora borealis. Adrian Bridge reports.

To the ancient Greeks, the magical dancing lights that occasionally appeared in the night sky were known as Aurora, the goddess of the dawn. When the lights filled the skies with their dramatic displays of colour, it was said that Aurora was riding her chariot across the heavens to announce the arrival of Helios the sun, and another new day. The twisting, dancing forms the displays took were the result of the efforts of Boreas, one of the four winds.

There are, of course, many myths that over the millennia have been passed down to explain the extraordinary spectacle of the aurora borealis – more commonly termed the Northern Lights. (1) _____. And in a recently published book, *Life Beneath the Northern Lights*, a research team led by Lizzy Pattison is well aware of this.

In the book, Pattison and her team have sought to throw light on some of the more colourful stories that have grown up around the phenomenon. (2) _____. This strategy is cleverly handled so that the reader's imagination is engaged.

- A. Traditionally, they remained inside during a display; even today, if caught outside, few dare to whistle in case the lights carry them away.
- B. More scientific explanations are available now, of course, but the legends are what fascinate people.
- C. That way they could explore the phenomenon first-hand.
- D. We are transported back to the times when those who witnessed the spectacle could only attribute it to the supernatural.
- E. This theme, with variations, is relatively common in the mythology.
- F. Undoubtedly these are both invaluable, but there is something in the naivety and the drama of those early explanations that can still fire the imagination.

- General Questions: Read and answer the questions.

1. According to ancient Greek myths, what caused the Northern Lights?

- A. Aurora riding her chariot across the sky
- B. Helios the sun announcing a new day
- C. Boreas, one of the four winds, creating twisting shapes

2. What is the main aim of the book *Life Beneath the Northern Lights*?

- A. To document all scientific explanations of the Northern Lights
- B. To explore and share the myths surrounding the Northern Lights
- C. To teach readers how to witness the Northern Lights in person