Name: ……..

Class: S9

Tel: 034 200 9294

Ngày GV giao bài: Thứ …… ngày ……/…….

Ngày HS nộp bài: Thứ …… ngày ……/…….

Vocabulary & Grammar: …….

Reading: ……

Listening: ……

Mini Test: ……

GLOBAL ENGLISH 9

UNIT 4 – SCIENCE – VOCABULARY 1 & IELTS SPEAKING

Lưu ý: *Các từ vựng mở rộng thầy cô cho ghi trong vở (nếu có) và các từ vựng mở rộng trong phiếu đề có chú thích nghĩa: Con về nhà chép mỗi từ 1 dòng để ghi nhớ nhé.*

A. VOCABULARY

- DNA and Genetics (DNA và di truyền học)

No.	New words	Meanings	No.	New words	Meanings
1	**colour-blind** (adj)	mù màu	12	**sanitation** (n)	hệ thống vệ sinh
2	**receptor** (n)	(tế bào) thụ thể	13	**antibiotic** (n)	thuốc kháng sinh
3	**retina** (n)	võng mạc	14	**quarantine** (n)	sự cách ly
4	**shade** (of colour) (n)	sắc thái (của màu sắc)	15	**vaccination** (n)	tiêm chủng
5	**analyse** (v)	phân tích	16	**eradicate** (v)	loại bỏ, triệt tiêu
6	**perceive** (v)	nhận thức	17	**cholera** (n)	bệnh tả
7	**interpret** (v)	giải nghĩa, hiểu	18	**genetics** (n)	di truyền học
8	**detect** (v)	nhận thấy, phát hiện	19	**fingerprint** (n)	dấu vân tay
9	**infection** (n)	sự lây nhiễm, bệnh truyền nhiễm	20	**human genome** (n)	bộ gen người
10	**plague** (n)	bệnh dịch	21	**stay away** (phr.v)	tránh xa
11	**smallpox** (n)	bệnh đậu mùa	22	**predator** (n)	động vật ăn thịt

- Sights and Colour (Cảnh quan và màu sắc)

No.	New words	Meanings	No.	New words	Meanings
1	**pale** (adj)	(màu) sáng, nhiều màu trắng	3	**greyish-white** (adj)	màu trắng xám
2	**yellowish-brown** (adj)	màu nâu vàng	4	**reddish-brown** (adj)	màu nâu đỏ

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

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

B. HOMEWORK

I. Circle the correct answer.

0. We compared our product with the leading _____.

(A) brands *B. comp* *C. butler*

1. People who are _____ detect fewer colours as one type of receptor is not working properly.

A. eradicated B. colour-blind C. antibiotic

2. During the 17th century, _____ was beginning to be used: people had to stay inside their houses for 40 days if a member of the household had the disease.

A. vaccination B. infection C. quarantine

LIVEWORKSHEETS

3. Between 1817 and 1917, _____ epidemics killed around 38 million people.

A. cholera B. yellowish-brown C. pale

4. In 1980, the World Health Organization declared that the disease had been _____.

A. vaccination B. genome C. eradicated

5. The invention has been adopted by farmers to protect their animals from _____ such as cheetahs and leopards as well as lions.

A. predators B. genetics C. receptors

II. Match the definition with the suitable word.

A	B
0. genetics	a. the mark made by a person's fingertips which has a unique pattern of lines
1. smallpox	***b. the study of genes and inherited characteristics***
2. fingerprint	c. the complete set of DNA for a human, including all of its genes
3. human genome	d. the system used to keep healthy standards in a place where people live, esp. by removing waste products and garbage safely
4. antibiotic	e. an extremely infectious disease that causes a fever, spots on the skin, and often death
5. sanitation	f. a medicine or chemical that can destroy harmful bacteria in the body or limit their growth

0- b	1-	2-	3-	4-	5-

III. Complete the sentences using the correct PARTICIPLE ADJECTIVE form (-ED or -ING).

0. The movie was so ***___boring___*** *(**bore**) that I fell asleep.*

1. The speech he gave at the conference was incredibly _____ **(inspire)**, and the audience couldn't stop clapping.

2. She felt deeply _____ **(frustrate)** after attempting the puzzle several times without success.

3. The book was _____ **(interest)**, offering unique insights into ancient civilizations that left readers stunned.

4. He was completely _____ **(exhaust)** after climbing the mountain for eight hours in the burning heat.

5. The _____ **(terrify)** sound of thunder made everyone in the house jump out of their seats.

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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 khoá chính trong bài đọc.

Why don't babies talk like adults?

Kids go from 'goo-goo' to talkative one step at a time

by Joshua Hartshorne

A recent e-trade advertisement shows a baby speaking directly to the camera: 'Look at this,' he says, 'I'm a free man. I go anywhere I want now.' He describes his stock-buying activities, and then his phone rings. This advertisement proves what comedians have known for years: few things are as funny as a baby who talks like an adult. But it also raises an important question: Why don't young children express themselves clearly like adults?

Many people assume children learn to talk by copying what they hear. In other words, they listen to the words adults use and the situations in which they use them and imitate accordingly. Behaviourism, the scientific approach that dominated American cognitive science for the first half of the 20th century, made exactly this argument.

However, this 'copycat' theory can't explain why toddlers aren't as conversational as adults. After all, you never hear literate adults express themselves in one-word sentences like 'bottle' or 'doggie'. In fact, it's easy for scientists to show that a copycat theory of language acquisition can't explain children's first words. What is hard for them to do is to explain these first words, and how they fit into the language acquisition pattern.

Over the past half-century, scientists have settled on two reasonable possibilities. The first of these is called the 'mental-developmental hypothesis'. It states that one-year-olds speak in baby talk because their immature brains can't handle adult speech. Children don't learn to walk until their bodies are ready. Likewise, they don't speak multi-word sentences or use word endings and function words ('Mummy opened the boxes') before their brains are ready.

The second is called the 'stages-of-language hypothesis', which states that the stages of progress in child speech are necessary stages in language development. A basketball player can't perfect his or her jump shot before learning to (1) jump and (2) shoot. Similarly, children learn to multiply after they have learned to add. This is the order in which children are taught – not the reverse. There's evidence, for instance, that children don't usually begin speaking in two-word sentences until they've learned a certain number of single words. In other words, until they've crossed that linguistic threshold, the word-combination process doesn't get going.

The difference between these theories is this: under the mental-development hypothesis, language learning should depend on the child's age and level of mental development when he or she starts learning a language. Under the stages-of-language hypothesis, however, it shouldn't depend on such patterns, but only on the completion of previous stages.

In 2007, researchers at Harvard University, who were studying the two theories, found a clever way to test them. More than 20,000 internationally adopted children enter the US each year. Many of them no longer hear their birth language after they arrive, and they must learn English more or less the same way infants do – that is, by listening and by trial and error. International adoptees don't take classes or use a dictionary when they are learning their new tongue and most of them don't have a well-developed first language. All of these factors make them an ideal population in which to test these competing hypotheses about how language is learned.

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Neuroscientists Jesse Snedeker, Joy Geren and Carissa Shafto studied the language development of 27 children adopted from China between the ages of two and five years. These children began learning English at an older age than US natives and had more mature brains with which to tackle the task. Even so, just as with American-born infants, their first English sentences consisted of single words and were largely bereft of function words, word endings and verbs. The adoptees then went through the same stages as typical American-born children, albeit at a faster clip. The adoptees and native children started combining words in sentences when their vocabulary reached the same sizes, further suggesting that what matters is not how old you are or how mature your brain is, but the number of words you know.

This finding – that having more mature brains did not help the adoptees avoid the toddler-talk stage – suggests that babies speak in babytalk not because they have baby brains, but because they have only just started learning and need time to gain enough vocabulary to be able to expand their conversations. Before long, the one-word stage will give way to the two-word stage and so on. Learning how to chat like an adult is a gradual process.

But this potential answer also raises an even older and more difficult question. Adult immigrants who learn a second language rarely achieve the same proficiency in a foreign language as the average child raised as a native speaker. Researchers have long suspected there is a 'critical period' for language development, after which it cannot proceed with full success to fluency. Yet we still do not understand this critical period or know why it ends.

Questions 10–14

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

10 What is the writer's main purpose in the seventh paragraph?
- **A** to give reasons why adopted children were used in the study
- **B** to reject the view that adopted children need two languages
- **C** to argue that culture affects the way children learn a language
- **D** to justify a particular approach to language learning

11 Snedeker, Geren and Shafto based their study on children who
- **A** were finding it difficult to learn English.
- **B** had come from a number of language backgrounds.
- **C** were learning English at a later age than US children.
- **D** had taken English lessons in China.

12 What aspect of the adopted children's language development differed from that of US-born children?
- **A** their first words
- **B** the way they learnt English
- **C** the rate at which they acquired language
- **D** the point at which they started producing sentences

13 What did the Harvard finding show?
- **A** Not all toddlers use babytalk.
- **B** Language learning takes place in ordered steps.
- **C** Some children need more conversation than others.
- **D** Not all brains work in the same way.

14 When the writer says 'critical period', he means a period when
- **A** studies produce useful results.
- **B** adults need to be taught like children.
- **C** immigrants want to learn another language.
- **D** language learning takes place effectively.

LIVEWORKSHEETS

Con hãy làm bài nghe theo link sau:
https://youtu.be/3iI1tAyX_t0

Test 2 Exam practice Listening • Part 3

1 Read the exam instructions and sentences A–H.

1 What is the topic?

2 What information do you need to listen for?

Tip! Remember that three of sentences A–H aren't needed.

2 40 Follow the exam instructions, using the advice to help you.

Tip! Don't worry about understanding every word. It isn't necessary.

You will hear five short extracts in which people are talking about their experiences of doing part-time courses. For questions **19–23**, choose from the list (**A–H**) how each speaker says they benefited from doing a part-time course. Use each letter only once. There are three extra letters which you do not need to use.

A It helped me get promoted at work.

B It made me reconsider my priorities in life.

C It gave me a way to fill my time.

D It introduced me to like-minded people.

E It enabled me to relax after work.

F It allowed me to use my creativity.

G It provided the chance to gain a new qualification.

H It encouraged me to consider taking further courses.

Speaker 1 [ ] 19

Speaker 2 [ ] 20

Speaker 3 [ ] 21

Speaker 4 [ ] 22

Speaker 5 [ ] 23

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