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Từ vựng:

Đọc:

Nghe:

Mini Test:

GLOBAL ENGLISH 9: UNIT 9 – ACHIEVEMENTS AND AMBITIONS

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 đề có chủ thích nghĩa: con về nhà chép mỗi từ 1 dòng để ghi nhớ nhé.

I. Unit 9 Vocabulary

No.	New words	Meanings	No.	New words	Meanings
1.	in barefoot	(đi) chân trần	8.	dopamine (n)	chất dẫn truyền thần kinh, hoocmon hạnh phúc
2.	ambassador (n)	đại sứ	9.	serotonin (n)	chất truyền dẫn thần kinh, điều chỉnh nhận thức, vận động,...
3.	refugee (n)	dân tị nạn	10.	endorphin (n)	hoocmon giảm đau
4.	immune system (n)	hệ miễn dịch	11.	get into the habit of	bắt đầu thói quen
5.	self-critical (a)	tự phê bình	12.	determined (a)	kiên quyết
6.	self-esteem (n)	lòng tự trọng	13.	inventive (a)	có khả năng sáng tạo
7.	visualize (v)	mường tượng	14.	autistic (a)	(thuộc) chứng tự kỷ

II. Cambridge & IELTS Vocabulary

No.	New words	Meanings	No.	New words	Meanings
1.	cleaner wrasse (n)	cá bác sĩ, cá vệ sinh	13.	misconstrue (v)	hiểu sai
2.	parasite (n)	ký sinh trùng	14.	chum (n)	bạn thân
3.	reef (n)	rạn san hô	15.	solemnly (adv)	long trọng
4.	clientele (n)	nhóm khách hàng	16.	coinage (n)	tiền đúc, chế độ tiền tệ
5.	roamer (n)	kẻ lang thang	17.	commodity (n)	hàng hóa
6.	mucus (n)	dịch nhầy	18.	depositor (n)	người gửi (tiền)
7.	jolt (v)	giật, xóc, lắc	19.	code (n)	bộ luật, quy tắc
8.	counterstrategy (n)	chiến lược phản công	20.	withdrawal (n)	sự rút khỏi
9.	query (v), (n)	chất vấn (v); câu hỏi (n)	21.	priest (n)	linh mục
10.	dealer (n)	người buôn bán	22.	reserve (v)	dự trữ
11.	spoonful (n)	một thìa	23.	military (n)	quân đội
12.	flounder (v)	loạng choạng	24.	accuracy (n)	độ chính xác

***Note:** n – noun: danh từ;

v – verb: động từ;

a – adjective: tính từ;

adv – adverb: trạng từ;

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

B. HOMEWORK

I. Complete the following sentences using the correct forms of the given words.

0. She had a deep empathy with animals. (*empathetic*)

1. He had counted on her; he could not _____ himself without her. (**visual**)

2. He is a(n) _____ character and we know that he really wants to play.
(**determine**)

3. It inspired me to be more _____ with my own cooking. (**invent**)

4. The story is told from the viewpoint of a(n) _____ child. (**autism**)

5. They raised money to help a _____ family be resettled in Cornwall. (**refuge**)

II. Do the matching.

0. not wearing any shoes or socks	a. self-critical
1. a person who represents or promotes a particular activity	b. determined
2. a person who leaves his or her home or country to find safety	c. ambassador
3. critical of your own faults or weaknesses	d. in barefoot
4. to form a picture of somebody/something in your mind	e. visualize
5. having made a definite decision to do something and not letting anyone prevent you	f. refugee

III. Make sentences with the given words/phrases.

self-esteem	serotonin	in barefoot	ambassador	get into the habit of	inventive
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0. Protein also boosts such feel-good chemicals as serotonin.

- _____.
- _____.
- _____.
- _____.
- _____.

IV. Complete the sentences below with one correct word in the box. The words can be used more than once.

who	which	where	that
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0. I like the scene where Dorothy meets Scarecrow.

1. Mr. Dean, _____ had recently been fired, had a long list of *misconducts* (*hành vi sai trái*).

2. This is the man _____ I am in love with.

3. I wasn't honest with Kenneth, _____ made him furious.

4. The police searched the vehicle _____ the gun was found.
5. They've caught the driver _____ caused the car accident.
6. The snake _____ was in the garden last week belongs to our next-door neighbor.

C. CAE & IELTS PRACTICE

You are going to read three extracts which are all concerned in some way with providing a service. For questions 1–6, 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.

Fish who work for a living

Cleaner wrasses are small marine fish that feed on the parasites living on the bodies of larger fish. Each cleaner owns a 'station' on a reef where clientele come to get their mouths and teeth cleaned. Client fish come in two varieties: residents and roamers. Residents belong to species with small territories; they have no choice but to go to their local cleaner. Roamers, on the other hand, either hold large territories or travel widely, which means that they have several cleaning stations to choose from. The cleaner wrasses sometimes 'cheat'. This occurs when the fish takes a bite out of its client, feeding on healthy mucus. This makes the client jolt and swim away.

Roamers are more likely to change stations if a cleaner has ignored them for too long or cheated them. Cleaners seem to know this: if a roamer and a resident arrive at the same time, the cleaner almost always services the roamer first. Residents can be kept waiting. The only category of fish that cleaners never cheat are predators, who possess a radical counterstrategy, which is to swallow the cleaner. With predators, cleaner fish wisely adopt an unconditionally cooperative strategy.

- 1 Which of the following statements about the cleaner wrasses is true?
 - A They regard 'roamer' fish as important clients.
 - B They take great care not to hurt any of their clients.
 - C They are too frightened to feed from the mouths of certain clients.
 - D They are in a strong position as they can move to find clients elsewhere.
- 2 The writer uses business terms in the text to
 - A illustrate how fish negotiate rewards.
 - B show how bigger fish can dominate smaller ones.
 - C exemplify cooperation in the animal world.
 - D describe the way fish take over a rival's territory.

Extract from a novel

The Giordano painting

'I was up in town yesterday,' I tell Tony easily, turning back from my long study of the sky outside the window as if I'd simply been wondering whether the matter was worth mentioning, 'and someone I was talking to thinks he knows someone who might possibly be interested.'

Tony frowns. 'Not a dealer?' he queries suspiciously.

'No, no – a collector. Said to be keen on seventeenth-century art. Especially the paintings of Giordano. *Very* keen.'

'Money all right?' Tony asks.

'Money, as I understand it, is far from being a problem.'

So, it's all happening. The words are coming. And it's not at all a bad start, it seems to me. I'm impressed with myself. I've given him a good spoonful of jam to sweeten the tiny pill that's arriving next.

line 12

'Something of a mystery man, though, I gather,' I say solemnly. 'Keeps a low profile. Won't show his face in public.'

Tony looks at me thoughtfully. And sees right through me. All my boldness vanishes at once. I've been caught cheating my neighbours! I feel the panic rise.

'You mean he wouldn't want to come down here to look at it?'

'I don't know,' I flounder hopelessly. 'Perhaps . . . possibly . . .'

'Take it up to town,' he says decisively. 'Get your chum to show it to him.'

I'm too occupied in breathing again to be able to reply. He misconstrues my silence.

'Bit of a bore for you,' he says.

- 3 When he brings up the subject of the Giordano painting, the narrator wants to give Tony the impression of being
- A cautious.
 - B resigned.
 - C mysterious.
 - D casual.
- 4 What is the narrator referring to when he uses the expression 'tiny pill' in line 12?
- A his shortage of precise details about the collector
 - B his lack of certainty about the value of the painting
 - C his concerns about the collector's interest in the painting
 - D his doubts about the collector's ability to pay for the painting

The invention of banking

The invention of banking preceded that of coinage. Banking originated something like 4,000 years ago in Ancient Mesopotamia, in present-day Iraq, where the royal palaces and temples provided secure places for the safe-keeping of grain and other commodities. Receipts came to be used for transfers not only to the original depositors but also to third parties. Eventually private houses in Mesopotamia also got involved in these banking operations, and laws regulating them were included in the code of Hammurabi, the legal code developed not long afterwards.

In Ancient Egypt too, the centralisation of harvests in state warehouses led to the development of a system of banking. Written orders for the withdrawal of separate lots of grain by owners whose crops had been deposited there for safety and convenience, or which had been compulsorily deposited to the credit of the king, soon became used as a more general method of payment of debts to other people, including tax gatherers, priests and traders. Even after the introduction of coinage, these Egyptian grain banks served to reduce the need for precious metals, which tended to be reserved for foreign purchases, particularly in connection with military activities.

- 5 In both Mesopotamia and Egypt the banking systems
- A were initially limited to transactions involving depositors.
 - B were created to provide income for the king.
 - C required a large staff to administer them.
 - D grew out of the provision of storage facilities for food.
- 6 What does the writer suggest about banking?
- A It can take place without the existence of coins.
 - B It is likely to begin when people are in debt.
 - C It normally requires precious metals.
 - D It was started to provide the state with an income.

5  16 Now listen and answer Questions 6–10.

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

Các con mở link nghe bằng
máy tính:

[Track 16](#)

I. Fill in the blank with one correct word in the box. There are some extra ones that you don't need.

fundraise	living cost	over the moon	loan
out of the blue	social mobility	mining	surge

1. The most effective way to _____ is to share your passion.
2. It took three years to repay my student _____.
3. He was _____ about our win and told me it would help inspire him.
4. After waiting for hours, he couldn't contain the _____ of anger when his appointment was canceled without notice.
5. Within the household system, there was little opportunity for _____.

II. Choose the correct option to complete the sentences below.

1. The victims, most of **which / whom / who** were adults, are being identified by the US authorities.
2. Between 2000 and 2005, she wrote three novels, **either of which / none which / none of which** was published.
3. The chancellor, **both of whose / both whose / both of whom** sons were arrested in the corruption operation, resigned yesterday.
4. The driver, **which / whom / whose** contract finishes at the end of the season, doesn't want to talk about his future.
5. They said they were going to have twins, **that / which / what** surprised everybody.

***Lưu ý:** Với những từ còn không nhớ và viết sai, con viết từ đó vào vở 2 dòng.