ame: ……..

Class: S9

Tel: 034 200 9294

Ngày GV giao bài: Thứ …… ngày ……/…….

Ngày HS nộp bài: Thứ …… ngày ……/…….

Vocabulary & Grammar: ……

Reading: ……

Listening: ……

Mini Test: ……

GLOBAL ENGLISH 9

UNIT 3: TOURISM – VOCABULARY 2 & IELTS SPEAKING

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. VOCABULARY

Responsible tourism (Đi du lịch có trách nhiệm)

No.	New words	Meanings	No.	New words	Meanings
1	**coexistence** (n)	sự chung sống, sự cùng tồn tại	8	**custom** (n)	phong tục
2	**conservation** (n)	sự bảo tồn	9	**tourism-based economy** (n.phr)	nền kinh tế phụ thuộc du lịch
3	**monitor** (v)	giám sát	10	**experienced** (adj)	có kinh nghiệm
4	**neglect** (v)	sao lãng, bỏ mặc, thờ ơ	11	**lighthouse** (n)	ngọn hải đăng
5	**mistreat** (v)	ngược đãi	12	**circular** (adj)	có hình tròn
6	**malnourished** (adj)	suy dinh dưỡng	13	**dynasty** (n)	triều đại
7	**infrastructure** (n)	cơ sở hạ tầng	14	**The Golden Age** (n)	Thời kỳ Hoàng kim

B. EXTRA VOCABULARY

No.	New words	Meanings	No.	New words	Meanings
1	**sustainability** (n)	sự bền vững	7	**inhabitant** (n)	cư dân
2	**maritime** (n)	(thuộc) hàng hải	8	**originally** (adv)	ban đầu
3	**navigational** (adj)	điều hướng	9	**eventually** (adv)	cuối cùng
4	**navigator** (n)	(hàng hải) hoa tiêu	10	**dramatically** (adv)	đột ngột
5	**expedition** (n)	cuộc thám hiểm	11	**aspect** (n)	khía cạnh
6	**seafarer** (n)	thuyền viên, thủy thủ			

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

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

C. HOMEWORK

I. Circle the correct answer.

0. We compared our product with the leading _____.

(A) brands *B. comp* *C. butler*

1. Responsible tourism promotes _____ between visitors and local communities to enhance cultural understanding.

A. mistreat B. coexistence C. based

2. It is important to _____ the impact of tourism on natural resources to ensure sustainability.

A. golden B. circular C. monitor

3. Understanding local _____ is important for tourists to show respect and appreciation for the culture.

A. ages B. customs C. neglects

LIVEWORKSHEETS

4. Many small towns depend on a tourism-based _____ to support their livelihoods and businesses.

A. economy B. economic C. economical

5. The historic _____ serves as a popular attraction for tourists interested in maritime history.

A. lighthouse B. tourism C. dynasty

II. Match the definition with the suitable word.

~~***0. the main male servant in a large house***~~	~~***a. butler***~~
1. the basic systems and services that are necessary for a country or an organization to run smoothly, for example buildings, transport and water and power supplies	b. neglect
2. the protection of the natural environment	c. malnourished
3. a series of leaders of a country who all belong to the same family	d. infrastructure
4. in bad health because of a lack of food or a lack of the right type of food	e. dynasty
5. to fail to take care of somebody/something	f. conservation

0- a	1-	2-	3-	4-	5-

III. Fill in the blank with an appropriate word from the box.

terrified	**painful**	**tiny**	**gorgeous**	**disastrous**	~~***furious***~~

*0. When Tom discovered that someone had stolen his jacket, he was absolutely **furious**.*

1. The sunset over the ocean was absolutely _____.
2. Climbing the steep hill was _____, but the view at the top was worth it.
3. After watching a horror movie alone at night, Sarah felt absolutely _____.
4. The puppy was so _____ that it fit in the palm of my hand.
5. The storm last night was _____, causing widespread damage.

IV. Complete the sentences with CAN'T / MUST / MIGHT + HAVE and the correct forms of the verbs in brackets.

*0. He **must have studied** **(study)** hard for his exams because his results were very good.*

1. She _____ **(forget)** about our appointment; she's not here.
2. The boss _____ **(tell)** her about the meeting; she seemed unaware.
3. They _____ **(go)** to the party last night; I didn't see them there.
4. I think he _____ **(take)** the wrong train, but I'm not sure.
5. Amy _____ **(take)** the wrong bus; she should be here by now.

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.

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.

LIVEWORKSHEETS

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.

Con hãy làm bài nghe theo link sau:
https://youtu.be/2fDI0DXzHkM

Part 4

You will hear an interview with a woman called Adriana Moretti, who works as a wildlife photographer. For questions **24–30**, choose the best answer (**A**, **B** or **C**).

24 Why did Adriana want to become a wildlife photographer?

A She enjoyed travelling to remote locations.

B She was very good at taking photos.

C She was interested in animal behaviour.

25 Why, according to Adriana, is it easier nowadays to learn how to photograph animals?

A The necessary equipment is cheaper than it used to be.

B It is possible to learn wildlife photography online.

C Cheap international travel means more species can be photographed.

LIVEWORKSHEETS

26 Why did Adriana feel uncomfortable while she was trying to take photos of birds?

A She was not able to sit down.

B Her feet were getting wet.

C She was being bitten by insects.

27 How did Adriana feel when she was trying to photograph the crocodile?

A afraid that it might try to attack her

B worried she may not get the photo she wanted

C increasingly bored with waiting to take the picture

28 Adriana has still never taken photos of

A a tiger in India.

B a snow leopard in China.

C a polar bear in Russia.

29 What disadvantage does Adriana say her work has?

A She sometimes feels lonely when she is working abroad.

B She doesn't see her family as often as she would like to.

C She always has to go where the agency tells her.

30 Adriana believes it is becoming harder to get work as a wildlife photographer because

A so many photos of wildlife are available on the Internet.

B there is a lot of competition for jobs in wildlife photography.

C people are becoming less interested in wildlife.

Advice

24 *Think of other ways of saying 'interested in animal behaviour'.*

25 *Think of expressions that mean 'photographic equipment' and 'cheaper'.*

26 *Which two of A–C does she say were not a problem?*

27 *What is the focus of the question? Which of the adjectives in A–C describes this?*

28 *Which two of these animals had she already photographed?*

29 *Choose the one that is a problem for Adriana, not for other people.*

30 *Which of A–C does Adriana say isn't true and which doesn't matter?*

LIVEWORKSHEETS