Name: ……..

Class: S7…

Ngày giao bài: Thứ ……, ngày ……/…….

Ngày nộp bài: Thứ ……, ngày ……/…….

Grammar: ……

Reading: ……...

Writing: ……...

Mini Test: …….

THE ENVIRONMENT

VOCABULARY & WRITING PRACTICE

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 chú thích nghĩa: Con về nhà chép mỗi từ 1 dòng để ghi nhớ nhé.*

A. WRITING PRACTICE

Topic: How can we protect the environment?

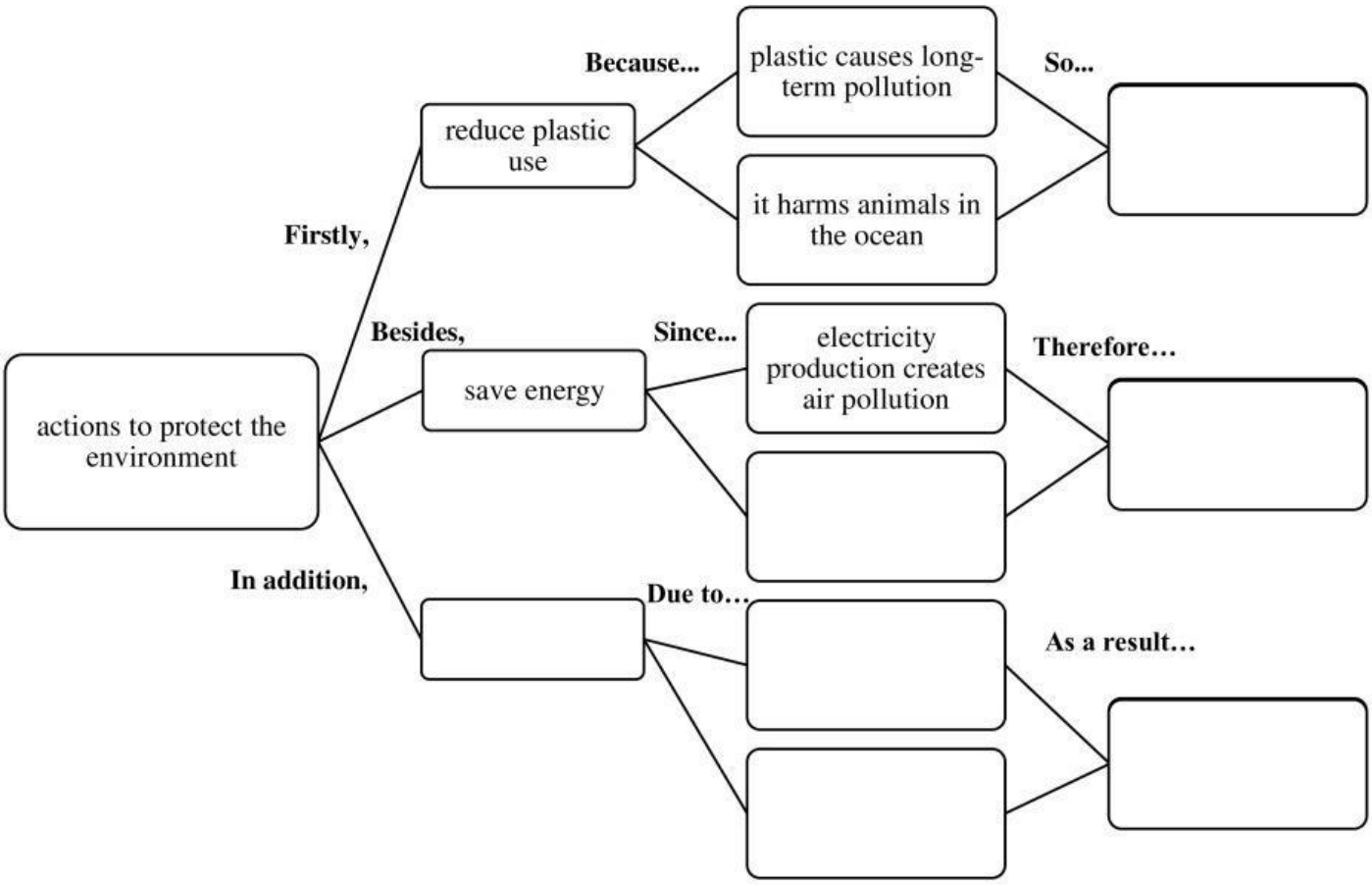
+ What are three actions to protect the environment?

+ Why are these actions important?

+ How can they help the planet?

Giáo viên và học sinh hoàn thiện mind map dựa trên gợi ý và viết bài.

***Note:** Những ý tưởng và từ vựng được dùng để tham khảo, giáo viên và học sinh có thể linh hoạt áp dụng.



LIVEWORKSHEETS

LIVEWORKSHEETS

B. VOCABULARY

- The environment

No.	New words	Meanings	No.	New words	Meanings
1	**environmental problem** (n)	vấn đề môi trường	8	**landslide** (n)	sạt lở đất
2	**natural disaster** (n)	thảm họa thiên nhiên	9	**recycle** (v)	tái chế
3	**flood** (n)	lũ lụt	10	**reuse** (v)	tái sử dụng
4	**drought** (n)	hạn hán	11	**reduce** (v)	giảm thiểu
5	**earthquake** (n)	động đất	12	**save energy** (v.phr)	tiết kiệm năng lượng
6	**tornado** (n)	lốc xoáy	13	**ecosystem** (n)	hệ sinh thái
7	**hurricane** (n)	bão lớn (cuồng phong)			

C. EXTRA VOCABULARY

No.	New words	Meanings	No.	New words	Meanings
1	**tendency** (n)	xu hướng, khuynh hướng	5	**uninhabited** (adj)	không có người ở
2	**fringe** (n)	vùng rìa	6	**astonished** (adj)	kinh ngạc, sửng sốt
3	**plunge** (v)	lao xuống, đổ dốc	7	**formation** (n)	sự hình thành
4	**sizzling** (adj)	nóng rát, bỏng rát	8	**fluorescent** (adj)	phát sáng, huỳnh quang

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

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

D. HOMEWORK

GRAMMAR

I. Choose the answers that are CLOSEST in meaning to the underlined parts.

*0. **Everyone** in the class passed the test.*

(A.) All students B. One person C. Teachers D. Anyone

1. We must act quickly to solve this serious **environmental problem**.

A. science lesson B. weather event C. pollution issue D. building plan

2. The disaster caused great **damage** to the ecosystem.

A. result B. destruction C. reason D. repair

3. They felt **happiness** after their effort to recycle more.

A. celebration B. exhaustion C. joy D. reward

4. The volunteers felt great **satisfaction** after helping clean the polluted river.

A. pride B. care C. boredom D. sadness

5. Her speech focused on the **importance** of protecting the environment.

A. result B. significance C. idea D. problem

II. Underline the COMPOUND NOUN in each sentence.

*0. She forgot her **schoolbag** at home this morning.*

1. As soon as the bell rang, the students rushed out through the classroom door.

2. He forgot to pack his lunch box, so he had to buy food in the canteen.

LIVEWORKSHEETS

3. We waited at the bus stop for over twenty minutes before the bus finally arrived.

4. There's a new football match scheduled for Friday afternoon.

5. Please write the date on the whiteboard before you start.

III. Complete the sentences with the COMPARATIVE ADVERB forms of the adjectives in brackets.

0. People are learning to sort their rubbish ***more carefully*** *(**careful**) to recycle better.*

1. After the flood, the rescue team moved through the streets _____ **(fast)** than the day before.

2. If we want to reduce plastic waste, we should shop _____ **(wise)**.

3. The students answered the questions about natural disasters _____ **(confident)** after the lesson.

4. She spoke _____ **(quiet)** when explaining how to save energy.

5. The wind blew _____ **(strong)** during the hurricane than during the storm last week.

IV. Complete the dialogue with the correct PRONOUNS in the box.

~~everyone~~	everything	anyone (x2)	no one	nothing

Linh: Did you see what happened during the science lesson?

Minh: Yeah. ***(0) Everyone*** was surprised when the robot exploded!

Linh: I know! And the teacher didn't blame **(1)** _____ for it, which was nice.

Minh: Right. But after that, there was **(2)** _____ left of the robot - it was completely destroyed.

Linh: Seriously! The pieces flew everywhere. I don't think **(3)** _____ expected it to go that wrong.

Minh: I asked Mr. Long if he needed help, but he said he had **(4)** _____ under control.

Linh: Well, next time, let's hope **(5)** _____brings their experiments too close to the edge of the table.

V. Complete the sentences using your own ideas.

0. People feel a sense of happiness when ***they spend time in nature****.*

1. Recycling more often can lead to _____.

2. During a drought, many communities suffer from _____.

3. Saving energy is a way to _____.

4. Natural disasters like hurricanes often _____.

5. A strong friendship can grow when _____.

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 đọc.

CAMBRIDGE READING PRACTICE

You are going to read an article about a traveller called Colleen Kinder, who has visited the hottest place in the world. 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**.

A journey to the hottest place on earth

Colleen Kinder travels with her father to the Danakil desert in Africa.

No one travels alone to the hottest place on earth. You need, for starters, a driver and a Jeep stocked with water and four days of non-perishable food. There are no places to lodge or dine in this desert, so you'll need space for beds and someone who knows how to cook. And finally, because a journey like this costs many thousands of dollars, you'll need some fellow travelers to split the bill – the sort of people who like to fry themselves on vacation.

My father is the easiest recruit. Dad, who naps best roasting in the afternoon sun, is a lover of extreme heat. He's also an extreme traveler, drawn to the fringes of places, all the countries where no one vacations. From my father, I've inherited both tendencies: I'm known for getting bright pink sunburns, and also for stalking the edges of maps. The Danakil desert lies on the fringes of several countries, which claim a sliver of this sweltering, low-lying desert, named the cruelest place on earth. I don't have to mention this to my father – not the endless salt flats, lakes the bright color of mouthwash, or camels by the thousands. When Dad starts calling this desert 'the frying pan', I know he's in.

We enlist three more people and in Mekele, the starting place for our voyage, we merge with four others. We fill five Jeeps and have nothing in common but a love of travel, and a willingness to sweat
line 16 for it. The Jeeps plunge down mountains for hours. The heat, of course, is brutal. I remind myself this is just a warm-up. The real heat won't strike until we reach the sizzling edge of the frying pan, an uninhabited region, roughly 130 meters below sea level, called Dallol, which holds the record for the highest average annual temperature: 94 degrees.

As we continue, sand gives way to salt, and soon we're in a landscape of white crystals glinting in the fresh morning light. The ground is miraculously flat. Our driver, who has been battling fine sand, cannot resist the urge to go for it. We surge ahead of the other cars in what looks like a Jeep race across some frozen lake. Suddenly, in the pure white expanse, a huge brown mound appears. We're ordered by our guides to find a full liter of bottled water, and to bring it with us up the lumpy brown mountain.

At the summit, I find my travel mates standing in a kind of silent daydream. Astonished, they crouch down beside pale green toadstools – mineral formations whose glossy tabletops are smooth as marble. The hottest place on earth is an assault of color: yellow and deep rust, pea green and purple. Some of the formations look like coral reefs, others like egg shells, air-blown from the hot breath of the earth below. Everyone wanders off alone, crunching over the earth, heads down, staring at the ground and shaking their heads.

I know the ground is hot – you can even hear water boiling underground. Everywhere we step, things break and splinter. Just when I work up the nerve to step with force, the purple ground collapses beneath my foot. The sneaker I pull back out is covered in bright yellow stuff. You start to think: we really shouldn't *be* here. This desert wasn't built to handle a human intrusion, and the human body certainly wasn't built to handle this desert.

Back in the Jeeps, blazing towards the white horizon, I look down at my sneakers. The fluorescent yellow stuff has faded into neutral dirt, like that was all just some fever dream up there, a place we made right up.

LIVEWORKSHEETS

31 What point does the writer make in the first paragraph?

A Planning for a trip in the desert is straightforward.
B High temperatures can cause problems for travellers.
C Travelling individually in the desert is unwise.
D The expense of desert travel puts many people off.

32 What does the writer say about her father in the second paragraph?

A He's passed on his love of travelling in remote places to his daughter.
B He misses having company when he goes to unusual places.
C He prefers to research places for himself than listen to others.
D He likes to plan every detail of a journey by studying maps.

33 What do the words 'remind myself this is just a warm-up' refer to in line 16?

A that the writer is still getting to know the people she is travelling with
B that the real challenge of the journey is still ahead of them
C that they have a long way to go before they reach their destination
D that the drivers are still learning how to find their way in the mountains

34 What does the writer compare the landscape to in paragraph four?

A a beach
B mud
C ice
D dust

35 What does the writer suggest about her fellow travellers in paragraph five?

A They find it difficult to look at the brightness of the colours.
B They are disappointed by some of the things they see.
C Their surroundings are impossible to make sense of.
D They are unable to take their eyes off the scene in front of them.

36 How does the writer feel as she is walking around on her own?

A shocked by the fact that the ground is so soft
B afraid that she might never find her way out of the place
C worried that she is going to hurt herself
D uncertain about whether she is doing the right thing

LIVEWORKSHEETS