# Unit 2 - Lesson 8 - Homework

# Listening practice 1

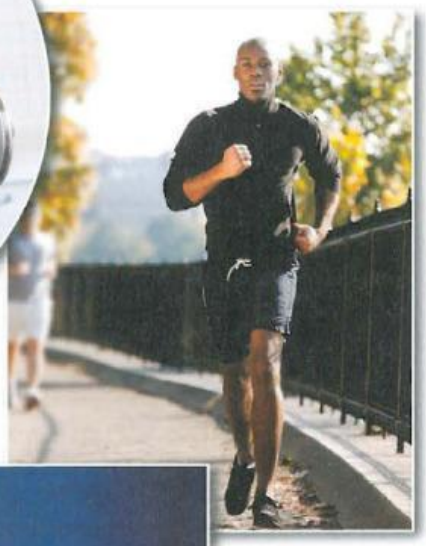
## Listening Section 2

*Exam information*

- You hear one speaker talking about a social topic.

**1 Work in pairs. You are going to hear a supervisor talking to a group of new nurses at a large hospital. Ask and answer questions based on the pictures below. Who do you think has the healthier lifestyle – you or your partner?**

- When did you last ...?
- What's your favourite ...?
- How often do you ...?



**2 Look at Questions 1–5 below and underline the key ideas in the questions.**

Audio

**3 (05) Listen to the first part of the talk and choose the correct answers for Questions 1–5.**

**Questions 1–5**

*Choose the correct letter, A, B or C.*

1 According to Debbie, why do some people fail to eat a balanced diet?
   - **A** They don't know how to cook.
   - **B** They don't have enough time to cook.
   - **C** They don't feel hungry enough to cook.

2 Debbie recommends that staff should keep fit by
   - **A** using a gym.
   - **B** taking up a new sport.
   - **C** changing some daily activities.

3 Which benefit of exercise does Debbie think is most important?
   - **A** It helps you sleep.
   - **B** It keeps your heart healthy.
   - **C** It improves mental skills.

4 What advice does Debbie give the nurses about health and safety?
   - **A** to avoid drinking coffee
   - **B** to use the canteen at night
   - **C** to take regular breaks

5 When she talks about hygiene, Debbie asks the nurses to
   - **A** wash their hands regularly.
   - **B** keep away from germs.
   - **C** help with the cleaning.

*Exam advice* *Multiple choice*

- Listen for the correct idea or information – don't just match words.
- Make sure you answer all the questions.

LIVEWORKSHEETS

**4** **Work in pairs. Look at the places A–H on the map below. Pick a place and tell your partner how to get there from the main building. Use the words and expressions in the box to help you.**

next to  traffic lights  west/east (of)
turn (east/west/right/left)  behind  turning
right/left (of)  go straight on  opposite
roundabout  go past/beyond  beyond  corner

You go out of the front of the main building, turn left and it's directly opposite you.

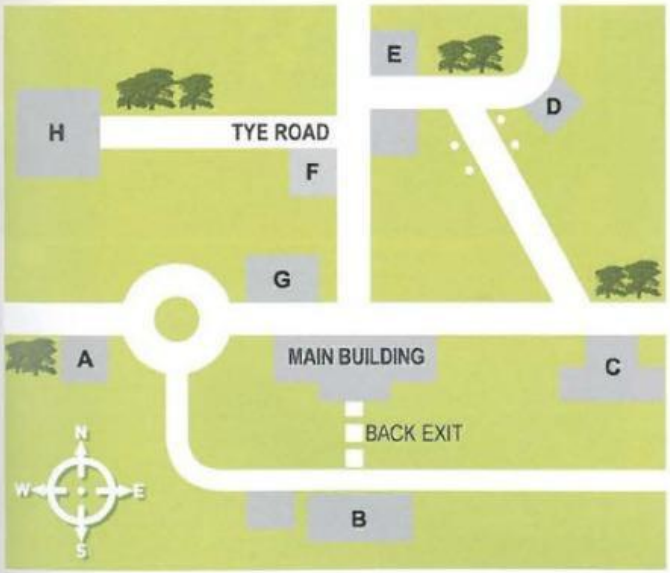
It's G.

**5** 06 **Now listen and choose the correct answer for Questions 6–10.** Audio

**Questions 6–10**

*Label the map below.*

*Write the correct letter,* ***A–H****, next to questions 6–10.*




6 recreation centre .....
7 health centre .....
8 swimming pool and sauna .....
9 health-food store .....
10 Jenny's Restaurant .....

*Exam advice* *Labelling a map or plan*

- Look at the location of each option on the map.
- The answers will come in the same order as the questions.
- Listen for each place name and follow the speaker's directions.

LIVEWORKSHEETS

# Listening practice 2

## Listening Section 2

**1 Look at both tasks. When is the speaker talking? Circle A, B or C.**

A at the begining of a conference
B during the planning of a conference
C at the end of a conference

**2 Now listen and answer Questions 1–10.** Audio

**Questions 1–5**

*Choose the correct letter, A, B or C.*

1 The speaker says that the conference includes issues which
   A were requested by participants.
   B are seldom discussed.
   C cause disagreement.

2 The speaker says that in the past, this subject
   A caused problems in the workplace.
   B was not something companies focused on.
   C did not need to be addressed.

3 The speaker mentions a connection between health and fitness and
   A keeping employees.
   B employees' performance.
   C a company's reputation.

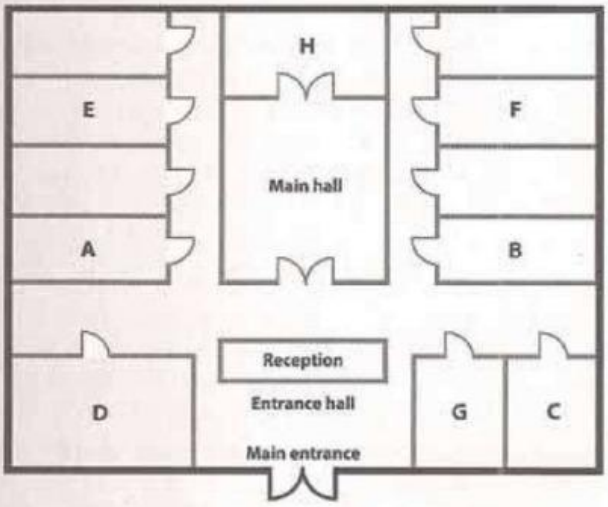
4 What does the speaker say about the people attending the conference?
   A Some of them may feel that there is not much they can learn.
   B All of them have attended the conference before.
   C Most of them are familiar with the speakers.

5 The speaker says that in the sessions, participants will
   A work together in pairs.
   B pretend to have various roles.
   C describe real events.

**Questions 6–10**

*Label the map below.*

*Write the correct letter, A–H, next to questions 6–10.*




6 Setting Up a Fitness Centre .....
7 Healthy Eating Schemes .....
8 Transport Initiatives .....
9 Running Sports Teams .....
10 Conference Coordinator's Office .....

LIVEWORKSHEETS

# Reading practice
## Matching headings

## DAILY CHECK-UP

Đọc bài đọc và chọn tiêu đề tương ứng.

**01** In 1912, German scientist Alfred Wegener introduced the Pangaea theory. He claimed that Earth originally had one large landmass, which broke apart around 200 million years ago. Then the pieces drifted to form the current continents. Although many people accept this theory, it has some issues. Critics point out that the theory does not explain what force could move huge continents across the ocean floor. Wegener had suggested that it could have been achieved by tides, gravity, and the force generated by the rapid rotation of the earth. However, subsequent scientists demonstrated that these forces are too weak to explain continental drift. And even if there was such a force, the continents probably would not survive the movement. They would probably crumble, just like a glacier breaks into smaller and smaller pieces as it drags across the land surface.

1 (A) The evidence in support of Pangaea
(B) Some problems with the Pangaea theory

**02** Like other bees, bumblebees must look for nectar away from the nest. In 2001, biologists at the University of Southampton conducted an experiment to estimate the distance bumblebees will fly in search of food. The researchers collected bumblebees, took them away from the nest, and released them. Then they checked to see if the bumblebees could locate their nest. The bumblebees returned to the nest from distances of up to 9.8 kilometres away. However, despite being within an hour of flight time, many did not return quickly. At 2 kilometres away, the bumblebees returned in a matter of hours, but those released more than 3 kilometres away often took several days to return. Therefore, the scientists concluded that bumblebees probably forage within a few kilometres of their nest.

2 (A) Research into the distance travelled by bumblebees
(B) Experimenting on bumblebees who have lost their nest

**Vocabulary**

01 **landmass** n. đại lục **drift** v. trôi dạt, phiêu dạt **critic** n. nhà phê bình **ocean floor** phr. đáy đại dương **subsequent** a. sau đó **continental drift** phr. sự trôi dạt lục địa **crumble** v. vỡ vụn, đổ nát **glacier** n. sông băng

02 **bumblebee** n. ong nghệ **nectar** n. mật hoa **estimate** v. ước lượng **in a matter of** phr. khoảng, chừng **forage** v. kiếm ăn

LIVEWORKSHEETS

**03** Psychologists believe that birth order can have a significant effect on children. They claim that being the youngest child comes with advantages and disadvantages. The latter were emphasised by Austrian psychiatrist Alfred Adler, who believed that the lastborn was pampered and spoiled. In his writings on the psychological effects of birth order, he emphasised the dangers of being the youngest. He thought that children that were born last were the most likely to develop negative behavioural traits or mental illness. However, author Jeffrey Kluger has focused on the positive attributes of being born last. He claims that the youngest children are often sociable and capable of getting along with all kinds of people. This makes them well suited to success in professions that require significant social interaction. Moreover, they tend to be funny, adventurous, and courageous enough to take risks.

3 (A) A plausible theory by Alfred Adler
(B) Pros and cons of being the youngest child
(C) The importance of birth order in sibling interactions

**Vocabulary**

03 **psychiatrist** n. bác sĩ tâm thần học **pampered** a. được nuông chiều, chiều chuộng
**attribute** n. thuộc tính, đặc điểm **profession** n. nghề nghiệp

LIVEWORKSHEETS

Đọc bài đọc và chọn tiêu đề tương ứng với từng đoạn.

**04** **A** In pre-modern societies, it was customary for women to make dresses on their own. Because ready-made dresses cost too much, ordinary women had no choice but to make their garments at home. This job was so time-consuming that sometimes just one dress was in use at a time. Only when the old one was worn out would a new one be made. Thus, many women would own just one dress at any given time in their lives.

**B** On the other hand, women who could afford ready-made dresses had more options in terms of colours and patterns. This is because the number of designs and materials available from professional seamstresses was substantial. In addition, ready-made dresses were of high quality. Expert dressmakers made precise measurements and could alter the garments to ensure an exact fit. And they made dresses that were durable. Moreover, they knew which fashions were trendy and which were not. Overall, ready-made dresses offered a range of benefits, including variety in design, precision and durability, and adaptability to changing styles.

| **List of Headings** |
|---|
| **i** Designing garments for all social classes |
| **ii** The durability of homemade dresses |
| **iii** The various benefits of ready-made dresses |
| **iv** Women making their own dresses |

4 Paragraph **A**

5 Paragraph **B**

**Vocabulary**

**04** **pre-modern** a. (thuộc) tiền hiện đại **customary** a. thông thường
**ready-made** a. làm sẵn, may sẵn **garment** n. y phục **seamstress** n. cô thợ may
**substantial** a. đáng kể, nhiều **precise** a. chính xác **alter** v. sửa chữa, chỉnh sửa

LIVEWORKSHEETS

**05** **A** The world's beaches are eroding faster than ever, and they are at risk due to several factors. Many of these are directly related to human activity. For instance, some communities rely on hydroelectric power and construct dams that prevent sand and soil in rivers from reaching the sea. In many places, this has caused beaches to shrink. Another reason for the erosion of coastlines is land development. When people build homes and buildings on beaches, it weakens the coast and makes it more vulnerable to natural phenomena. Therefore, the coastal regions ⊛where ocean storms do the most damage are often the ones that humans have used for development.

**B** Natural causes also contribute to erosion and the shrinking of beaches. Along coasts that have steep underwater slopes, waves naturally grow in size as they approach the shore. The constant crashing of large waves against the rocks continually erodes them and makes them weak. Climate change is also a real threat to the beaches. As the water level rises, the already shrinking sandy beaches will continue to get smaller and smaller. This could radically impact not only the way local residents live but also the coastal tourism industry.

| **List of Headings** |
|---|
| **i** Plans to reduce the human impact on beach erosion |
| **ii** Nature's role in the loss of beaches |
| **iii** The impact of shrinking beaches on tourism |
| **iv** Human causes of beach erosion |

6 Paragraph **A**

7 Paragraph **B**

**Cấu trúc ngữ pháp cần nhớ**

⊛ **Đại từ quan hệ "where"**

Therefore, the coastal regions **where ocean storms do the most damage** are
...cụm danh từ đứng trước chỉ nơi chốn | chủ ngữ | động từ

Do đó, các vùng ven biển nơi bão biển gây nhiều thiệt hại nhất là...

➡ Như ví dụ trên, mệnh đề sau "where" bổ nghĩa cho danh từ hoặc cụm danh từ đứng trước "where". Trong trường hợp này, "where" được gọi là đại từ quan hệ và danh từ hoặc cụm danh từ đứng trước "where" thường chỉ nơi chốn.

**Vocabulary**

05 **erode** v. xói mòn **hydroelectric** a. (thuộc) thủy điện **shrink** v. co lại, thu hẹp **coastline** n. bờ biển **vulnerable** a. yếu ớt, dễ bị tổn hại **steep** a. dốc **slope** n. chỗ dốc, sườn dốc **radically** adv. một cách căn bản, tận gốc

LIVEWORKSHEETS

**06**

**A** Although medical technology is designed to protect patients, sometimes it can lead to injury. For example, medical tape has an adhesive designed to be strong, but it is so strong that it can damage the skin of certain patients, such as infants and the elderly. Infants do not have an epidermis, the thick outer layer of the human body, and the skin of older people gets thinner and weaker as they age. Because these patients can have thin and weak skin, the adhesive can easily tear the skin when it is removed. ®The stickier it is, the more damaging it can be to people's skin. Each year, approximately 1.5 million people endure irritation or scarring of the skin due to medical tape.

**B** To solve this problem, scientists have been brainstorming ideas for new medical tape designs, and one of these is based on the webs of spiders. Spider webs are made of threads of spider silk. Although all of these threads are strong and elastic, only some of them are sticky. Thus, even though the adhesive is strong, it does not cover the entire surface area of the web. Scientists thought this same principle could be applied to medical tape.

**C** Jeffrey Karp, a professor at Harvard Medical School, led a team who attempted to create a modified medical tape based on a traditional design but with an added layer. Traditional medical tape has a backing and an adhesive, but these researchers added a layer of silicone between the two. This silicone layer is very slick. Then they used a laser to cut grid lines into the silicone layer so that only these grid lines would stick to the skin. The result was a medical tape that can easily be removed without harming sensitive skin.

LIVEWORKSHEETS

| List of Headings |
|---|
| **i** An effort to produce a revised medical tape |
| **ii** Spider webs inspiring medical tape |
| **iii** The chemical composition of spider webs |
| **iv** Why medical tape can harm the skin of some patients |
| **v** The use of a new medical tape in hospitals |

8 Paragraph **A**

9 Paragraph **B**

10 Paragraph **C**

**Cấu trúc ngữ pháp cần nhớ**

⊛ **the** so sánh hơn 1..., **the** so sánh hơn 2...: càng ~, càng ~

**The** stickier it is, **the** more damaging it can be to people's skin.
so sánh hơn 1 so sánh hơn 2

Chất này càng dính, nó càng gây hại đối với da người.

➡ Ta có thể dùng "the" cùng tính từ/trạng từ liên tiếp hai lần trong cấu trúc câu so sánh hơn như ví dụ trên. Khi này, câu sẽ có nghĩa là "càng (so sánh hơn 1), càng (so sánh hơn 2)" theo trình tự cấp so sánh được viết trong câu.

**Vocabulary** Đáp án · Dịch nghĩa · Giải thích trang 341

06 **adhesive** n. chất kết dính **epidermis** n. thượng bì, biểu bì **tear** v. xé, làm rách **sticky** a. dính
**irritation** n. sự kích thích, sự rát da **scarring** n. sẹo **brainstorm** v. động não
**elastic** a. có tính đàn hồi **surface** n. bề mặt **grid line** phr. đường lưới ô vuông

LIVEWORKSHEETS

# DAILY TEST

**READING PASSAGE 1**

## The Optimism Bias

*Most people think they act rationally, but they are actually influenced by a natural inclination towards optimism*

**A** Recent studies in both neuroscience and social science have revealed that the majority of people have a tendency to be optimistic. Social scientists have labelled this phenomenon the 'optimism bias'. Professor Chris Dawson of the University of Bath has shown that, in the business world, entrepreneurs are examples of people who have a particularly strong optimism bias since very few new businesses are successful. Only around 20 per cent of businesses last beyond their first year, and very few reach their fifth or tenth anniversaries. Considering this, entrepreneurs must be optimistic to go into business.

**B** A similar trend can be seen in sports fandom. Researchers at University College London (UCL) found that football fans had wildly optimistic expectations of how their team would perform over the course of a season. These expectations were often based on opinions rather than actual evidence. The study's senior author, Professor Brad Love, stated that, 'fans can get focused on improvements or changes in the team that they follow,' without realising that other teams are doing the same.

**C** This tendency towards optimism has also been studied by Tali Sharot, a neuroscientist at UCL, who suggests that the optimism bias is a 'cognitive illusion' which has a positive effect on people. According to Sharot, this illusion is very helpful in our daily lives and is necessary for the maintenance of well-being across society. Sharot suggests that the optimism bias is an antidote to mental problems like depression and anxiety and can improve a person's prospects. This is because optimism leads people to expect more from life, which makes them work harder to achieve their goals. Ultimately, as Sharot states, this allows them to have more fulfilling, successful and happy lives.

LIVEWORKSHEETS

*Questions 1–3*

Reading Passage 1 has three paragraphs, **A–C**.

*Choose the correct heading for each paragraph from the list of headings below.*

| | **List of Headings** |
|---|---|
| **i** | The optimism bias and personal relationships |
| **ii** | The effect of the optimism bias on business |
| **iii** | The genetic basis for optimism |
| **iv** | Personality relates to the optimism bias |
| **v** | Sports supporters rely on the optimism bias |
| **vi** | The benefits of the optimism bias |

1 Paragraph **A**

2 Paragraph **B**

3 Paragraph **C**

**Vocabulary**

**optimism** n. sự lạc quan **bias** n. thiên kiến **neuroscience** n. khoa học thần kinh
**tendency** n. khuynh hướng **entrepreneur** n. doanh nhân khởi nghiệp **illusion** n. ảo giác, ảo tưởng
**antidote** n. thuốc giải độc **depression** n. chứng trầm cảm **anxiety** n. chứng lo lắng
**prospect** n. triển vọng

LIVEWORKSHEETS

**READING PASSAGE 2**

# The Mystery of Smell

**A** The sense of smell is often considered to be of less importance than seemingly more practical senses, such as vision and hearing. However, smell encodes sensations in ways that give information to other senses, so it is a vital tool for perception. Its influential role in taste is well documented, and it is thought to play a significant part in the recording of sense information more generally. Despite this, the exact relationship between the sense of smell and our brains is still largely unknown.

**B** The cognitive process behind smell can be altered by expectations, as was revealed in a study by cognitive psychologist Pamela Dalton at the Monell Centre. Dalton presented a harmless aroma to some asthma patients, telling half of them that it was a harmful compound. Those that thought it was harmful experienced lung inflammation over the course of the next 24 hours. According to Dalton, this proves that our perception of odour can even influence our physical reactions.

**C** Science has also demonstrated that the brain remembers odours differently in the presence or absence of pain. This was revealed in a study at Northwestern University in which subjects received mild electric shocks when they smelled a particular chemical. When the subjects were asked to identify the chemical via its smell, they managed to do so almost 70 per cent of the time when the electric shocks were administered. In contrast, the subjects correctly identified the chemical scent only a third of the time in the absence of shocks.

LIVEWORKSHEETS

*Questions 4–6*

Reading Passage 2 has three paragraphs, **A–C**.

*Choose the correct heading for each paragraph from the list of headings below.*

| **List of Headings** | |
|---|---|
| **i** | Smell negatively affects attention |
| **ii** | The influence of expectations about smells |
| **iii** | The relation between smell and hearing |
| **iv** | The importance of smell for perception |
| **v** | Remembering smells with and without pain |
| **vi** | Chemical influence on smell |

4 Paragraph **A**

5 Paragraph **B**

6 Paragraph **C**

*Questions 7 and 8*

*Complete the sentences below.*

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

7 Dalton's experiment involved making ..... sufferers smell a harmless substance.

8 In one experiment, participants identified a chemical most of the time when they were given .....

Đáp án · Dịch nghĩa · Giải thích trang 345

**Vocabulary**

**vital** a. có tính sống còn, quan trọng **perception** n. sự nhận thức **cognitive** a. (thuộc) nhận thức
**asthma** n. bệnh hen suyễn **compound** n. (hóa học) hợp chất **inflammation** n. chứng viêm
**odour** n. mùi **via** prep. thông qua ~

LIVEWORKSHEETS