

Name: _____

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

Class: S9

Tel: 038 255 2594

GLOBAL ENGLISH 9: UNIT 8 – THE ENVIRONMENT

VOCABULARY 2

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	food production (n)	chế biến thực phẩm	10	vertical farming (n)	canh tác giá thể
2	hydroponics (n)	thủy canh	11	low-emission (a)	phát thải thấp
3	nutrient (n)	chất dinh dưỡng	12	bushfire (n)	cháy rừng
4	supply chain (n)	chuỗi cung ứng	13	exceptional (a)	ngoại lệ, khác thường
5	inhabitant (n)	dân cư	14	consecutive (a)	liên tục, liên tiếp nhau
6	convert (v)	biến đổi	15	wipe out (phr.v)	xóa bỏ, làm sạch
7	accommodate (v)	lâm cho phù hợp	16	flash-flooding (n)	lũ quét, lũ đột ngột
8	anchor (v)	neo đậu, giữ chặt lại	17	overflow (v)	tràn, ngập
9	willow tree (n)	cây chi liễu	18	reservoir (n)	hồ chứa, bể chứa nước

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

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

B. HOMEWORK

I. Match the definition with the suitable word.

0. (a picture made by) painting on wet plaster on a wall or ceiling	a. exceptional
1. a fire in a large area of rough open ground, especially one that spreads quickly	b. wipe out
2. a tree that usually grows near water and has long, thin branches that hang down	c. fresco
3. not like most others of the same type, unusual	d. vertical farming
4. to destroy something completely or cause something to be completely lost	e. bushfire
5. the activity of growing crops in many layers, one above the other, inside a building or under the ground, often in a specially controlled environment	f. willow tree

0 - c	1 -	2 -	3 -	4 -	5 -
-------	-----	-----	-----	-----	-----

II. Choose the correct answers.

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

A. car-free

B. lively

C. valuable

1. After six _____ defeats, the team was almost ready to give up.

A. consecutive

B. exceptional

C. low-emission

2. I needed to _____ the new schedule.

A. overflow

B. anchor

C. accommodate

3. Every step of the retail supply _____ is now *tracked* (theo dõi) by computer.

A. line

B. chain

C. production

4. _____ is considered as the process of transforming raw materials into edible food products.

A. Supply chain

B. Vertical farming

C. Food production

5. We _____ off the coast of Spain.

A. anchored

B. overflowed

C. converted

III. Put the letters in brackets into the correct order to complete these sentences.

0. Interest rates rose by two P E R C E N T A G E (E N R G A E T C P E) points.

1. A healthy diet should provide all your essential _____ (T I N U R S E T N).

2. The sink quickly _____ (F E R O V L D O E W), flooding the room.

3. All of the plants in this section are grown through various methods of _____ (O R H D Y S O C N I P).

4. São Paulo has nearly 20 million _____ (N A B I H I N T S A T).

5. The water content of the country's _____ (E R R E S V I R O S) had fallen to less than 50% of their capacity.

IV. Make sentences with the given words/phrases.

low-emission	<i>fresco</i>	flash-flooding	wipe out	convert	exceptional
--------------	---------------	----------------	----------	---------	-------------

0. Michelangelo's famous fresco is in the Sistine Chapel.

1. _____.

2. _____.

3. _____.

4. _____.

5. _____.

Australian culture and culture shock

by Anna Jones and Xuan Quach

Sometimes work, study or a sense of adventure take us out of our familiar surroundings to go and live in a different culture. The experience can be difficult, even shocking.

Almost everyone who studies, lives or works abroad has problems adjusting to a new culture. This response is commonly referred to as 'culture shock'. Culture shock can be defined as 'the physical and emotional discomfort a person experiences when entering a culture different from their own' (Weaver, 1993).

For people moving to Australia, Price (2001) has identified certain values which may give rise to culture shock. Firstly, he argues that Australians place a high value on independence and personal choice. This means that a teacher or course tutor will not tell students what to do, but will give them a number of options and suggest they work out which one is the best in their circumstances. It also means that they are expected to take action if something goes wrong and seek out resources and support for themselves.

Australians are also prepared to accept a range of opinions rather than believing there is one truth. This means that in an educational setting, students will be expected to form their own opinions and defend the reasons for that point of view and the evidence for it.

Price also comments that Australians are uncomfortable with differences in status and hence idealise the idea of treating everyone equally. An illustration of this is that most adult Australians call each other by their first names. This concern with equality means that Australians are uncomfortable taking anything too seriously and are even ready to joke about themselves.

Australians believe that life should have a balance between work and leisure time. As a consequence, some students may be critical of others who they perceive as doing nothing but study.

Australian notions of privacy mean that areas such as financial matters, appearance and relationships are only discussed with close friends. While people may volunteer such information, they may resent someone actually asking them unless the friendship is firmly established. Even then, it is considered very impolite to ask someone what they earn. With older people, it is also rude

to ask how old they are, why they are not married or why they do not have children. It is also impolite to ask people how much they have paid for something, unless there is a very good reason for asking.

Kohls (1996) describes culture shock as a process of change marked by four basic stages. During the first stage, the new arrival is excited to be in a new place, so this is often referred to as the "honeymoon" stage. Like a tourist, they are intrigued by all the new sights and sounds, new smells and tastes of their surroundings. They may have some problems, but usually they accept them as just part of the novelty. At this point, it is the similarities that stand out, and it seems to the newcomer that people everywhere and their way of life are very much alike. This period of euphoria may last from a couple of weeks to a month, but the letdown is inevitable.

During the second stage, known as the 'rejection' stage, the newcomer starts to experience difficulties due to the differences between the new culture and the way they were accustomed to living. The initial enthusiasm turns into irritation, frustration, anger and depression, and these feelings may have the effect of people rejecting the new culture so that they notice only the things that cause them trouble, which they then complain about. In addition, they may feel homesick, bored, withdrawn and irritable during this period as well.

Fortunately, most people gradually learn to adapt to the new culture and move on to the third stage, known as 'adjustment and reorientation'. During this stage a transition occurs to a new optimistic attitude. As the newcomer begins to understand more of the new culture, they are able to interpret some of the subtle cultural clues which passed by unnoticed earlier. Now things make more sense and the culture seems more familiar. As a result, they begin to develop problem-solving skills, and feelings of disorientation and anxiety no longer affect them.

In Kohls's model, in the fourth stage, newcomers undergo a process of adaptation. They have settled into the new culture, and this results in a feeling of direction and self-confidence. They have accepted the new food, drinks, habits and customs and may even find themselves enjoying some of the very customs that bothered them so much previously. In addition, they realise that the new culture has good and bad things to offer and that no way is really better than another, just different.

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 Australian teachers will suggest alternatives to students rather than offer one solution.
- 2 In Australia, teachers will show interest in students' personal circumstances.
- 3 Australians use people's first names so that everyone feels their status is similar.
- 4 Students who study all the time may receive positive comments from their colleagues.
- 5 It is acceptable to discuss financial issues with people you do not know well.
- 6 Younger Australians tend to be friendlier than older Australians.

COMPLETE IELTS (STB) - UNIT 3 - LISTENING

3. Now listen to the first part of the recording and answer Questions 1 - 4 (audio 10).

Questions 7–13

Complete the table below.

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

THE STAGES OF CULTURE SHOCK

	name	newcomers' reaction to problems
Stage 1	7	They notice the 8 between different nationalities and cultures. They may experience this stage for up to 9
Stage 2	Rejection	They reject the new culture and lose the 10 they had at the beginning.
Stage 3	Adjustment and reorientation	They can understand some 11 which they had not previously observed. They learn 12 for dealing with difficulties.
Stage 4	13	They enjoy some of the customs that annoyed them before.

Questions 1–4

Choose **TWO** letters, A–E.

Questions 1–2

Which **TWO** activities will students do as part of Amanda's assignment?

- A analyse their own speech
- B record other students' speech
- C read something from a book
- D repeat part of a lecture
- E remember part of a lecture

Các con mở link nghe bằng máy tính nhé: <https://tinyurl.com/5n8cw36k>

Questions 3–4

Which **TWO** features must Amanda check when she chooses the extract?

- A the time it takes to read
- B the overall organisation
- C the number of words
- D the number of sentences
- E the inclusion of key ideas

6. Now listen to the second part of the recording and answer Questions 5 - 10 (audio 11).

Các con mở link nghe bằng máy tính nhé: <https://tinyurl.com/5xtdn3b2>

Questions 5-8

Which comments do the speakers make about each lecture?

Choose **FOUR** answers from the box and write the correct letter, **A-F**, next to Questions 5-8.

Lectures

5 History of English

6 Gestures and signs

7 Intonation patterns

8 Language and rhythm

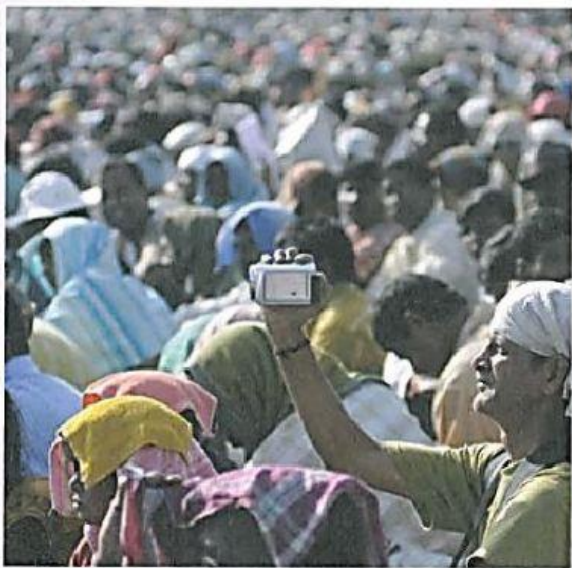
Comments

- A The content is repetitive.
- B It took a long time to write.
- C It was shorter than the others.
- D It was well structured.
- E The content is relevant.
- F The topic was popular.

Questions 1-5

Complete the sentences below.

Write **ONE OR TWO WORDS** for each answer.



Questions 9-10

Answer the questions below.

Write **NO MORE THAN TWO WORDS** for each answer.

Which **TWO** pieces of equipment will the students use in the study?

9

10

COMPLETE IELTS (STB) - UNIT 4 - LISTENING

3. Now listen and answer Questions 1 - 5 (audio 15).

Các con mở link nghe bằng máy tính nhé:

<https://tinyurl.com/3x3nawfw>

- 1 Ordinary people can provide a news story, a or a video when no professional journalist is present.
- 2 Amateur journalists often report on subjects which would be of little interest to a large
- 3 In the past, someone who wanted to express an opinion used to write a, while now they write a blog.
- 4 An amateur journalist's subject is more likely to be a rather than national or international news.
- 5 Amateur news websites, such as *Ohmynews* in South Korea, earn money from

5

5. Now listen to the second part of the recording and answer Questions 6 - 10 (audio 16).

Các con mở link nghe bằng máy tính nhé: <https://tinyurl.com/2jxdw98z>

Questions 6–10

Complete the flow chart below.

Write **ONE WORD ONLY** for each answer.

How to write an article

Put the main facts at the beginning to attract attention.



Use a model in the shape of a 6 to build up details.



Include 7 from people involved.



Check the accuracy of your 8



Rewrite, making sure paragraphs are short.



Don't write a 9



Add a picture to accompany the article.



Finally, write an attractive 10