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Date: .../.../...

Class: S9

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GLOBAL ENGLISH 9: UNIT 7 – COMPETITION

VOCABULARY 1

A. VOCABULARY

***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.

No.	New words	Meanings	No.	New words	Meanings
1	be into sth	thích cái gì đó	11	gracefully (adv)	duyên dáng, uyển chuyển
2	take sth up (phr.v)	bắt đầu làm gì đó	12	pick yourself up (phr.v)	khôi phục tinh thần, tự động viên bản thân
3	self-esteem (n)	lòng tự trọng	13	fact of life	thực tế cuộc sống
4	contact sport (n)	môn thể thao tiếp xúc	14	qualifying round (n)	vòng sơ loại
5	non-contact sport (n)	môn thể thao không tiếp xúc	15	quarter-final (n)	vòng tứ kết
6	defend (v)	phòng thủ	16	semi-final (n)	vòng bán kết
7	action-packed game (n)	trò chơi hành động	17	compete for a title (v)	thi đấu vì danh hiệu
8	competitive sport (n)	môn thể thao mang tính cạnh tranh	18	out of focus	mờ, không rõ nét
9	non-competitive sport (n)	môn thể thao không mang tính cạnh tranh	19	silhouette (n)	hình bóng
10	co-operative (a)	cộng tác	20	tripod (n)	chân trụ máy ảnh

***Note:** n – noun: danh từ; a – adjective: tính từ; v – verb: động từ;
adv – adverb: trạng từ; phr.v – phrasal verb: cụm động từ; sth: something

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

B. HOMEWORK

I. Choose the correct answers.

0. It's hard work teaching a class of _____ children.

A. car-free

B. lively

C. valuable

1. Alice could clearly see the _____ of a man outlined against the wall.

A. tripod

B. self-esteem

C. silhouette

2. There has been a decline in the number of _____ sports in schools.

A. compete

B. competitive

C. competition

3. She was surrounded by a cheering crowd as she moved _____ to the stage.
 A. gracefully B. graceful C. grace
4. He just _____ himself up and went on running.
 A. picked B. took C. was
5. The response time is good for an IPS monitor, which is great for _____.
 A. action-pack games B. action-packed games C. act-packed games

II. Guess the correct words using the given definition.

0. (a picture made by) painting on wet plaster on a wall or ceiling → fresco
1. a support with three legs for a piece of equipment such as a camera → _____
2. involving doing something together or working together with others towards a shared aim → _____
3. belief and confidence in your own ability and value → _____
4. one of the four games, matches or contests to decide the players or teams for the semi-finals of a competition → _____
5. to protect someone or something against attack or criticism → _____

III. Fill in the blanks with the correct form of the given words in the box.

take sth up	be into sth	<u>fresco</u>	non-contact sport	out of focus	semi-final
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0. Michelangelo's famous fresco is in the Sistine Chapel.
1. Some examples of _____ are golf, ping pong, tennis, bowling, and swimming.
2. I'm not very good at golf – I only _____ it _____ a few months ago.
3. He was *beaten* (*bị đánh bại*) in the _____ by Chris Dittmar.
4. His face is _____ in this shot so you can't really see what he looks like.
5. Giselle _____ really _____ shopping and fashion but I hate it.

IV. Make sentences with the given words/phrases.

fact of life	<u>fresco</u>	silhouette	qualifying round	compete for a title	contact sport
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0. Michelangelo's famous fresco is in the Sistine Chapel.

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

In a world where international careers are becoming commonplace, the phenomenon of third culture kids (TCKs) – children who spend a significant portion of their developmental years in a culture outside their parents' passport culture(s) – is increasing exponentially. Not only is their number increasing, but the cultural complexity and relevance of their experience and the adult TCKs (ATCKs) they become, is also growing.

When Ruth Hill Useem, a sociologist, first coined this term in the 1950s, she spent a year researching expatriates in India. She discovered that folks who came from their home (or first) culture and moved to a host (or second) culture, had, in reality, formed a culture, or lifestyle, different from either the first or second cultures. She called this the third culture and the children who grew up in this lifestyle 'third culture kids'. At that time, most expatriate families had parents from the same culture and they often remained in one host culture while overseas.

This is no longer the case. Take, for example, Brice Royer, the founder of TCKid.com. His father is a half-French/half-Vietnamese UN peacekeeper, while his mom is Ethiopian. Brice lived in seven countries before he was eighteen including France, Mayotte, La Réunion, Ethiopia, Egypt, Canada and England. He writes, "When people ask me "Where are you from?" I just joke around and say, "My mom says I'm from heaven." " What other answer can he give?

ATCK Elizabeth Dunbar's father, Roy, moved from Jamaica to Britain as a young boy. Her mother, Hortense, was born in Britain as the child of Jamaican immigrants who always planned to repatriate 'one day'. While Elizabeth began life in Britain, her dad's international career took the family to the United States, then to Venezuela and back to living in three different cities in the U.S. She soon realised that while racial diversity may be recognised, the hidden cultural diversity of her life remained invisible.

Despite such complexities, however, most ATCKs say their experience of growing up among different cultural worlds has given them many priceless gifts. They have seen the world and often learnt several languages. More importantly, through friendships that cross the usual racial, national or social barriers, they have also learned the very different ways people see life. This offers a great opportunity to become social and cultural bridges between worlds that traditionally would never connect. ATCK Mikel Jentzsch, author of a best-selling book in Germany, *Bloodbrothers – Our Friendship*

② Now read the whole text and answer Questions 1–13.

THIRD CULTURE KIDS

In Liberia, has a German passport but grew up in Niger and then Liberia. Before the Liberian civil war forced his family to leave, Mikel played daily with those who were later forced to become soldiers for that war. Through his eyes, the stories of those we would otherwise overlook come to life for the rest of us.

Understanding the TCK experience is also important for other reasons. Many ATCKs are now in positions of influence and power. Their capacity to often think 'outside the box' can offer new and creative thinking for doing business and living in our globalising world. But that same thinking can create fear for those who see the world from a more traditional world view. Neither the non-ATCKs nor the ATCKs may recognise that there may be a cultural clash going on because, by traditional measures of diversity such as race or gender, they are alike.

In addition, many people hear the benefits and challenges of the TCK profile described and wonder why they relate to it when they never lived overseas because of a parent's career. Usually, however, they have grown up cross-culturally in another way, perhaps as children of immigrants, refugees, bi-racial or bi-cultural unions, international adoptees, even children of minorities. If we see the TCK experience as a Petri dish of sorts – a place where the effects of growing up among many cultural worlds accompanied by a high degree of mobility have been studied – then we can look for what lessons may also be relevant to helping us understand issues other cross-cultural kids (CCKs) may also face. It is possible we may discover that we need to rethink our traditional ways of defining diversity and identity. For some, as for TCKs, 'culture' may be something defined by shared experience rather than shared nationality or ethnicity. In telling their stories and developing new models for our changing world, many will be able to recognise and use well the great gifts of a cross-cultural childhood and deal successfully with the challenges for their personal, communal and corporate good.

Questions 1-6

Do the following statements agree with the information given in the reading passage?

Write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 1 There is a close connection between careers and the number of TCKs.
- 2 An increasing number of people describe themselves as TCKs.
- 3 Ruth Hill Useem studied children in several countries.
- 4 Ruth Hill Useem defined the third culture as a mixture of two parents' original cultures.
- 5 Brice Royer feels that he has benefited greatly from living in many different countries.
- 6 Elizabeth Dunbar felt that she had a culture that was different from most people's.

Questions 7-13

Complete the table below.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

THIRD CULTURE KIDS – ADVANTAGES AND RESULTS		
Area	Advantage for ATCKs	Possible result
Friendships	know how different people 7	can act as bridges between worlds that are usually separate
Business	creative thinking	may cause 8 among certain people can lead to 9 despite similarities
Whole experience	knowledge of many cultural worlds and a great deal of 10	can teach us about problems faced by 11 of all kinds current ideas of what both 12 mean may be considered wrong belief that culture depends on 13

COMPLETE IELTS - UNIT 1 - LISTENING

Các con mở link nghe bằng máy tính nhé: <https://tinyurl.com/5fkyp8>

② ② Now listen and answer Questions 1–10.

Questions 1–5

Complete the form below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

INTERVIEW – DETAILS OF SUBJECT

Age group:	25–34
Length of time living in city:	1
Previous home:	2
Occupation:	3
Area of city:	4
Postcode:	5

Questions 6–10

Choose the correct letter, A, B or C.

- 6 What does the man say about public transport?
 - A He doesn't like using it.
 - B He seldom uses it.
 - C He has stopped using it.
- 7 What does the man say about sport in the city?
 - A Some facilities are better than others.
 - B He intends to do more of it in the future.
 - C Someone recommended a place to him before he came.
- 8 What does the man say about entertainment?
 - A He doesn't have much time for it.
 - B There is a very wide range of it.
 - C It is the best aspect of life in the city.
- 9 What does the man say about litter?
 - A There is less of it than he had expected.
 - B Not enough is done about the problem.
 - C His home town has more of it.
- 10 What does the man say about crime in the city?
 - A The police deal with it very efficiently.
 - B It is something that worries him.
 - C He doesn't know how much of it there is.