

Tên: .....

Lớp: S9...

Ngày giao bài: Thứ ....., ngày ...../.....

Ngày nộp bài: Thứ ....., ngày ...../.....



Từ vựng & Ngữ pháp: .....

Độc: .....

Mini Test: .....

## IDOLS

### VOCABULARY & IELTS SPEAKING

#### A. VOCABULARY

##### - Idols

No.	New words	Meanings	No.	New words	Meanings
1	<b>celebrity</b> (n)	người nổi tiếng	8	<b>publicity</b> (n)	sự chú ý từ công chúng, truyền thông
2	<b>admire</b> (v)	ngưỡng mộ, thán phục	9	<b>performance</b> (n)	buổi biểu diễn, phần trình diễn
3	<b>influence</b> (n / v)	tầm ảnh hưởng / ảnh hưởng đến ai đó	10	<b>charity</b> (n)	tổ chức từ thiện, hoạt động thiện nguyện
4	<b>fame</b> (n)	danh tiếng, sự nổi tiếng	11	<b>talent</b> (n)	tài năng
5	<b>endorsement</b> (n)	sự quảng bá (cho sản phẩm/thương hiệu của người nổi tiếng)	12	<b>recognition</b> (n)	sự công nhận, sự ghi nhận (thành tích, đóng góp...)
6	<b>aspire</b> (v)	khao khát, mong muốn đạt được điều gì	13	<b>achievement</b> (n)	thành tựu, thành tích đạt được
7	<b>role model</b> (n)	hình mẫu lý tưởng, tấm gương để noi theo			

#### B. EXTRA VOCABULARY

No.	New words	Meanings	No.	New words	Meanings
1	<b>craving</b> (n)	sự thèm muốn mãnh liệt	4	<b>reinforce</b> (v)	củng cố, làm mạnh thêm
2	<b>habituation</b> (n)	sự thích nghi, sự quen dần	5	<b>overwhelmed</b> (adj)	bị choáng ngợp
3	<b>exposure</b> (n)	sự tiếp xúc thường xuyên	6	<b>visualise</b> (v)	hình dung

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

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

#### C. HOMEWORK

#### VOCABULARY & GRAMMAR

##### I. Fill in the blanks with the correct words from the box. Some words may not be used.

<b><i>aspires</i></b>	<b>talent</b>	<b>charity</b>	<b>celebrity</b>	<b>performance</b>	<b>role</b>	<b>achievement</b>
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Emma may be only sixteen, but she already has a clear vision for her future. She (0) ***aspires*** to become a professional dancer. Each week, she spends hours refining her technique in preparation for her next (1) \_\_\_\_\_, where she hopes to impress both the audience and the judges.

Her coach believes that Emma possesses great (2) \_\_\_\_\_, but adds that her success is also due to her exceptional commitment and discipline. Recently, she won first place in a national contest — a remarkable (3) \_\_\_\_\_ considering her age. Emma, however, isn't interested in becoming a(n) (4) \_\_\_\_\_ merely to gain fame or public attention. Instead, her true goal is to become a(n) (5) \_\_\_\_\_ model for younger dancers who share the same dream.

## II. Match the words/phrases with the correct definitions.

0. <i>fame</i>	0- <u>c</u>	a. to have an effect on someone's ideas, behavior, or decisions, especially indirectly
1. admire	1- <u>—</u>	b. media attention or public notice received by a person or product
2. influence	2- <u>—</u>	c. <i>the condition of being widely known or talked about, often for notable achievements</i>
3. endorsement	3- <u>—</u>	d. to feel respect or approval for someone due to their abilities, qualities, or achievements
4. publicity	4- <u>—</u>	e. the acknowledgment or appreciation of someone's contributions, efforts, or success
5. recognition	5- <u>—</u>	f. a declaration of support or promotion, typically made publicly by a well-known figure

## III. Read the statements and write True or False.

### Being a real role model

Many young people look up to celebrities not just for their skills or appearance, but because of their popularity and lifestyle. However, admiration should go beyond surface-level traits. A genuine role model is someone who uses their fame in meaningful ways — by influencing others positively and promoting values worth following.

Numerous public figures support social causes, speak out about injustice, or contribute to charitable organisations. These actions often bring attention in the media, though not all publicity is beneficial. Some celebrities gain attention for unethical behaviour or promoting things they don't truly believe in. That's why it's important for fans to reflect on which celebrities are truly worthy of being role models.

Today, a growing number of celebrities are trying to lead by example. They focus on meaningful goals, use their talent responsibly, and aim for achievements that reflect dedication and integrity.

Statements	True/False
0. <i>Some people admire celebrities because of how they live their lives.</i>	<u>True</u>
1. A real role model uses their influence to create positive change, not just entertain others.	<u>—</u>
2. All celebrities who get media attention are doing something good for society.	<u>—</u>
3. Some famous people speak out about important topics to raise awareness or support good causes.	<u>—</u>
4. Publicity about celebrities is always based on honest and respectful behaviour.	<u>—</u>
5. Many celebrities today aim to inspire fans through meaningful actions and real achievements.	<u>—</u>

## IV. Rewrite the sentences by changing the DIRECT SPEECH into REPORTED SPEECH.

0. "I forgot to bring my notebook," Sarah said.

→ Sarah said that she had forgotten to bring her notebook.

1. "Could you send me the presentation before lunch?" Mark asked his colleague.

→ Mark asked his colleague if he could send him the presentation before lunch.

2. "Why didn't you answer my calls last night?" James asked me.

→ James asked me why I hadn't answered his calls last night.

3. "Turn off all electronic devices before the flight takes off," the flight attendant told us.

→ The flight attendant told us to turn off all electronic devices before the flight took off.

4. "I lost my phone at the museum," Anna said.

→ Anna said that she had lost her phone at the museum.



**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 khóa chính trong bài đọc.

You are going to read an article about how we can stop eating foods that are bad for us. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Mark your answers **on the separate answer sheet**.

## Can we stop food cravings through imaginary eating?

*A study says that imaginary chewing and swallowing can reduce our desire to eat the wrong kind of foods.*

Are you fighting an urge to reach for some chocolate right now? Then, let it melt in your mind, not in your mouth. According to recent research, imagining eating a specific food reduces your interest in that food, so you eat less of it.

This reaction to repeated exposure to food – being less interested in something because you’ve experienced it too much – is called habituation and it’s well known to occur while eating. **37**

But the new research is the first to show that habituation can occur solely via the power of the mind. **38**  This research suggests that may not be the best strategy,’ said study leader Carey Morewedge, a psychologist at Carnegie Mellon University in Pittsburgh.

‘If you just think about the food itself – how it tastes, smells, and looks – that will increase your appetite,’ he continued. ‘This research suggests that it might be better, actually, to force yourself to repeatedly think about tasting, swallowing and chewing the food you want in order to reduce your cravings. What’s more, the technique only works with the specific food you’ve imagined,’ he added. **39**

Morewedge and his colleagues conducted five experiments, all of which revealed that people who

repeatedly imagined eating bread or cream would eat less of that food than people who pictured themselves eating the food fewer times, eating a different food, or not eating at all. In one experiment, for instance, 51 subjects were divided into three groups. One group was asked to imagine inserting 30 coins into a laundry washing machine and then eating three chocolates. **40**  Another group was asked to imagine inserting three coins into a laundry machine and then eating 30 chocolates. Lastly, a control group imagined just inserting 33 coins into the machine – with no chocolates.

All participants then ate freely from bowls containing the same amount of chocolate each. **41**  The results showed that the group that had imagined eating 30 chocolates each ate fewer of the chocolates than both the control group and the group that imagined eating three chocolates.

The study is part of a new area of research looking into the triggers that make us eat more than we actually need, Morewedge noted. **42**  Recent research suggests that psychological factors, such as habituation or the size of a plate, also influence how much a person eats. The new study, Morewedge said, may lead to new behavioural techniques for people looking to eat more healthily, or exert control over other habits.

- A** A lot of people who want to stop eating certain foods that they know are bad for them try to avoid thinking about the foods they really want.
- B** When they said they had finished, these were taken away and weighed.
- C** A tenth bite, for example, is desired less than the first bite, according to the study authors.
- D** Indeed, this is what most of us think when faced with foods we really like, but think we shouldn't eat.
- E** For instance, visualising yourself eating chocolate wouldn't prevent you from eating lots of cheese.
- F** Physical, digestive cues – that full stomach feeling – are only part of what tells us that we've finished a meal.
- G** This requires the same motor skills as eating small chocolates from a packet, the study says.

You are going to read an article about surfing. For question **43–52**, choose from the sections (**A–D**). The sections may be chosen more than once.

Mark your answers **on the separate answer sheet**.

### Which section mentions the writer's

uncertainty about what he ought to be doing?	<b>43</b> <input type="text"/>
amazement at the skill of the surfers?	<b>44</b> <input type="text"/>
awareness of how eager his instructor is to share his knowledge?	<b>45</b> <input type="text"/>
surprise at the way the surfers behave at a certain point?	<b>46</b> <input type="text"/>
negative comparison of himself with an experienced surfer?	<b>47</b> <input type="text"/>
excitement at the opportunity to try out an activity?	<b>48</b> <input type="text"/>
concern about his ability to remember unfamiliar information?	<b>49</b> <input type="text"/>
recognition of a widely-accepted rule amongst surfers?	<b>50</b> <input type="text"/>
reason for being involved in an activity?	<b>51</b> <input type="text"/>
observation of surfers practising a particular move?	<b>52</b> <input type="text"/>



# Surfing

*Journalist Dean Jones learns how to surf with champion Danny Waite.*

**A** In a bid to produce an article for the sports magazine I work on, I'm learning to surf, and that's how I find myself standing on a rocky headland with 19-year-old surf champion, Danny Waite.

'There's no denying the ocean is a powerful force of nature,' says Danny thoughtfully, as we stand overlooking Blacksands Bay in one of the country's prime surfing spots. 'You've got to respect it, but if you follow a few basic rules, there's little to fear.' That's easy for him to say, having spent his youth with a surfboard glued to his feet, while I haven't even pulled on a wetsuit before.

'First, you need to stand and observe the surf for a while,' he tells me from our vantage point above the bay. I stare blankly, then ask what it is I'm meant to be looking out for. 'The waves,' he says. 'How they're breaking, what the patterns are as they approach the beach.' It all sounds rather technical to me.

**B** That's only the start of it. Warming to his role of teacher, Danny launches into an enthusiastic account of things I've never heard of: 'surf plans', 'rip currents' and 'wave sets'. There's no stopping him as I desperately will my already-overwhelmed brain to hold on to this vital information.

Once a surfer has figured out how he's going to enter the waves, Danny informs me, he paddles out on his board, lying flat against it, and using his hands to 'swim' through the water, before leaping to his feet and riding the wave.

I watch surfers limbering up in preparation, stretching and jumping from their stomachs to their feet on their boards. Then they're off, racing to the sea and heading towards what seem to me to be pretty fearsome breakers – huge waves rolling and crashing towards the shore.

**C** The surfers paddle out on their boards until they reach an area beyond the breaking waves where the water's calmer. I notice that they don't immediately jump into action but sit around on their boards with their legs dangling into the water. Rather than looking in the direction the waves are travelling – as I would have expected – they appear to be looking out to sea.

'They're watching the waves come in,' explains Danny, 'to decide where the best place is to take off from.' When the decision's been made, the surfers paddle their way from the waiting zone to what's known as the line-up. 'Surfers must know their place,' Danny continues. 'The surfer positioned closest to the breaking wave gets to ride it.' 'Dropping in', or attempting to ride a wave before it's your turn, is, I become aware, to be avoided at all costs.

**D** Eventually a surfer will find himself first in line, and that's where the real fun starts. Surfing is all about timing; being ready to catch the wave at just the right moment. Having observed the waves in the waiting zone, a surfer should have a good idea of where the wave will break and when to get to his feet.

The surfers I can see today are advanced and pop up to a standing position on their boards with ease. I watch in awe as they ride the waves, expertly zigzagging their way towards the beach, harnessing the power of the rushing water. It's thrilling to watch and, though I'm not sure of how I'll perform myself, I'm full of inspiration.

'Ready to give it a go?' asks Danny. I nod readily, and we head towards the beach.