

Name: \_\_\_\_\_

Date: .../.../...

Class: S9

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## GLOBAL ENGLISH 9: UNIT 8 – THE ENVIRONMENT

### 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 vẽ nhà chép mỗi từ 1 dòng để ghi nhớ nhé.

No.	New words	Meanings	No.	New words	Meanings
1	<b>frost</b> (n)	sương giá	12	<b>depletion of</b> (n)	sự cạn kiệt
2	<b>interval</b> (n)	khoảng cách (không gian, thời gian)	13	<b>swap</b> (v)	trao đổi
3	<b>shower</b> (n)	trận mưa, tuyết	14	<b>zero-waste</b> (a)	không rác thải
4	<b>wildfire</b> (n)	đám cháy rừng	15	<b>sustainable</b> (a)	bền vững
5	<b>evaporate</b> (v)	bay hơi	16	<b>precious metal</b> (n)	kim loại quý
6	<b>moisture</b> (n)	hơi ẩm, độ ẩm	17	<b>appliance</b> (n)	thiết bị, dụng cụ
7	<b>ray</b> (n)	tia (chiếu từ Mặt trời)	18	<b>single-use plastic</b> (n)	đồ nhựa dùng 1 lần
8	<b>heatwave</b> (n)	sóng nhiệt, đợt nóng	19	<b>deodorant</b> (n)	chất khử mùi
9	<b>extreme weather</b> (n)	thời tiết khắc nghiệt	20	<b>compost</b> (v)	bón phân, trộn phân
10	<b>pass through</b> (phr.v)	băng qua, xuyên qua	21	<b>biodegradable</b> (a)	phân hủy sinh học
11	<b>greenhouse gases</b> (n)	khí nhà kính			

\***Note:** n – noun: danh từ;

a – adjective: tính từ;

v – verb: động từ;

phr.v – phrasal verb: động từ kép

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

#### B. HOMEWORK

##### I. Guess the correct words using the definitions given.

0. (a picture made by) painting on wet plaster on a wall or ceiling

→ fresco

1. a short period of rain or snow

→ \_\_\_\_\_

2. a period between two events or times

→ \_\_\_\_\_

3. a narrow line of light, heat or other energy

→ \_\_\_\_\_

4. a period of time such as a few weeks when the weather is much hotter than usual

→ \_\_\_\_\_

5. to collect and store plant material so it can decay (*phân rã*) and be added to soil to improve its quality

→ \_\_\_\_\_



## ESTABLISHING YOUR BIRTHRIGHTS

*Position in the family can play a huge role in shaping character, finds Clover Stroud*

- A** Last week I was given a potent reminder of how powerful birth order might be in determining a child's character. My son, Jimmy Joe, nine, and my daughter, Dolly, six, were re-enacting a TV talent show. Jimmy Joe elected himself judge and Dolly was a contestant. Authoritative and unyielding, he wielded a clipboard, delivering harsh criticisms that would make a real talent show judge flinch. Initially Dolly loved the attention, but she soon grew tired of his dominance, instigating a pillow fight, then a fist fight. It ended, inevitably, in tears. A visiting friend, with an older, more successful sister, declared it 'classic first child behaviour of dominance and supposed authority'. Dolly's objection to her brother's self-appointed role as leader was justified, he announced, while Jimmy Joe's superiority was characteristic of the forceful personality of firstborns. Birth order, he said, wasn't something they could just shrug off.
- B** Debate about the significance of birth order goes right to the heart of the nature versus nurture argument and is, consequently, surrounded by huge controversy. This controversy has raged since the 19th century, when Austrian psychiatrist Alfred Adler argued that birth order can define the way someone deals with life. He identified firstborns as driven and often suffering from a sense of having been 'dethroned' by a second child. Younger children, he stated, were hampered by having been more pampered than older siblings. It's a view reiterated by Professor Frank Sulloway's influential work, *Born to Rebel*. Sulloway, a leading proponent of the birth-order idea, argued it has a definitive effect on the 'Big Five' personality traits of openness, conscientiousness, extroversion, agreeableness and neuroticism.
- C** According to the birth-order theory, first children are usually well-organised high achievers. However, they can have an overdeveloped sense of entitlement and be unyielding. Second children are sometimes very competitive through rivalry with the older sibling. They're also good mediators and negotiators, keen to keep everyone happy. Middle children, tagged the 'easy' ones, have good diplomacy skills. They suffer from a tendency to feel insignificant beside other siblings and often complain of feeling invisible to their parents. Youngest children are often the most likely to rebel, feeling the need to 'prove' themselves. They're often extroverts and are sometimes accused

of being selfish. Twins inevitably find it harder to see themselves as individuals, unless their parents have worked hard to identify them as such. It's not unusual for one twin to have a slightly dominant role over the other and take the lead role.

- D** But stopping generalised labels on a child is dangerous; they change all the time, often taking turns at being the 'naughty one' or the 'diligent one'. However, as one of five children, I know how hard it is to transcend the tags you earn according to when you were born. It is unsurprising then that my eldest sister is the successful entrepreneur, and that, despite covering all the big bases of adult life like marriage, kids and property, my siblings will probably always regard me as their spoilt younger sister.
- E** 'As the oldest of three, I've found it hard not to think of my own three children as having the same personality types that the three of us had when I was growing up,' says Lisa Cannan, a teacher. 'I identify with my eldest son, who constantly takes the lead in terms of organisation and responsibility. My daughter, the middle child, is more cerebral than her brothers. She's been easier than them. She avoids confrontation, so has an easy relationship with both boys. My youngest is gorgeous but naughty. I know I'm partly to blame for this, as I forgive him things the elder two wouldn't get away with.'
- F** As a parent, it's easy to feel guilty about saddling a child with labels according to birth order, but as child psychologist Stephen Bayliss points out, these characteristics might be better attributed to parenting styles, rather than a child's character. He says that if a parent is worried about having encouraged, for example, an overdeveloped sense of dominance in an older sibling or spoiled a younger child, then it's more useful to look at ways this can be addressed than over-analysing why it happened. Bayliss is optimistic that as adults we can overcome any negative connotations around birth order. 'Look at the way you react to certain situations with your siblings. If you're unhappy about being treated as a certain type of personality, try to work out if it's a role that you've willingly accepted. If you're unhappy with the role, being dynamic about focusing on your own reactions, rather than blaming theirs, will help you overcome it. Change isn't easy but nobody need be the victim of their biography.'

### Questions 1–6

The reading passage has six paragraphs, A–F.  
Choose the correct heading for each paragraph from the list of headings below.

- i Children's views on birth order
- ii Solutions are **more important than** causes
- iii Characteristics common to all children regardless of birth order
- iv Doubts about birth-order theory but **personal** experience supporting it
- v A theory that is **still** supported
- vi Birth-order characteristics **continuing** as children get older
- vii A **typical** example of birth-order behaviour in practice
- viii Exceptions to the rule of birth order
- ix A detailed **description** of each child in families in general

- 1 Paragraph A .....
- 2 Paragraph B .....
- 3 Paragraph C .....
- 4 Paragraph D .....
- 5 Paragraph E .....
- 6 Paragraph F .....

### Questions 7–10

Look at the following statements (Questions 7–10) and the list of people below.

Match each statement with the correct person, A–D.

You may use any letter more than once.

- 7 Experience as a child can affect behaviour as a parent.
- 8 Birth order may not be the main reason why children have the personalities they have.
- 9 There is a link between birth and a group of important characteristics.
- 10 It is possible for people to stop feeling bad about how family members behave with them.

#### List of people

- A Alfred Adler
- B Professor Frank Sulloway
- C Lisa Cannan
- D Stephen Bayliss

### Questions 11–13

Complete the sentences below.

Choose **ONE WORD ONLY** from the passage for each answer.

- 11 First-born children have expectations that are too high with regard to .....
- 12 Middle children are often considered ..... by their parents.
- 13 Youngest children may be described as ..... by other people.

COMPLETE IELTS - UNIT 8 - LISTENING

Các con mở link nghe bằng máy tính nhé: <https://tinyurl.com/2p8uv7zm>

2  Now listen and answer Questions 1–10.

Questions 1–10

Complete the sentences below.

Write **NO MORE THAN TWO WORDS** for each answer.

- 1 The word jeans may have originated in a material used in clothes worn by ..... from Italy.
- 2 One difference between jean and denim material concerned the ..... used to create them.
- 3 Denim was used in the clothes worn by people whose place of work was .....
- 4 Strauss's first name was originally .....
- 5 The miners' problem concerned the ..... on their clothes.
- 6 Strauss's clothes solved the problem because they used ..... fasteners.
- 7 The label Strauss added showed his waist overalls connected to .....
- 8 In the 1930s, the clothes became more popular because people saw characters in ..... wearing them.
- 9 In the 1940s, people in other countries saw the clothes being worn by ..... from the U.S.
- 10 In the 1950s, teenagers called the clothes .....

## COMPLETE IELTS (STB) - UNIT 1 - LISTENING

Các con mở link nghe bằng máy tính nhé:

<https://tinyurl.com/y6whpf83>

3  Now listen and answer Questions 1–5.

### Questions 1–5

Complete the form below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

**International  
Social Club**

### Application form

<b>Name:</b>	Jenny Foo
<b>Age:</b>	21
<b>Nationality:</b>	1 .....
<b>Address:</b>	2 ..... Road, Bondi
<b>Mobile phone:</b>	3 .....
<b>Occupation:</b>	4 .....
<b>Free-time interests:</b>	Singing and 5 .....

Các con mở link nghe bằng máy tính nhé:

<https://tinyurl.com/2tpwxs6>

5  Now listen and answer Questions 6–10.

### Questions 6–10

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

- 6 According to Don, what might be a problem for Jenny?
- A her accent
  - B talking to her colleagues
  - C understanding local people
- 7 How many members does the club have now?
- A 30
  - B 50
  - C 80
- 8 How often does the club meet?
- A once a week
  - B once every two weeks
  - C once a month
- 9 What is the club's most frequent type of activity?
- A a talk
  - B a visit
  - C a meal
- 10 The main purpose of the club is to help members to
- A meet Australians.
  - B learn about life in Australia.
  - C enjoy themselves together.