

VOCABULARY SET 19: SCIENCE EDUCATION

Vocabulary:

1. **a wealth of sth**: rất nhiều điều gì đó
2. **brain-drain** (np): chảy máu chất xám
3. **breakthrough** (n): phát kiến, tiến bộ
4. **compel** (v): bắt buộc, thuyết phục
5. **driving force** (np): động lực thúc đẩy
6. **establish** (v): thành lập, tạo lập
7. **expert** (n/adj): chuyên gia / thành thạo
8. **framework** (n): khung, cơ cấu
9. **instil** (v): vun đắp
10. **migrate** (v) - **migration** (n): di cư
11. **offer sb sth**: đưa / trao tặng cho ai điều gì
12. **paramount** (adj): tối cao, quan trọng nhất
13. **patriotism** (n) - **patriotic** (adj): lòng yêu nước
14. **prioritise** (v) - **priority** (n): ưu tiên
15. **phenomenon** (n): hiện tượng

Exercises:

Task 1: Write sentences from given cues. Make changes to the cues when needed.

1. there / many / priority / but / reduce / budget deficit / be / paramount importance.

2. some cases / government / torture / spy / compel / them / reveal / their / secret.

3. framework / skybridge / be / approve / by / construction / committee.

4. problem / brain-drain / been / increase / with / many / academic / apply / job / abroad.

5. teacher / must / establish / rule / students / follow / while / they / in / school.

Task 2: Translate from Vietnamese to English

1. Một phần công việc của thầy cô giáo là vun đắp sự tự tin cho học trò của mình.

2. Đại bàng là biểu tượng yêu nước của nước Mỹ, hình ảnh này có thể được nhìn thấy trên đồng tiền và các con dấu của đất nước này.

3. Các nhà khoa học đang trông chờ một phát kiến trong cách chữa trị bệnh ung thư.

4. Các bác sỹ ưu tiên lên lịch mổ cho bệnh nhân dựa vào mức độ nghiêm trọng của vết thương.

5. Một điều thú vị vào những tháng lạnh giá là nhìn ngắm những đàn chim di cư về miền ấm áp.

Task 3: Fill in the blanks with suitable words/phrases

a wealth of sth	framework (n)
brain-drain (np)	instil (v)
breakthrough (n)	migrate (v) - migration (n)
compel (v)	offer sb sth
driving force (np)	paramount (adj)
establish (v)	patriotism (n) - patriotic (adj)
expert (n/adj)	prioritise (v) - priority (n)
	phenomenon (n)

Do you agree or disagree with the statement that government should invest more money in science education rather than other subjects to develop the country?

I _____ an appropriate national education 2 _____ is of 3 _____ importance to the development of any country. It is often believed that science subjects should attract more investment than other disciplines. However, I strongly disagree with this belief, because there are many subjects that are equally as important as science, or even more so.

I contend that language education plays no lesser role in developing a nation than science does. While science education is beneficial only for those with an interest in science, language education may help a nation to develop a strong labour force in almost every field. This is because language education 4 _____ to 5 _____ knowledge written in other languages, and they may become future 6 _____ in a variety of areas.

History is also more significant than science studies, in my opinion, because it may 7 _____ a sense of 8 _____ in students, and as a result they may be more willing to contribute to the country in the future. In sharp contrast to this, many developing nations have witnessed a vast number of scientists who choose to 9 _____ to more developed nations for better living and working conditions. If history had been 10 _____ as a school subject, this 11 _____ may not have occurred because these scientists would have felt more 12 _____ to remain in their homeland and contribute to society.

Finally, I would argue that the significance of the study of management and economics far outweighs that of science. In today's world, it is common practice that one country purchases technology and inventions from another. Therefore, the advantages gained through scientific 13 _____ may not be as significant for a country before they were before globalisation. By contrast, nowadays, there is an urgent need for management experts and economists, who are the 14 _____ behind economic and societal development. It is these people, not scientists, who should be prioritised in relation to investment in education.

From the issues outlined above, one may conclude that governments should not increase their spending on science education.

338 words, written by Tu Pham