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Class: S8

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GLOBAL ENGLISH 8: UNIT 5 – NATURAL RESOURCES

VOCABULARY 1

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	Ecologist (n)	nhà môi trường học	14	eco-aware (a)	nhận thức về môi trường
2	zero-carbon emissions (n)	sự phát thải không tạo ra khí CO ₂	15	chemical reaction (n)	phản ứng hoá học
3	geothermal power (n)	điện địa nhiệt	16	agriculture (n)	nông nghiệp
4	carbon-neutral (a)	trung hoà khí CO ₂	17	drought (n)	hạn hán
5	hydro-electric power (n)	thủy điện	18	irrigation (n)	thủy lợi
6	radioactive (a)	phóng xạ	19	well (n)	cái giếng
7	uranium (n)	nguyên tố uranium	20	glacier (n)	sông băng
8	plutonium (n)	nguyên tố plutoni	21	desalination plants (n)	nhà máy khử muối
9	fossil fuels (n)	nhiên liệu hoá thạch	22	photosynthesis (n)	quang hợp
10	finite (a)	hạn chế, có hạn	23	oxygen (n)	khí ô-xi
11	turbine (n)	tua bin	24	carbon dioxide (n)	khí CO ₂
12	convert (v)	biến đổi, chuyển đổi	25	glucose (n)	đường
13	energy-efficient (a)	sử dụng năng lượng hiệu quả	26	give out (phr.v)	thải ra

***Note:** n – noun: danh từ;

v – verb: động từ

a – adjective: tính 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. Choose the correct answers.

0. A power which is electrical power generated from geothermal energy is called _____.

A. geothermal power

B. hydro-electric power

C. fossil fuels

1. _____ is a type of machine through which liquid or gas flows and turns a special wheel with blades (cánh quạt) in order to produce power.

A. Desalination plants

B. Turbine

C. Glacier

2. _____ causes changes in which substances interact and form new products.
A. Chemical reaction B. Irrigation C. Zero-carbon emissions
3. The government has been storing _____ waste at Fernald for 50 years.
A. finite B. energy-efficient C. radioactive
4. _____ and *famines* (*nạn đói*) have killed up to two million people here.
A. Well B. Agriculture C. Drought
5. Leaves use up nutrients in the process of _____.
A. irrigation B. photosynthesis C. hydro-electric power

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

0. Glucose (**C L O U S G E**) is a type of sugar that gives you energy.

1. A deep hole in the ground from which you can get water is _____ (**E L W L**).
2. The architect built a carbon- _____ (**L T E N R U A**) home for himself using advanced techniques to produce solar energy.
3. The area depends on _____ (**L U G A C E R T I U R**) for most of its income.
4. _____ (**M N A I U R U**) is a chemical element that is a heavy, radioactive metal used in the production of nuclear power and in some types of nuclear weapons.
5. Humans get the _____ (**G Y N E O X**) they need by breathing through their nose and mouth into their lungs.
6. This year, a severe _____ (**T O D G H R U**) has ruined the crops.

III. Fill in the blanks with the given words in the boxes.

energy-efficient	given out	hydro-electric power	fossil fuels	desalination plants	plutonium
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0. We need to stop business as usual and keep fossil fuels in the ground.

1. We are also determined to make homes warmer and more _____.
2. _____ is a form of renewable energy that uses the power of moving water to generate electricity.
3. A chemical element that is a metal used in the production of nuclear power, and in nuclear weapons is _____.
4. The oil that was _____ into the sea seriously harmed a lot of birds and animals.
5. Desalination is the process by which salt is removed from seawater or brackish water. The process is carried out in _____.

The Marshmallow Test

A psychology experiment carried out with a group of pre-school children in California in 1968 led to the development of ideas that are still relevant today.

A

In 1968, Walter Mischel set a challenge for a group of children aged three to five at the nursery school his daughters attended in California. A researcher offered each of them a marshmallow and then left them alone in the room. If they could resist eating the colourful sweet until the researcher returned up to 15 minutes later, they would be given a second sweet. Some children ate the marshmallow straight away, but most would engage in unintentionally comic attempts to resist temptation. They looked all around the room to avoid seeing the sweet, covered their eyes, wiggled around in their seats or sang to themselves. They pulled funny faces, played with their hair, picked up the marshmallow and just pretended to take a bite. They sniffed it, pushed it away from them or covered it up. If two children were doing the experiment together, they engaged in a conversation about how they could work together to reach the goal of doubling their pleasure. About a third of the children, the researchers reported, managed to wait long enough to get the second treat.

B

What Mischel, a clinical psychologist, wanted was to understand how children learned to deal with temptation. Over the following years, the group of children remained friends. When Mischel chatted to his daughters about their former classmates, he began to notice an interesting pattern: the children who had exhibited the most restraint in the 'marshmallow test' were doing better in life than their peers. He decided to investigate further. For more than 40 years, Mischel followed the lives of the nursery students. His findings were extraordinary. It turns out that being able to resist a treat at the age of five is a strong predictor of success in life: you are more likely to perform well at school and develop self-confidence and less likely to become obese, develop addictions or get divorced.

C

Mischel still teaches psychology at Columbia University and has just written *The Marshmallow Test*, a book summing up half a century of research. When Mischel was young, his family was forced to move from a comfortable life in Austria to the US. They settled in Brooklyn, where they opened a bargain shopping store. Business was never good and Mischel believes that moving from 'upper middle class to extreme poverty' shaped his outlook. He is concerned with trying to reduce the impact of deprivation on an individual's life chances. The conclusion he draws from his marshmallow research is positive: some people may be naturally disciplined but the ability to resist temptation is a skill that can also be taught. Teach children self-control early and you can improve their prospects.

D

However, no single characteristic – such as self-control – can explain success or failure. Some critics have pointed out that Mischel's original subjects were themselves children of university professors and graduate students – not exactly a representative sample. Other scientists noted that variations in home environment could account for differences: stable homes and one-child families encourage self-control, whereas in less stable homes and those with many children, if you don't grab a marshmallow now there won't be any left in 15 minutes. Mischel answers these critics by noting that studies in a wide variety of schools found similar results. He acknowledges that the environment shapes our ability to resist temptation and observes that genetics plays a role too. But he still believes that the ability to resist temptation can be learnt and encouraged. I asked Mischel whether self-control comes easily to him. 'Not at all,' he said. 'I have great difficulties in waiting. It's still difficult for me to wait in a queue in the bank.'

You are going to read an article about a psychology test carried out on very young children. For questions 43–52, choose from the sections (A–D). The sections may be chosen more than once.

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

In which section does the writer mention

how a child's background can affect behaviour?

43	
----	--

that the results of Mischel's long-term research were surprising?

44	
----	--

reasons for questioning the results of the original experiment?

45	
----	--

claims that training young children to resist temptation will have long-term benefits?

46	
----	--

the proportion of very young children who were able to resist temptation?

47	
----	--

an everyday example of the need for self-control?

48	
----	--

that Mischel may have oversimplified the route to success in life?

49	
----	--

that Mischel's own life experience has influenced his work?

50	
----	--

strategies employed by participants during the test procedure?

51	
----	--

two major factors which affect everyone's ability to resist temptation?

52	
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FCE 3 – TEST 1 – LISTENING PART 2

Các con mở link nghe sau bằng máy tính: <https://tinyurl.com/8jt6be8c>

You will hear a presentation given by a university student called Megan Rowlings about a forest survival course she went on in Australia. For questions 9–18, complete the sentences with a word or short phrase.

Survival in the forest

It was Megan's (9) who told her about the survival course.

Megan particularly appreciated the course leader John's use of (10)
at stressful moments.

Megan said the assistant's knowledge of (11) was very useful during the course.

Megan was worried that her (12) would be a problem in doing some of the tasks.

John emphasised that when it comes to safety, (13) is the
most dangerous reaction.

Megan's teammates were grateful for the (14) which she'd brought with her.

Megan learned how to make a (15) from the material found in the forest.

Megan and her group were told they should only use water from
the (16) for drinking.

Megan found that making a (17) was hard for her.

Megan was surprised to find that the skill of (18) benefited her.

FCE 3 – TEST 1 – LISTENING PART 3

Các con mở link nghe sau bằng máy tính: <https://tinyurl.com/3xcam9xa>

You will hear five short extracts in which people talk about a problem they had in their first few weeks in a new job. For questions **19–23**, choose what problem (**A–H**) each speaker says they had. Use the letters only once. There are three extra letters which you do not need to use.

A I made an embarrassing comment.

B I didn't get on with my colleagues.

C I took on too much work.

D I didn't get enough support.

E I found the work too challenging.

F I was over-confident.

G I wasn't very punctual.

H I was treated unreasonably.

Speaker 1

	19
--	----

Speaker 2

	20
--	----

Speaker 3

	21
--	----

Speaker 4

	22
--	----

Speaker 5

	23
--	----

Write the missing English letters that match the given Vietnamese meanings.

1. đi sẵn (v)	→ g _____
2. được trao tặng (a)	→ a _____
3. giàu vitamin (a)	→ v _____
4. lặn bằng ống thở (n)	→ s _____
5. chiến dịch (n)	→ c _____
6. người nổi tiếng (n)	→ c _____
7. bắt đầu công việc kinh doanh	→ g _____
8. máy chơi game (n)	→ g _____
9. tiếp thị kỹ thuật số	→ d _____
10. xe đẩy tay (hàng) (n)	→ t _____
11. lối đi (n)	→ a _____
12. đa dạng	→ a _____
13. giáo dục trung học (n)	→ s _____
14. dựa theo	→ a _____
15. tỷ lệ phần trăm (n)	→ p _____
16. đặc trưng (n)	→ f _____
17. ngôn ngữ chính thức	→ o _____
18. ôn lại	→ d _____
19. minh hoạ (v)	→ i _____
20. độc lập	→ i _____
21. có nhiều khả năng làm gì hơn	→ b _____
22. bị cách ly/ cô lập	→ b _____
23. lòng trung thành với thương hiệu	→ b _____
24. quảng cáo điện tử	→ e _____
25. quảng cáo (n)	→ c _____

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