# TIÉNGANH



## BỘ GIÁO DỤC VÀ ĐÀO TẠO

HOÀNG VĂN VÂN (Tổng Chủ biên kiêm Chủ biên) HOÀNG THỊ XUÂN HOA – ĐÀO NGỌC LỘC – VŨ THỊ LỢI ĐỖ TUẤN MINH – NGUYỄN QUỐC TUẤN

## TIẾNG ANH

(Tái bản lần thứ tư)

11



Chịu trách nhiệm xuất bản: Chủ tịch HĐQT kiểm Tổng Giám đốc NGÔ TRẦN ÁI

Phó Tổng Giám đốc kiệm Tổng biên tập NGUYỄN QUÝ THAO

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Trình bày bìa và minh hoạ: NGUYỄN BÍCH LA

Sửa bản in: TRẦN THU HÀ

 $\it Ch\'e$  bản : CÔNG TY CỔ PHẦN MĨ THUẬT VÀ TRUYỀN THÔNG

Bản quyền thuộc Nhà xuất bản Giáo dục Việt Nam - Bộ Giáo dục và Đào tạo

## **TIẾNG ANH 11**

Mã số: CH120T1

Số xuất bản: 01-2011/CXB/152-1235/GD

In 100.000 bản (ST), khổ 17 x 24cm, tại Công ty TNHH một thành viên In & Văn hóa phẩm. In xong và nộp lưu chiếu tháng 1 năm 2011.



**TIẾNG ANH 11** được biên soạn dựa theo chương trình chuẩn tiếng Anh Trung học phổ thông của Bộ Giáo dục và Đào tạo, tiếp theo Tiếng Anh 10.

**TIẾNG ANH 11** được biên soạn theo chủ điểm (*theme-based*) gồm 16 đơn vị bài học và 6 bài ôn tập. Mỗi đơn vị bài học ứng với một chủ đề cụ thể và gồm các mục sau:

A. READING: Gồm một hoặc một số đoạn văn có độ dài khoảng 240 – 270 từ, nhằm giúp học sinh làm quen với chủ đề của đơn vị bài học, cung cấp thông tin và ngữ liệu cho toàn đơn vị bài học và phát triển các kĩ năng đọc hiểu cho các em.

- **B. SPEAKING:** Gồm các hoạt động luyện kĩ năng nói theo các chức năng ngôn ngữ và theo chủ đề của đơn vị bài học, được trình bày qua các hoạt động giao tiếp như thực hành nói theo cặp, thảo luận theo nhóm và nói cá nhân.
- C. LISTENING: Gồm các đoạn văn hay các đoạn thoại liên quan đến chủ để bài học. Mục đích của mục này là nhằm rèn luyện các kĩ năng nghe hiểu của học sinh, củng cố và chỉnh sửa lại những sai lệch trong phát âm và trong các cấu trúc ngôn ngữ của học sinh.
- **D. WRITING:** Gồm các nhiệm vụ hay các hoạt động nhằm phát triển kĩ năng viết của học sinh theo các thể loại văn bản khác nhau như viết thư cá nhân, thư mời, miêu tả thông tin trong biểu bảng, v.v...

E. LANGUAGE FOCUS: Gồm hai mục chính, Pronunciation và Grammar and vocabulary. Pronunciation nhằm rèn luyện cách phát âm các cặp hay các chùm phụ âm có trong từ và trong phát ngôn được cho là khó đối với học sinh. Grammar and vocabulary đề cập đến những vấn đề từ vựng và ngữ pháp được cho là trọng tâm của đơn vị bài học và của toàn bộ chương trình tiếng Anh lớp 11. Những nội dung này được trình bày dưới hình thức bài tập hay hoạt động giao tiếp để học sinh thực hành.

Sáu bài ôn tập được trình bày dưới hình thức **TEST YOURSELF** và được thực hiện sau mỗi chủ đề lớn được quy định trong chương trình chuẩn của Bộ Giáo dục và Đào tạo. Các **TEST YOURSELF** được thiết kế để giúp học sinh tự kiểm tra khả năng và sự hiểu biết của mình sau khi các em đã học xong từ hai đến ba đơn vị bài học (nghĩa là sau từ 10 đến 15 tiết học). Điểm số của mỗi phần trong một **TEST YOURSELF** được tính như sau:

Listening : 2,5 điểm

Reading 2,5 điểm

Writing : 2,5 điểm

Language Focus : 2,5 điểm

Cuối sách là danh mục từ vựng được liệt kê theo từng đơn vị bài học có phiên âm và giải nghĩa tiếng Việt tương đương. Phần phiên âm được dựa theo hệ thống các kí hiệu phiên âm của từ điển *Oxford Advanced Learner's Dictionary*, in lần thứ 7, NXB Oxford.

Tập thể các tác giả hi vọng **TIẾNG ANH 11** sẽ mang lại nhiều bổ ích cho các em học sinh. Chúc các em thành công!

CÁC TÁC GIẢ



Tower Bridge



Buckingham Palace

0.		Reading	Speaking
BOOK MA	Unit 1 FRIENDSHIP Page 12	<ul> <li>Guessing meaning in context</li> <li>Identifying main idea</li> <li>Passage comprehension</li> </ul>	<ul> <li>Describing physical characteristics</li> <li>Discussing personalities</li> <li>Role-playing: Talking about a famous friend</li> </ul>
K MAP 1	Unit 2 PERSONAL EXPERIENCES  Page 22	<ul> <li>Guessing meaning in context</li> <li>Understanding the sequence of events in a story</li> <li>Passage comprehension</li> </ul>	Talking about past     experiences and how they     affected one's life
8 O O	Unit 3 A PARTY  Page 32	<ul> <li>Scanning for specific information</li> <li>Identifying and correcting false information</li> </ul>	Talking about parties and how to plan parties
OOK MAP	Unit 4 VOLUNTEER WORK Page 46	<ul> <li>Word formation</li> <li>Extensive reading:         multiple-choice questions</li> <li>Passage comprehension</li> </ul>	<ul> <li>Identifying types of volunteer work</li> <li>Asking and answering questions about volunteer work</li> <li>Talking about volunteer work</li> </ul>
AP & B	Unit 5 ILLITERACY Page 56	<ul><li>Dictionary skills</li><li>Identifying main idea</li><li>Passage comprehension</li></ul>	Talking about literacy problems and offering solutions
) K Nr	Unit 6 COMPETITIONS	Word meaning in context     Passage comprehension	Asking for and giving information about types of competitions
B 0 0	Page 66	<ul> <li>Scanning for specific information</li> </ul>	Talking about a competition or contest

Listening	Writing	Language Focus
Monologue:  • Deciding on True or False statements • Listening and taking notes	Writing about a friend	<ul> <li>Pronunciation: /dʒ//tʃ/</li> <li>Grammar: - Infinitive with to - Infinitive without to</li> </ul>
Dialogue:  • Deciding on True or False statements • Gap-filling	Writing a personal letter to describe a past experience	<ul> <li>Pronunciation:         /m/ /n/ /ŋ/</li> <li>Grammar:         <ul> <li>Present simple indicating past time</li> <li>Tense revision: past simple, past progressive and past perfect</li> </ul> </li> </ul>
Monologue:  • Deciding on True or False statements  • Comprehension questions	Writing an informal letter of invitation	<ul> <li>Pronunciation: /l//r//h/</li> <li>Grammar: - Infinitive and gerund</li> <li>Passive infinitive and gerund</li> </ul>
Monologue:      Gap-filling     Comprehension questions	<ul> <li>Writing a formal letter expressing gratitude</li> </ul>	<ul> <li>Pronunciation:         - /w/ /j/</li> <li>Grammar:         - Gerund and present participle</li> <li>Perfect gerund and perfect participle</li> </ul>
Monologue:  • Extensive listening: multiple-choice questions • Comprehension questions	Describing information in a table	<ul> <li>Pronunciation: /pl//bl//pr//br/</li> <li>Grammar: - Reported speech with infinitive(s)</li> </ul>
Monologue:  • Deciding on True or False statements • Comprehension questions	Writing a letter of reply	<ul> <li>Pronunciation:         /tr//dr//tw/</li> <li>Grammar:         <ul> <li>Reported speech with gerund</li> </ul> </li> </ul>

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A		Reading	Speaking
Ξ	Unit 7	Guessing meaning in	Identifying causes to
	WORLD	context	population explosion • Identifying problems
0	POPULATION	Passage comprehension	facing overpopulated
0			ountries Working out solutions to
00			problems of overpopulated
			countries Talking about problems of
1GF	Page 80		overpopulation and
0.			offering solutions
4	Unit 8	Dictionary skills	Talking about the celebration of Tet and
$\Xi$	CELEBRATIONS	• Deciding on True or False	other festivals' activities
$\times$		statements	
0		Passage comprehension	
8 0	Page 90		
julia?	Unit 9	Word meaning: antonyms	Making requests
0	THE POST	Passage comprehension	Talking about different
	OFFICE		postal and
A P	OFFICE	• Scanning for specific information	telecommunication
Ξ		momunon	services
$_{\times}$	Page 100		
0	Unit 10	• Guessing meaning in	Talking about nature in
0	NATURE IN	context	danger
00	DANGER	Identifying main idea	Talking about measures for protecting endangered
32	Page 114	Passage comprehension	nature endangered
	Page 114		
A P	Unit 11	• Identifying meaning in	Talking about advantages
Ξ	SOURCES OF	context	and disadvantages of energy sources
×	ENERGY	• Scanning for information	onorgy sources
0		Passage comprehension     Gen filling	
0	D 124	Gap-filling	
222	Page 124		

Listening	Writing	Language Focus
<ul> <li>Monologue:</li> <li>Extensive listening: multiple-choice questions</li> <li>Comprehension questions</li> <li>Summarizing main ideas</li> </ul>	• Interpreting statistics on population from a chart	<ul> <li>Pronunciation: /kl//gl//kr//gr//kw/</li> <li>Grammar: <ul> <li>Conditional types 1 and 2</li> <li>Conditional type 3</li> <li>Conditional in reported speech</li> </ul> </li> </ul>
Dialogue:  • Selective listening  • Comprehension questions	<ul> <li>Describing a celebration's activities</li> </ul>	<ul> <li>Pronunciation:          f1   fr   θr </li> <li>Grammar and vocabulary:         <ul> <li>Pronouns one(s), someone, anyone, no one, everyone</li> <li>Vocabulary: words describing celebrations</li> </ul> </li> </ul>
Monologue:  • Extensive listening: multiple-choice questions  • Comprehension questions	<ul> <li>Writing a formal letter to express satisfaction or dissatisfaction</li> </ul>	<ul> <li>Pronunciation:         /sp//st//sk/</li> <li>Grammar:         <ul> <li>Defining relative clauses (revision)</li> <li>Non-defining relative clauses (revision)</li> </ul> </li> </ul>
Monologue:  • Deciding on True or False statements  • Comprehension questions	Describing a location	<ul> <li>Pronunciation: /sl//sm//sn//sw/</li> <li>Grammar: <ul> <li>Relative pronouns with prepositions</li> </ul> </li> </ul>
Monologue:  • Extensive listening: multiple-choice questions • Gap-filling	Describing information from a chart	<ul> <li>Pronunciation:</li></ul>

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۵	NAME OF THE PERSON NAMED O	Reading	Speaking
BOOK MA	Unit 12 THE ASIAN GAMES Page 136	<ul> <li>Guessing meaning in context</li> <li>Scanning for specific information</li> <li>Passage comprehension</li> </ul>	<ul> <li>Asking for and giving information about the Asian Games</li> <li>Talking about sports results</li> </ul>
OOK MAP	Unit 13 HOBBIES Page 146	<ul> <li>Dictionary skills:         explaining meaning in         context</li> <li>Passage comprehension</li> </ul>	<ul><li>Talking about a hobby</li><li>Talking about collections</li></ul>
MAP ® B	Unit 14 RECREATION Page 154	<ul> <li>Guessing meaning in context: multiple-choice</li> <li>Passage comprehension</li> </ul>	Expressing agreements and disagreements about entertainment activities and stating the reasons
P @ B00K	Unit 15 SPACE CONQUEST  Page 166	<ul> <li>Identifying main ideas: matching</li> <li>Passage comprehension</li> <li>Summarizing skills</li> </ul>	<ul> <li>Asking and answering questions on given information</li> <li>Talking about historical events in the space conquest</li> </ul>
800K MA	Unit 16 THE WONDERS OF THE WORLD Page 178	<ul> <li>Guessing meaning in context</li> <li>Passage comprehension</li> <li>Scanning for specific information</li> </ul>	<ul> <li>Distinguishing facts and opinions</li> <li>Using facts and opinions to talk about features of man-made places</li> </ul>

Listening	Writing	Language Focus
<ul> <li>Monologue:</li> <li>Extensive listening: multiple-choice questions</li> <li>Comprehension questions</li> </ul>	Describing the preparations for the coming Asian Games	<ul> <li>Pronunciation:         /str//skr//skw/</li> <li>Grammar:         <ul> <li>Relative clauses (revision)</li> <li>Omission of relative pronouns</li> </ul> </li> </ul>
<ul><li>Monologue:</li><li>Deciding on True or False statements</li><li>Gap-filling</li></ul>	Writing about a collection	<ul> <li>Pronunciation: /pt//bd//ps//bz/</li> <li>Grammar: Cleft sentences</li> <li>Subject focus</li> <li>Object focus</li> <li>Adverbial focus</li> </ul>
Monologue:  • Deciding on True or False statements  • Comprehension questions	Describing a camping holiday	<ul> <li>Pronunciation: /ts//dz//tst//d3d/</li> <li>Grammar: - Conjunctions: both and, not only but also, either or, neither nor</li> <li>Cleft sentences in the passive</li> </ul>
<ul> <li>Monologue:</li> <li>Deciding on True or False statements</li> <li>Comprehension questions</li> </ul>	Writing a     biography	<ul> <li>Pronunciation: /nt//nd//nθ//ns//nz/</li> <li>Grammar and vocabulary: - Could /be able to - Tag questions</li> </ul>
<ul><li> Gap-filling</li><li> Comprehension questions</li></ul>	Writing a report on a man-made place	<ul> <li>Pronunciation: /ft//vd//fs//vz/</li> <li>Grammar: - It is said that People say that</li> </ul>

# Unit 1

## **FRIENDSHIP**

## A. READING

Before you read



Work in pairs. Practise reciting the poem on the next page and discuss the question: "What do you think of the friend in the poem?"

You've got a friend!

When you're down and troubled
And you need a helping hand,
And nothing, no, nothing's going right
Close your eyes and think of me
And soon I will be there
To brighten up even your darkest night;
You just call out my name
And you know, wherever I am,
I'll come running, to see you again
Winter, Spring, Summer or Fall,
All you've got to do is call,
And I'll be there, yes I will,
You've got a friend!

## While you read

Read the passage and then do the tasks that follow.

Everyone has a number of acquaintances, but no one has many friends, for true friendship is not common, and there are many people who seem to be incapable of it. For a friendship to be close and lasting, both the friends must have some very special qualities.

The first quality is unselfishness. A person who is concerned only with his own interests and feelings cannot be a true friend. Friendship is a two-sided affair; it lives by give-and-take, and no friendship can last long which is all give on one side and all take on the other.

Constancy is the second quality. Some people do not seem to be constant. They take up an interest with enthusiasm, but they are soon tired of it and feel the attraction of some new object. Such changeable and uncertain people are incapable of a lifelong friendship.

Loyalty is the third quality. Two friends must be loyal to each other, and they must know each other so well that there can be no suspicions between them. We do not think much of people who readily believe rumours and gossip about their friends. Those who are easily influenced by rumours can never be good friends.

Trust is perhaps the fourth quality. There must be mutual trust between friends, so that each can feel safe when telling the other his or her secrets. There are people who cannot keep a secret, either of their own or of others'. Such people will never keep a friend long.

Lastly, there must be a perfect sympathy between friends - sympathy with each other's aims, likes, joys, sorrows, pursuits and pleasures. Where such mutual sympathy does not exist, friendship is impossible.

Task 1. Fill each blank with a suitable word/phrase.

			give-and-tak friend	
1.	Good friendship	should be b	ased on	understanding.
2.	The children sthemselves.	seem to be		working quietly by
3.	He is a(n) thinking of his		man. He always	helps people without
4.	A(n)relationship.			oly knows, and a(n) one has a deeper
5.	You can't alwa	ys insist on y 	our own way –	there has to be some
6.	Despite many working princip		nis life, he remai	ined his
7.	He started to go been to Britain			old him that she had

- Task 2. Which of the choices A, B, C, or D most adequately sums up the ideas of the whole passage?
  - A. A friend in need is a friend indeed
  - B. Conditions of true friendship
  - C. Features of a good friend
  - D. Friends and acquaintances

## Task 3. Answer the questions.

- 1. What is the first quality for true friendship and what does it tell you?
- 2. Why are changeable and uncertain people incapable of true friendship?
- 3. What is the third quality for true friendship and what does it tell you?
- 4. Why must there be a mutual trust between friends?
- 5. Why can't people who talk too much keep a friend long?
- 6. What is the last quality for true friendship and what does it tell you?

## After you read

Work in pairs. Discuss the question: "Why do we need to have friends?" Then report the results of your discussion to the class.

## B. SPEAKING

Task 1. Work in pairs. Look at the people below and describe their physical characteristics.



## Useful language:

height tall, medium, short,...

face square, large, oval,...

forehead broad, high...

nose straight, crooked,...

hair black, grey,...

appearance handsome, beautiful, good-looking,...

## Example:

A: Can you describe the man in the picture?

B: The man is tall. He has got a square face, a crooked nose...

Task 2. Work in groups. Discuss and number the following personalities in order of importance in friendship. Report your results to the class.

caring sincere helpful

hospitable generous understanding

modest honest pleasant

Task 3. Role-play: Talk about a famous friend.

Journalist	Interviewee
You are interviewing the interviewee about a friend of his or hers who has just won the first international prize in Mathematics.	You have a friend whom you admire greatly. She/He has just won the first international prize in Mathematics. You are being interviewed by a journalist about him or her.

Before you start, agree upon the basic profile of the friend. Use the following suggestions to ask and answer questions:

- his/her name
- date of birth
- his/her physical characteristics on Maths every day
- his/her hobbies
- his/her personalities

- why he/she is interested in Maths
- how much time he/she spends
- what makes him/her a good friend
- what made him/her successful
- what he/she does in his/her free time

## Useful language:

His or her personalities:

friendly, humorous, quick-witted, good-natured, helpful, honest, pleasant, caring

How he or she won the prize:

studious, intelligent, keenly interested in Mathematics, eager to learn, patient, calm

## C. LISTENING

## Before you listen

- Work in pairs. Ask and answer the following questions.
- 1. Who is your best friend?
- 2. How did you happen to meet him or her?
- 3. How long have you known each other?
- 4. What qualities do you admire in your best friend?
- Listen and repeat.

apartment building guitarist motorbike sense of humour favourite around

## While you listen

You will hear Lan and Long talk about their best friends. Listen to their talks and then do the tasks that follow.

B	Task 1. Listen and decide whether the statements are true (T) or fa	lse (F).
	Lan's Talk	I F
	1. Ha and Lan shared an apartment in Nguyen Cong Tru Residential Area in Hanoi.	
	2. Lan thinks that Haiphong people are unfriendly.	
	3. Lan spent two days in Do Son.	
	4. Ha took Lan to Do Son on her motorbike.	
	5. Ha introduced Lan to a number of her friends there.	
	6. Ha and Lan have become friends since Lan's trip to Do Son.	
	Long's Talk	
	1. Minh and Long have been friends since school.	
	2. Long was a guitarist.	
	3. Long loves Minh's sense of humour.	
	4. They have a lot of things in common.	
	5. Minh always helped Long out of difficulties.	

Task 2. Listen again and note down the ideas in the table below.

	How and where they met	What they like about their friends
Lan		
Long		

## After you listen

Work in pairs. Take turns to talk about how Ha has been Lan's best friend and how Minh has been Long's best friend.

## D. WRITING

Write about a friend, real or imaginary, following these guidelines.

- give your friend's name, age, sex and home address, when and where you met him or her
- describe his/her physical characteristics (height, hair, eyes, face, clothes,...) and his/her personalities (helpful, sincere,...)
- say what you like about him or her

## E. LANGUAGE FOCUS

• Pronunciation: / d3 / - / ts /

• Grammar:

1. Infinitive with to

2. Infinitive without to

## Pronunciation

• Listen and repeat.

/ d	13 /	/ t <u>S</u>	/
jam	dangerous	children	mutual
joke	passenger	changeable	church
January	village	cheese	which

- Practise reading aloud these sentences.
- 1. Just outside the village, there's a bridge.
- 2. Jane always enjoys George's jokes.
- 3. Two jeeps went over the edge of the bridge.
- 4. Which picture do you think the child wants to change?
- 5. Mix the mushrooms, chilli and cheese.
- 6. Do you like French salad and fish and chips?

## Grammar

Exercise 1. Put the words in the correct order to make sentences, writing the main verb in the present simple and making the other an infinitive with to.

## Examples:

_	train catch she a have
	She has a train to catch.

lot of a housework there be do
 There is a lot of housework to do.

1.	who something eat want?
2.	letters I write some have.
3.	delighted hear I be the news.
4.	my shopping some mother do have.
5.	always much talk have you too about.
6.	lovely see it again you be.
7.	out cold it go too be.
8.	passed exams know happy I be that you have the.

## Exercise 2. Rewrite the sentences, using the words given in brackets. Examples: - They arrived home late. (He saw) He saw them arrive home late. - She didn't want to stay there for the weekend. (They made her) They made her stay there for the weekend. 1. They got out of the car. (The police watched) 2. They allowed him to write a letter to his wife. (They let) 3. They talked in the next room. (I heard) 4. The customs officer told him to open the briefcase. (The customs officer made) 5. The cat jumped through the window. (The boy saw) 6. Maybe the company will ask him to pay some extra money. (Do you think the company will make) 7. The animal moved towards me, I felt it. (I felt) 8. She wants to go for a picnic. (Do you think her parents will let)

# Unit 2 PERSONAL EXPERIENCES



## A. READING

## Before you read

Work in pairs. Look at the pictures below and guess what is happening in each of them.



## While you read

Read the story and then do the tasks that follow.

## MY MOST EMBARRASSING EXPERIENCE

My most embarrassing experience happened a few years ago, when I was a grade 9 student. In those days, my biggest dream was a red hat – a floppy cotton hat like the one my pop star idol wore in her video clip. I thought I would look great in it.

My father knew this, so on my birthday he gave me some money so that I could buy the hat for myself. I was extremely excited and decided to go to the shop at once. I got on the bus and sat down next to a schoolboy about my age. The boy glanced at me and turned away. There was a sneaky look on his face, but I didn't think much about it. I was busy imagining how I would look in the hat. After a while, I turned round and noticed that the boy's schoolbag was open. Inside it, I saw a wad of dollar notes exactly like the ones my father had given me. I quickly looked into my own bag – the notes had gone! I was sure that the boy was a thief. He had stolen my money. I didn't want to make a fuss, so I decided just to take my money back from the schoolboy's bag, without saying a word about it. So I carefully put my hand into the boy's bag, took the notes and put them in my own bag.

With the money I bought the pretty hat of my dreams. When I got home, I showed it to my father.

"How did you pay for it?" he asked.

"With the money you gave me for my birthday, of course, Dad," I replied.

"Oh? What's that then?" he asked, as he pointed to a wad of dollar notes on the table.

Can you imagine how I felt then?

Task 1. The words/phrases in the box all appear in the passage. Use them to fill the blanks in the sentences.

making a fuss sneaky glanced embarrassing idols
 The girl was so shy that she didn't look at him in the face. She just \_\_\_\_\_ at him and looked away.
 She complains noisily about anything she doesn't like. She is the type of person who is always \_\_\_\_\_.
 She was in a very situation. She felt so stupid and didn't

- know what to say.4. Teenagers nowadays often have their own \_\_\_\_\_ who they really love and imitate in different ways.
- 5. I don't like the look of that man. There is something \_\_\_\_\_ about him.
- Task 2. Work in pairs. Put the pictures of the events (on page 22) in the order they happened in the story.
  - 1. Picture ...
- 2. Picture ...
- 3. Picture ...

- 4. Picture ...
- 5. Picture ...
- 6. Picture ...

## Task 3. Answer the questions.

- 1. What did the girl wish to have when she was in grade 9?
- 2. Why did her father give her some money on her birthday?
- 3. What did she see in the boy's bag?
- 4. Why did she decide to take the money from the boy's bag without saying anything about it?
- 5. What did she do with the money?

## After you read

Work in groups. Discuss the question: What do you think the girl had to do after she discovered that the money she had taken from the boy's bag was not hers?

## B. SPEAKING

Task 1. Work in pairs. Match the things you might have done or experienced in box A with how the experience might have affected you in box B.

Example: I - d

В
<ul> <li>a. makes you love your country more</li> <li>b. teaches you a lesson and makes you study harder</li> <li>c. makes you appreciate your health more</li> <li>d. makes you more interested in learning English</li> <li>e. changes your attitude to pop stars</li> </ul>

Task 2. Work in pairs. A student is talking to her friend about one of her past experiences and how it affected her. The lines in their conversation are jumbled. Put them in the correct order, then practise the dialogue.



- □ a) I was walking along Trang Tien Street when an English girl came up to me and asked me the way to Hoan Kiem Lake. I told her, then we started talking about the lake.
- □ b) Have you ever spoken English to a native speaker?
- $\Box$  c) How did the experience affect you?
- 2 d) Yes. I talked to an English girl last summer.
- $\Box$  e) What did you talk about?
- ☐ f) Well, it made me more interested in learning English.
- $\square$  g) Everything about the lake: its name, the great turtles in it, etc.
- □ h) How did you meet her?

Task 3. Work in pairs. Underline the structures used to talk about past experiences in the dialogue in Task 2, then use the structures and the ideas in Task 1 to make similar dialogues.

## Useful structures:

- Have you ever ...?
- How did it happen?
- When did it happen?
- How did the experience affect you?

## C. LISTENING

## Before you listen

Work in groups. Look at the picture and say what is happening in it.



• Listen and repeat.

memorable	scream	gas stove	escape
terrified	replaced	unforgettable	protected

## While you listen

Task 1. Christina is being interviewed about the most unforgettable experience in her life. Listen to the interview, and then decide whether the statements are true (T) or false (F).

	TF
1. Christina is a businesswoman.	
2. The fire happened three years ago.	
3. The fire started in the bedroom.	
4. When the fire started, Christina was reading a book.	
5. Her mother came and rescued her.	

Task 2. Listen to the second part of the dialogue and fill in the gaps in the summary of Christina's story below.

Although I lost many things in the fire, the experience helped me to
grow up. Before the fire, I was selfish. I always complained to my
mother about how (1) my room was or how few clothes I
had. Then the fire came and destroyed (2) we owned. But
slowly I began to realise that I didn't really need those things. I just
needed my (3) After all, you can get new clothes any
time, but a family can never be (4) The fire (5)
many things from me, but it gave me something, too. It taught me
to (6) my family more than things.

## After you listen

Christina says that family is more important than things. Do you agree or disagree with her? Why? Exchange your ideas with a partner.

## D. WRITING

## Writing a personal letter about a past experience

Write a letter to your pen friend telling him/her about one of your most memorable past experiences. Your letter should include the following main points:

- when it happened
- where it happened
- how it happened
- who was involved
- how the experience affected you

## E. LANGUAGE FOCUS

- Pronunciation: /m/-/n/-/n/
- Grammar:
  - 1. Present simple indicating past time
  - 2. Tense revision: the past simple, past progressive and past perfect

### Pronunciation

• Listen and repeat.

/ m /	/ n /	/ŋ/
may	nose	wrong
make	nine	running
summer	money	bringing
home	seven	sing
small	snow	morning

- Practise reading aloud these sentences.
- 1. Good morning. I want an apartment in central London.
- 2. We have an inexpensive apartment in Northend Avenue.
- 3. I remember meeting him on a nice summer afternoon.
- 4. Mr. King is singing next door.
- 5. He's holding a string in his fingers.
- 6. He loves spending his holidays in his small summer house.

## Grammar

Exercise 1. Use in the story below	e the correct present tense for ow. The first one has been d	rms of the verbs in brackets one for you as an example.
The story is ab <u>lives</u> with her	out a girl called Little Red mother. Little Red Rid her to her cottage, s	Riding Hood who (0. live) ing Hood's grandmother
(4 wave)	to visit her. The little girl ( goodbye to her	mother and (5. promise)
	o be careful. On her arm s	
	(7. contain) a	
	specially. It (9. be)	
morning, the su	ın (10. shine)	and the birds (11. sing)
	feeling happy that the winte	
Examples:  Do you like thi	s picture? My uncle	it. (paint)
	s picture? My uncle	
– Do you like t	his picture? My uncle <b>paint</b>	ed it.
We	lunch when we th	e news. (have, hear)
- We were have	<b>ing</b> lunch when we <b>heard</b> th	e news.
1. He	his arm when he	football. (break, play)
2. Julia	her first novel when she	19 years old. (write, be)
	on the computer when the fir	
4. When it	to rain, they thro	ough the forest. (start, walk)
	us about his marriage wa. (tell, have)	hen we
6. Sorry, I think)	to you. I about	something else. (not listen,

7	. I you last night, but you What you
8.	? (phone, not answer, do)  Mary her glasses at the time, so she what kind of car the man (not wear, not notice, drive)
	<b>xercise 3.</b> Write the sentences, putting the verbs in each sentence into the past simple or the past perfect.
$\boldsymbol{E}$	xample:
W	hen the police (arrive), the car (go).
_	When the police arrived, the car had gone.
1.	They (eat) everything by the time I (arrive) at the party.
2.	When I (find) my purse, someone (take) the money out of it.
3.	By the time I (get) into town, the shops (close).
4.	When they (get) to the station, the train (leave).
5.	By the time you (get) her letter, she (arrive) in Paris.
6.	The police (pay) no attention to Clare's complaint because she (phone) them so many times before.
7.	I (go) to the post office to ask about my package, but they (say) that it (not arrive) yet.
8.	When I (look) at the new dress for half an hour, I (ask) how much it (cost).

## **A PARTY**



## A. READING

## Before you read

Work in pairs. Look at the pictures and answer the questions.

1. What is the relationship between the people in the pictures?



## While you read

Read the passages about birthdays and anniversaries and then do the tasks that follow.

**A.** It is Lisa's birthday. She is seven years old today, and her family and friends are at her birthday party. On the table is a birthday cake with seven candles, one for each year. People sing 'Happy Birthday' to Lisa:

Happy birthday to you! Happy birthday to you! Happy birthday, dear Lisa! Happy birthday to you!

When they finish singing, Lisa blows out the candles on the cake. Then everybody eats cake and ice cream. After that, Lisa opens her birthday cards and presents. Her family and friends give her toys and clothes for her birthday.

In the United States, people of all ages celebrate birthdays. But when an adult has a birthday, there are not a lot of candles on the birthday cake. Many Americans over the age of 30 don't like to talk about their age. Some people joke every year, "I'm 29 years old today." Perhaps they do not want to get any older.

**B.** Rosa and Luis are having a party, too. But it is not a birthday party. It is an anniversary party. Fifty years ago, Rosa and Luis got married. Today their family and friends are giving them a party. Everyone eats some cake and says "Happy Anniversary!" to Rosa and Luis. People also give cards and gifts to the anniversary couple.

Most married couples in the United States celebrate wedding anniversaries each year. Husbands and wives give flowers or gifts to each other. They often have a quiet dinner at home or at a restaurant. They usually don't have a big party.

But the 25<sup>th</sup> and the 50<sup>th</sup> wedding anniversaries are special. People call the 25<sup>th</sup> the "silver anniversary" and the 50<sup>th</sup> the "golden anniversary." These anniversaries mark the milestones of a happy and lasting relationship between married couples. Rosa and Luis are happy to be together for their golden anniversary.

2-TA11C-A 33

Task 1. Work with a partner. Decide which of the activities below takes place at a birthday party or at a wedding anniversary party or at both. Put a tick (✓) in the right box.

	BIRTHDAY PARTY	WEDDING ANNIVERSARY PARTY
1. People sing a song.		
2. People eat cake.		
3. People receive cards and gifts from friends and relatives.		
4. People joke about their age.		
5. People remember their wedding day.		
6. People go out to dinner.		
7. People blow out candles, one for each year.		

Task 2. Work with a partner. In each of the following sentences, there is ONE word which is not true according to the reading passage. Underline the wrong word and provide the correct one.

- 1. Lisa's family and friends are at her eighth birthday party.
- 2. Everyone makes cake and ice cream at the birthday party.
- 3. Lisa opens birthday cards and books from her family and friends.
- 4. Many Americans over the age of 30 don't like to talk about their anniversaries.
- 5. Fifty months ago, Rosa and Luis got married.
- 6. People call the 5<sup>th</sup> wedding anniversary the "golden anniversary."
- 7. Rosa and Luis are happy to be together for their silver anniversary.

### After you read

Work in pairs. Answer the following questions.

- 1. Where do you prefer to celebrate your birthday, at home or in the restaurant? Why?
- 2. Do your parents celebrate their wedding anniversaries?
- 3. Are you going to celebrate your wedding anniversaries in the future? Why (not)?

#### SPEAKING В.

Task 1. Think of a party you have been to. Choose from the list the things you want to talk about.



- Whose party was it?
- What was the occasion?
- Who did you go with?
- Where was the party?
- Were there any decorations?

- Did you know most of the people there?
- What sort of food and drink did you have?
- Did you take a gift for the host? What was the music like?
  - Did you dance?
  - Did you meet anybody nice there?
  - What time did it finish?
- Were there a lot of people there? Did you stay to the end?

Task 2. Work in pairs. Tell your partner about the party.

Task 3. Work in groups. You are going to take part in a competition to organise the best party. Decide on the following:

budget
 formal or informal dress

date and timedecorations

– who to invite– entertainment (music, games, etc.)

placefood and drink

Task 4. Tell the rest of the class about your party. Try to convince them to come.

### C. LISTENING

### Before you listen

- Work in pairs. Ask and answer the following questions.
- 1. When do you like to organise your birthday party, during the day or in the evening?
- 2. What foods and drinks are often served at your birthday party?
- 3. What activities do you often have at your birthday party?
- Listen and repeat.

gathering restaurant prizes birthday cake decorated icing slices clapped



### While you listen

Task 1. Listen and decide whether the statements are true (T) or false (F).

- Mai's birthday party was held at home in the evening.
   Over twenty guests were at the birthday party.
   The birthday cake was cut at the beginning of the party.
   The birthday party lasted about three hours.
- Task 2. Listen again and answer the following questions.

5. All the friends stayed after the party to tidy up the mess.

- 1. How old was Mai?
- 2. Why didn't she like having her party at a restaurant?
- 3. What did Mai's mother serve the guests at the beginning of the party?
- 4. What time was the birthday cake brought out?
- 5. What was the birthday cake like?
- 6. What did all the guests do while Mai was cutting the cake?
- 7. What time did the birthday party finish?

### After you listen

Work in groups. Take turns to talk about Mai's birthday party.

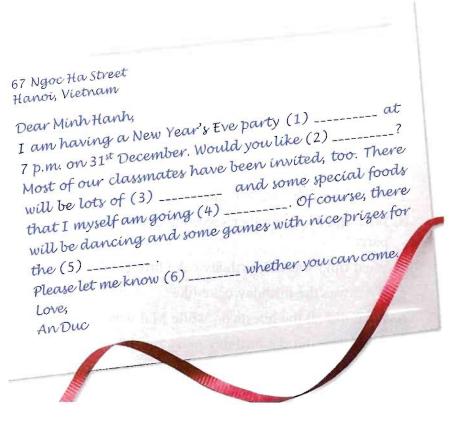
### D. WRITING

### Writing a letter of invitation

- Task 1. Work in pairs. Ask and answer the following questions.
  - 1. On what occasions are parties held?
  - 2. What kind of clothes do people often wear at a party?
  - 3. What kind of presents do people often bring to a party?

Task 2. Complete the letter of invitation below with the words/phrases in the box.

winners . at my house to come to cook by Monday refreshments



- Task 3. You are going to hold a party. You want to invite your classmates to the party. Write a letter of invitation, following these guidelines.
  - What party are you going to organise?
  - Where and when do you intend to organise the party?
  - How many people do you plan to invite and who are they?
  - What activities will take place at the party?
  - What food and drink will be served at the party?

### E. LANGUAGE FOCUS

- Pronunciation: /l/-/r/-/h/
- Grammar:
  - 1. Infinitive and gerund
  - 2. Passive infinitive and gerund

### Pronunciation

• Listen and repeat.

/1 /	/r /	/ h /
lunch	pretty	hit
lovely	Europe	house
lemonade	parent	holiday
jelly	really	hospital
glass	restaurant	husband
salad	library	helicopter

- Practise reading aloud these sentences.
- 1. Hello, Mr. Allen. You're early for lunch. It's only eleven o'clock.
- 2. I'd like a plate of salad, a glass of lemonade, a slice of melon and some jelly, please.
- 3. Laura is a really pretty librarian in the public library.
- 4. Her parents own a restaurant in a country in Central Europe.
- 5. Hello, Harry. Have you heard the news? There's been a horrible accident. A helicopter has hit Helen's house.
- 6. Helen and her husband will have to spend their holiday in hospital.

### Grammar

### Infinitive and gerund

Exercise 1. Complete the sentences with the correct form, *gerund* or *infinitive*, using the words in brackets.

Example: The doctor was for patient's life. (ope	orced <b>to operate</b> immediately to save the erate)
1. Most passengers dislike _	to sit in small,
uncomfortable seats on loa	ng flights. (have)
2. I must drive more careful another speeding ticket. (g	ly. I can't risk
3. Did Dick mean	Sue about the party, or
did it slip out accidentally	
	on the computer until you of the programmes. (practise)
5. The judge demanded document, not the photoco	ppy. (see) the original
Passive infinitive	
Exercise 2. Choose the corre	ect answer to complete the sentences.
Example: When I told Tim the	he news, he seemed <u>B</u> .
A. to surprise	B. to be surprised
1. Ms. Thompson is always	s willing to help, but she doesn't want nere is an emergency.
A. to call	B. to be called
2. The children agreed	the candy equally.
A. to divide	B. to be divided
3. I expected	to the party, but I wasn't.
A. to invite	B. to be invited
4. I expect at	the airport by my uncle.
A. to meet	B. to be met
5. Mr. Steinberg offered	us to the train station.
A. to drive	B. to be driven

## Passive infinitive and gerund

<b>Exercise 3.</b> Choose the correct answer to complete the sentences.				
Example: Insta	ead of <u>B</u> about t	he good news,	Tom seemed to be	
A. exciting	B. being excited	C. to excite	D. to be excited	
1. The new stude activities.	dents hope	in many o	f the school's social	
A. including	B. being included	C. to include	D. to be included	
2. Jack got into the customs		fused	his briefcase for	
A. opening	B. being opened	C. to open	D. to be opened	
3. Barbara didn't mention about her progress report a work, but I'm sure she is.				
A. concerning	B. being concerned	C. to concern	D. to be concerned	
			You can't count on get into financial	
A. rescuing	B. being rescued	C. to rescue	D. to be rescued	
5. Please forgiv	e me. I didn't mean	у	ou.	
A. upsetting	B. being upset	C. to upset	D. to be upset	

### TEST YOURSELF A

### 1. Listening (2.5 points)

Listen and complete the sentences.
1. They've known each other for
A. 25 years
B. 35 years
C. 45 years
D. 55 years
2. They became friends because they
A. went to a different school
B. lived in the same city
C. went to the same school
D. lived next door to each other
3. They lost contact with each other when one of them
A. moved to England
B. moved to Scotland
C. changed his school
D. changed his house
4. They've been living here in Brighton since
A. 1998
B. 1990
C. 1995
D. 1999
5. They did not see each other
A. in the park
B. at lunch time
C. at James' wedding
D in the pub

### II. Reading (2.5 points)

Read the passage about a birthday party and then answer the following questions.

I was invited by my neighbours to attend their son's birthday party last Saturday evening. It was not an ordinary celebration. The young couple had been childless for ten years and so they were thrilled to have a child after they had virtually given up.

I had decided to bring my camera to take some photographs of the happy family. The birthday cake was displayed prominently in the middle of the sitting room. Little John, the birthday boy, was all excited and wanted to leave his finger prints on the cake. The relatives and friends began to arrive with their presents wrapped in colourful boxes.



At exactly 8 p.m., it was declared that the cake would be cut. The boy was dressed in a smart, brand-new outfit and looked like a little prince. The candles were blown out and the food began to arrive. The host and his wife moved around to make sure that everyone was having a good time. Little John seemed to know his important role in the party and kept grinning all the time. He did not enjoy the hugs or kisses from the guests very much as he was now only interested in the toys he had just received.

The party came to an end at about 10.30 p.m. I went home feeling that it had been a delightful evening and looking forward to the next day to have the film developed.

1.	Why was the birthday party in the passage not an ordinary celebration?
2.	What did the writer bring a camera to the party for?
3.	How was the birthday boy dressed?
4.	Why didn't he enjoy the hugs or kisses from the guests very much?
5.	How did the writer feel about the birthday party and what did he look forward to after it?

### III. Pronunciation and Grammar (2.5 points)

a) Listen and put a	tick $(\checkmark)$ in the right box, paying attention to the
pronunciation of the	underlined part of the word.
1. <u>n</u> ine	<u>m</u> ine
2. <u>h</u> our	<u>h</u> ouse
3. mat <u>ch</u> ing	ma <u>ch</u> ine
4. 🤃 <u>y</u> am	jam
b) Complete the sent of the infinitive in br	tences, using the right form (base, full or passive) cackets.
1. It's a pleasure	(see) you again after so long.
2(be)	honest, I've never done this type of work before.
3. She agreed	(phone) them.
4. I must	_ (pay) the phone bill by tomorrow.
5. They expected Director.	(meet) at the airport by the General
6. John hoped	(appoint) as headteacher of the school.
Writing (2.5 point	(e)

### IV. Writing (2.5 points)

*In 120 words, write about your birthday party (or one of your friends').* The following questions might help you.

- Whose birthday party was it?
- Where and when was it held?
- What did you do there?
- How did you enjoy it?

# Unit 4

# **VOLUNTEER WORK**

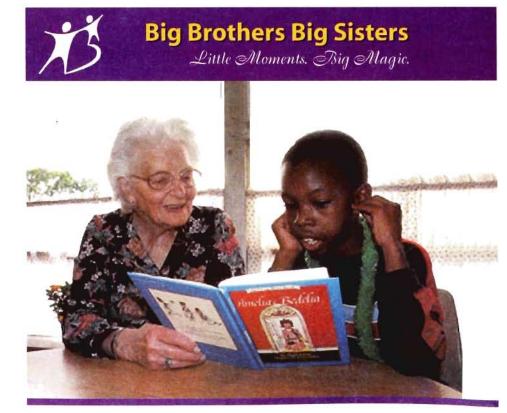
### A. READING

### Before you read

Read the following saying and explain what it means.

"If you give me a fish, I will eat today.

If you teach me to fish, I will eat my whole life long."



### While you read

Read the passage and then do the tasks that follow.

Each nation has many people who voluntarily take care of others. For example, many high school and college students in the United States often spend many hours as volunteers in hospitals, orphanages or homes for the aged. They read books to the people in these places. Sometimes the students just visit them, play games with them or listen to their problems.



Other young volunteers work in the homes of sick or old people. They clean up their houses, do their shopping or mow their lawns. For boys who no longer have fathers, there is a voluntary organization called Big Brothers. College students take these boys to baseball games and help them to get to know things that boys usually learn from their fathers.

Some high school students take part in helping disadvantaged or handicapped children. They give care and comfort to them and help them to overcome their difficulties. Young college and university students participate in helping the people who have suffered badly in wars or natural disasters. During summer vacations, they volunteer to work in remote or mountainous areas to provide education for children.

Each city has a number of clubs where boys and girls can go to play games. Some of these clubs organise short trips to the mountains, beaches or other places of interest. Most of these clubs use a lot of high school and college students as volunteers because they are young enough to understand the problems of younger boys and girls.

Volunteers believe that some of the happiest people in the world are those who help to bring happiness to others.

图	Task 1. The word <i>volunteer</i> appears in the passage in different parts of speech. Use an appropriate form of the word <i>volunteer</i> to complete each of the following sentences.
	1. When she retired, she did a lot of service for the Red Cross.
	2. She was not fired. She left the company
	3. She needs some to clean up the kitchen.
	4. Last month the company to donate fifty trucks to help the flooded areas.
B	Task 2. Choose the best answer from A, B, C or D for each of the following sentences.
	1. Volunteers usually help those who are sick or old in their homes by
	A. mowing the lawns, doing shopping and cleaning up their houses
	B. cooking, sewing or washing their clothes
	C. telling them stories, and singing and dancing for them D. taking them to baseball games
	2. Big Brothers is
	A. the name of a club
	B. a home for children
	C. the name of a film
	D. an organisation for boys who no longer have fathers
	3. Most of the boys' and girls' clubs use many high school and college students as volunteers because they  A. have a lot of free time
	B. can understand the problems of younger boys and girls
	C. know how to do the work
	D. are good at playing games
	· · ·

- 4. Volunteers believe that
  - A. in order to make others happy, they have to be unhappy
  - B. the happiest people are those who make themselves happy
  - C. the happiest people are those who are young and healthy
  - D. bringing happiness to others makes them the happiest people
- 5. The best title for the passage is \_\_\_\_\_
  - A. Taking Care of Others
  - B. Voluntary Work in the United States
  - C. Volunteers: The Happiest People in the World
  - D. Helping Old and Sick People in the United States

### Task 3. Answer the questions.

- 1. What do high school and college students usually do as volunteers in hospitals, orphanages or homes for the aged?
- 2. How do volunteers help disadvantaged and handicapped children to overcome their difficulties?
- 3. Where do students volunteer to work during summer vacations?

### After you read

Work in groups. Discuss the question: Why do people do volunteer work?

### B. SPEAKING

Task 1. Work in pairs. Decide which of the following activities are volunteer work.

- Taking part in an excursion
- Helping people in remote or mountainous areas
- Giving care and comfort to the poor and the sick
- Participating in an English speaking club
- Providing education for disadvantaged children
- Joining the Green Saturday Movement

Task 2. Work in pairs. Practise the dialogue and then make similar conversations, using the activities that follow.

A: What kind of volunteer work are you participating in?

B: We're helping people in mountainous areas.

A: What exactly are you doing?

B: We're teaching the children to read and write.

A: Do you enjoy the work?

B: Yes. I like helping people.

### Your activities

- Helping people in mountainous areas
- Helping old or sick people
- Helping disadvantaged or handicapped children
- Taking care of war invalids and the families of martyrs
- Taking part in directing the traffic



### What exactly you are doing

- Teaching the children to read and write
- Giving them money
- Playing games with them
- Listening to their problems
- Cleaning up their houses
- Doing their shopping
- Cooking meals
- Taking them to places of interest
- Directing vehicles at the intersections
- Helping old people and young children to cross the road

Task 3. Work in groups. Talk about a kind of volunteer work your friends and you usually do to help people.

### Example:

We usually take part in helping people in mountainous areas. We teach the children to read and write. We enjoy the work very much because we like helping people.

### C. LISTENING

## Before you listen

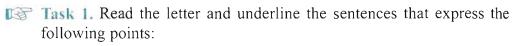
	$ullet$ Tick ( $\checkmark$ ) the best answers to the questions that suit you.
	1. How often do you support charities?
	regularly from time to time never
	2. What's the best way of raising money to support charities?
	through donations through taxes through fund-raising activities
	3. Which of these kinds of volunteer work do you prefer?
	helping the elderly helping the poor helping the sick
	• Listen and repeat.
	Organisation for Educational Development Spring School
	co-operate disadvantaged children fund-raising co-ordinate
Whi	ile you listen
B	Task 1. Listen and fill in the missing information.
	1. Spring School is an school in Ho Chi Minh City.
	2. Around live and study at the school.
	3. About from District 1 regularly attend classes.
	4. Organisation for Educational Development co-operated with Spring School to set up English classes in
	5. The school requires to help organise their fund-raising dinner held annually in
B	Task 2. Listen again and answer the questions.
	1. What is the aim of Spring School?
	2. What classes were set up in 1999?
	3. Why do children participate in fund-raising performances?
	4. Where do children dance, sing and play music?
	5. Why are foreign volunteers needed?

### After you listen

Work in groups. Summarize the story about Spring School, using the following suggestions.

- The aim of Spring School
- The number of children who live and study at the school or attend classes
- The activities the children at the school take part in
- The kinds of volunteers that Spring School requires

### D. WRITING



- the opening of the letter
- the way(s) the money is used
- the gratitude to the donor
- the donated amount
- the way the receipt is issued
- the closing of the letter

197 Hill Road, Los Angeles 20<sup>th</sup> December, 2005

Dear Sir/Madam,

I am very happy to have received a donation of \$500

I am very happy to have received a donation of \$500

from your company some days ago. The money will
help us to repair the old school building and build a
help us to repair the handicapped students. We will
new block of flats for the handicapped students. We will
certainly issue a receipt as soon as possible.

certainly issue a receipt as soon as possible.

I would like to express our thanks for the donation

I would like to express our thanks for the donation

from your company and hope to get more assistance
and cooperation from your company in the future.

I look forward to hearing from you soon.

Yours faithfully,

David James Secretary of School Building Fund Task 2. Imagine that you have just received a donation of one million dong from one of the local organizations to build your school library. Use the suggestions in Task 1 to write a letter to acknowledge the receipt of the donation and express your gratitude.

### E. LANGUAGE FOCUS

- Pronunciation: / w / / j /
- Grammar:
  - 1. Gerund and present participle
  - 2. Perfect gerund and perfect participle

### Pronunciation

• Listen and repeat.

/ w /		/ j	/ j /		
we	wheel	yes	years		
west	wet	yellow	use		
wine	whale	young	York		

- Practise reading aloud these sentences.
- 1. We went for a walk in the woods near the railway.
- 2. We wore warm clothes and walked quickly to keep warm.
- 3. At about twelve, we had veal sandwiches and sweet white wine, and we watched TV.
- 4. Excuse me. Did you use to live in York?
- 5. Did you use to be a tutor at the University?
- 6. I read about Hugh in the newspaper yesterday.

### Grammar

Exercise 1. Complete each of the following sentences with an appropriate gerund of the verbs from the box.

spend	behave	wait	park
start	bend	meet	listen

Example:
He found that was difficult in that city.
– He found that <b>parking</b> was difficult in that city.
1. I have no objection to to your story again.
2. Touch your toes without your knees!
3. You should be ashamed of yourself for so badly.
4. I am looking forward to you.
5. You can't prevent him from his own money.
6. Would you mind for a moment?
7. In spite of late, we arrived in time.
Exercise 2. Complete each of the following sentences with an appropriate present participle of the verbs from the box.
lie modernize shop pass prepare rise try read burn
Example:
I saw him my house.
- I saw him <b>passing</b> my house.
1. She smelt something and saw smoke
2. If she catches you her diary, she'll be furious.

3. They found a tree across the road.
4. I'm going this afternoon.
5. He doesn't spend much time his lessons.
6. They wasted a whole afternoon to repair the bike.
7. They spent a lot of money the house.
Exercise 3. Put the verbs in brackets into the perfect gerund or perfect participle.
Examples:
He was accused of (desert) his ship two months ago.
- He was accused of having deserted his ship two months ago.
(fail) twice, he didn't want to try again.
- Having failed twice, he didn't want to try again.
1. I object to him (make) private calls on the office phone.
2 (be) his own boss for such a long time, he found it hard to accept orders from another.
3. They denied (be) there.
4 (tie) one end of the rope to his bed, he threw the other end out of the window.
5 (read) the instruction, he snatched up the fire extinguisher.
6. The children admitted (take) the money.

# Unit 5

# **ILLITERACY**



### A. READING

### Before you read



Work in pairs. Describe the picture, using the cues below.

- the location and the time of the class
- people in the class
- the textbook
- the teacher

### While you read

Read the passage and then do the tasks that follow.

By July 2000, sixty-one provinces and cities throughout Vietnam had completed the programmes of "Universalisation of Primary Education" and "Illiteracy Eradication". However, by that time, only 94% of the population was able to read and write. This meant that more work had to be done to eradicate illiteracy in the country.

In the summer of 2000, the Vietnam Society of Learning Promotion started a campaign for illiteracy eradication. In the campaign, six hundred ethnic minority students from the northern highlands were asked to provide reading and writing skills to 1,200 illiterate people living in their home villages. In 2001, eight hundred volunteer students took part in the campaign. The number of people receiving reading and writing lessons reached 4,623. This was an effective way to help people in remote and mountainous areas to read and write.

Those students who took part in the fight against illiteracy considered it an honorable job to help people in their home villages. They voluntarily spent their summer vacations teaching illiterate people to read and write. Some even prepared relevant materials for their classes. They talked about new farming techniques and family planning. Before they left, they promised to come back the next summer.

The fight against illiteracy continued in the summer of 2002. This time the Vietnam Society of Learning Promotion decided to expand its activities to the central mountainous provinces. At present, the number of illiterate people in the remote and mountainous areas is gradually decreasing. It is hoped that illiteracy will soon be eradicated in our country as more and more people are taking part in the struggle against it.

B	Task 1. Find the Vietnamese equivalent to the following expressions
	1. Universalisation of Primary Education:
	2. The Vietnam Society of Learning Promotion:
	3. illiteracy eradication:
	4. farming techniques:
	5. family planning:

Task 2. Which of the choices A, B, C, or D most adequately sums up the whole passage?

- A. The programme of "Universalisation of Primary Education" in Vietnam
- B. Illiteracy rates in Vietnam
- C. Ethnic minority students' education programme
- D. The fight against illiteracy

### Task 3. Answer the questions.

- 1. What was the rate of literacy in Vietnam in 2000?
- 2. What campaign was started by the Vietnam Society of Learning Promotion?
- 3. How many students participated in the campaign in 2000 and how many in 2001?
- 4. What did the students do to help eradicate illiteracy?
- 5. What will happen if more and more people take part in the struggle against illiteracy?

### After you read

Work in groups. Ask and answer the questions.

- 1. Are there any illiterate people in your neighborhood?
- 2. What do you think we should do to help them read and write?

### B. SPEAKING

Task 1. Work in pairs. Match each problem in A with its appropriate solution(s) in B.

A	B
<ol> <li>Many students cannot buy all the required textbooks.</li> <li>Students cheat in exams.</li> <li>Many children live far from school.</li> <li>Many students left the school before completing it.</li> <li>Many students have difficulty in learning English.</li> </ol>	<ul> <li>a. enforce strict school regulations</li> <li>b. provide free textbooks for students from low-income families</li> <li>c. offer special tutoring lessons</li> <li>d. provide transportation to schools</li> <li>e. reduce the number of students in a class</li> <li>f. build new schools</li> <li>g. collect used textbooks for school libraries</li> <li>h. help them do their homework</li> <li>i. set up an English speaking club</li> <li>j. provide cassettes and videos in English</li> </ul>

Task 2. Work in groups. Talk about your school problems and offer solutions. Use the suggestions in Task 1.

### Example:

- A: Many students cannot buy all the required textbooks. What do you think we should do to help them?
- B: I think we should ask the school head-master to provide free textbooks for students from low-income families.
- C: We should collect used textbooks for school libraries.
- Task 3. Work in groups. Think of three or four problems your class is experiencing. Talk about them and offer solutions. You may use the cues below:

- large class size (over 50 students in the class)
- shortage of desks (3 students per desk)
- hot in summer (no electric fans)
- cold and dark in winter (broken windows, no lights)

### C. LISTENING

### Before you listen

- Work in pairs. Ask and answer the questions.
- 1. Have you ever done a survey?
- 2. Do you know where Perth is?
- Listen and repeat.

effective maturity weaknesses performance
self-respect academic Perth Western Australia

### While you listen

- Task 1. Listen and choose the best option to complete the following sentences.
  - 1. The students were asked to \_\_\_\_\_ what makes an effective school.
    - A. express their attitudes towards
    - B. deliver speeches on
    - C. exchange their ideas about
    - D. give their opinions on
  - 2. Most of the students thought they should be encouraged to \_\_\_\_\_ for their own learning.
    - A. develop new styles
    - B. set realistic goals
    - C. develop their strategies
    - D. consult their teachers

3. Abo	ut	of the students	s expected	their	teachers	to	be
moti	vated and inte	erested in what the	ney were do	oing.			
A. 80	per cent						
B. 55	per cent						
C. 60	per cent						
D. 10	00 per cent						
4. Near	ly all the stud	ents believed tha	it learning s	should	focus on		
Δ th	e importance	of life					

- A. the importance of life
- B. the importance of skills
- C. important life skills
- D. important communication skills

### Task 2. Listen again and answer the questions.

- 1. Where did the survey take place?
- 2. What percentage of the students felt mutual respect was essential for effective learning to take place?
- 3. What did the older students feel?

### After you listen

Work in groups. Discuss the question: Which do you think is more essential for better learning – good teachers or good textbooks?

### D. WRITING

Task 1. Choose a suitable word from the box to fill in each space of the following paragraph.

went up	rise	different
declined	dramatically	varied

The table describes the literacy rates of the population in different parts of the country of Fancy from 1998 to 2007. As can be seen, they considerably between 1998 and 2007. In the Lowlands, there was a gradual (2)\_\_\_\_\_\_ in the number of both males and females who were literate. In contrast, the literacy rate in the Midlands (3)\_\_\_\_\_ steadily in both the number of males and females. In the Highlands, the trend for literacy rate was (4)\_\_\_\_\_ from the other regions. While the number of literate males (5)\_\_\_\_ sharply between 1998 and 2007, the number of literate females fell (6)\_\_\_\_\_. This data may help the researchers or planners make suitable plans for educational development in each area of the country.

Task 2. Write a paragraph of about 100 words, describing the information in the table below.

Literacy rates in Sunshine country from 1998-2007

	1998	2002	2004	2007
Lowlands	50 %	53 %	56 %	95 %
Midlands	70 %	75 %	80 %	85 %
Highlands	50 %	45 %	40 %	30 %

### Useful language:

- The table shows / describes...
- As can be seen from the data in the table,...

Nouns	Verbs
rise	rise
increase	increase
decrease	decrease
drop	drop
fall	fall

Adjectives	Adverbs
slight	slightly
steady	steadily
sharp	sharply
gradual	gradually
dramatic	dramatically

### You may begin with:

The table describes the trends of literacy rates in Sunshine country from 1998 to 2007...

### E. LANGUAGE FOCUS

- Pronunciation: /pl/ /bl/ /pr/ /br/
- Grammar:

Reported speech with infinitive(s)

### Pronunciation

• Listen and repeat.

/pl/	/bl/	/pr/	/br/
please	black	pride	brown
pleasure	blouse	pretty	bread
play	blue	precious	brother
plenty	blow	practice	broad

- Practise reading aloud the dialogue.
- A. Brian, what is Bretty presenting on Sunday?
- B. She'll teach us how to play English pronunciation games.
- A. Are you going to prepare for it?
- B. Yes. My brother is going to play the guitar and I'll sing the blues.
- A. What clothes are you going to wear, Pretty?
- B. Black brown blouse and jeans.
- A. How about a small present for Bretty after her presentation?
- B. Please bring something not very precious.

### Grammar

Exercise 1. Complete the second sentence so that it has a similar meaning to the first one, using the words given.

"Keep quiet," the teacher said to us.
- The teacher told us to keep quiet.
1. "We'll come back again."
They promised
2. "You'd better not swim too far from the shore," the lifeguard said to us.
The lifeguard advised
3. "Could you close the window?" John said to Peter.
John asked
4. "You should join the football team, Eric," said the teacher.
The teacher encouraged
5. "I'll give it to him tomorrow," John said.
John promised
6. "I'd like Lan to become a doctor," my mum said.
My mum wanted
7. "Remember to lock the door before going to school," my sister said.
My sister reminded
8. "You should go home and rest for a while," said the boss.
His boss advised

Exercise 2. Write the following sentences in reported speech, using the right form of the words given in the brackets.

### Example:

"Be careful of strangers and don't go out at night." (WARN)
- He warned us to be careful of strangers and not to go out at night.
1. "You should not drink too much beer." (ADVISE)
2. "Come and see me whenever you want." (INVITE)
3. "Please don't smoke in my car." (ASK)
4. "Sue, give me your phone number." (TELL)
5. "Don't forget to give the book back to Joe." (REMIND)
6. "I'll never do it again." (PROMISE)
7. "All right, I'll wait for you." (AGREE)
8. "Please, lend me some money." (ASK)

# Unit 6

# **COMPETITIONS**

### A. READING

### Before you read

Look at the photos. Match each of them with the words in the box below.

Sao Mai Television Singing Contest Quiz: "Road to Mount Olympia" Olympic Games
London Marathon





a.

b. \_\_\_\_\_





C.

d.

### Work with a partner. Answer the following questions.

- 1. Do you like taking part in competitions like these? Why/Why not?
- 2. Do you hope to win a competition? If so, which competition do you like to win?
- 3. Is winning the most important thing in a competition? Why/Why not?

### While you read

Read the passage and then do the tasks that follow.

Last Saturday the representatives of three classes of my school took part in the annual final English Competition organized by our English teachers. Its aim was to stimulate the spirit of learning English among students. The competition was sponsored by the Students' Parents Society. Mrs. Lien, our English teacher, explained the competition's rules to the students.

"...To participate in the contest, you have to work in groups of three. Each group must complete five activities in all. On completion of each activity, you will have to answer the questions on the worksheets within two minutes. The judges will observe and score your performance. The maximum score for each activity is 15 points. At the end of the competition, the judges will announce the total score of each group. The group that gets the highest score will be the winner. The winner will be awarded a set of CDs for studying English and an Oxford Advanced Learner's Dictionary. Now, let's start our competition."

Hung, Thu and Nga were the members of Group A. They quickly read the questions and tried to find out the answers. At first, things went smoothly. They almost completed the five activities. But in Activity 5, Hung had difficulty reciting the poem. He could not remember the last sentence. Time was up, and the judges announced the results. The winner was Group B, which got 70 points; Hung's group got 65; and Group C got 60. Thu felt a bit disappointed. Hung apologised for not being able to complete the poem. But Nga made it better by saying "For me the most important thing was our participation in the competition and the enjoyment we had from it".

<b>B</b>	Task 1. Match the words or phrases on the left with their definitions o the right.				
	<ol> <li>representative</li> <li>annual</li> <li>stimulate</li> <li>in all</li> </ol>	<ul><li>b. enthusiasm</li><li>c. altogether</li><li>d. a person chanother person</li></ul>	or as a total nosen or appointed on behalf of rson or a group		
	<ul><li>5. spirit</li><li>6. smoothly</li></ul>	_	or make something more active or done once every year		
	Task 2. Answer the q	11 0	or done once every your		
	<ol> <li>Who took part in the annual final English Competition last Saturday?</li> <li>What was the aim of the competition?</li> <li>Who sponsored the competition?</li> <li>What did each group of students have to do during the contest?</li> <li>What did the judges have to do to choose the winner of the competition?</li> <li>What would be awarded to the winner?</li> </ol>				
	Task 3. Read paragraph 3 again and complete the sentences.  1. In Activity 5, Hung was unable  2. Having achieved the highest score, Group B  3. Group C lost the game because they just got  4. Nga encouraged her group by saying				
Afte	r you read				
	This is the poem Hung recited at the annual final English Competition Read and translate it into Vietnamese.				
	Do you like the sky When the stars are s Do you like it in the When the clouds all	hining bright? day	What I like is the morning sun Shining on me when I run. And I also like the rain Pattering on my windowpane.		

### SPEAKING

Task 1. Which of the competitions/contests below do you like or dislike? Put a tick  $(\checkmark)$  in the right column. Then compare your answers with a partner's.

Type of competition/ contest	Like	Dislike
General Knowledge Quiz		
English Competition		
Art Competition (Painting, Drawing, Sculpture)		
Poetry Reading /Reciting Competition		
Singing Contest		
Athletics Meeting (Running, Jumping)		

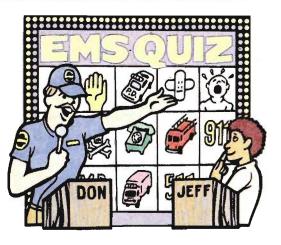


Task 2. Work in pairs. Ask your partner how he/ she feels about each type of the competitions/ contests in Task 1.

### Example:

A: What do you think of the General Knowledge Quiz?

B: Oh, it's great. It's an opportunity to test my general knowledge.



Useful language		
great interesting good fun boring wonderful exciting	<ul> <li>opportunity to test my general knowledge</li> <li>good time to practise my English</li> <li>opportunity for my creative activities</li> <li>makes me feel sleepy</li> <li>makes me cheerful/feel happy</li> <li>good chance for my physical training</li> </ul>	

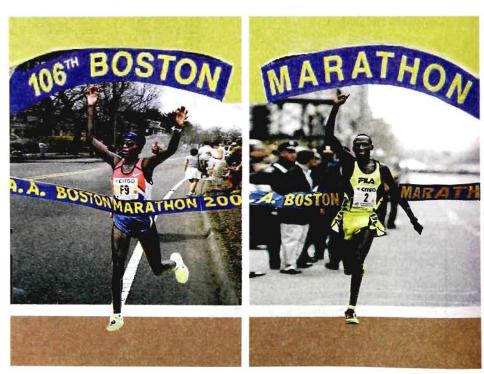
- Task 3. Work in groups. Talk about a competition or contest you have recently joined or seen. Use the suggestions below.
  - 1. Where and when did you see or take part in it?
  - 2. What type of competition or contest was it?
  - 3. Who organized it?
  - 4. Who participated in it?
  - 5. Who won the competition/contest?
  - 6. Did you enjoy it? Why/Why not?

### C. LISTENING

### Before you listen

Work in pairs. Ask and answer the following questions.

- 1. What is the Boston Marathon?
- 2. Who do you think can take part in the Boston race?



•	Listen	and	repeat.
---	--------	-----	---------

race formally female McDermott athletic clock association Kuscsik

#### While you listen

Task 1. Listen to the dialogue about the Boston Marathon and decide whether the statements are true (T) or false (F).

1. The Boston Marathon is held every year in the USA.

- 2. It began in 1897.
- 3. John McDermott clocked 2 hours 15 minutes and 10 seconds.
- in the races in 1957.
- 5. In 1984, 34 countries took part in the marathon.
- 6. According to the race's rules, runners have to pass through the centre of Boston.

#### Task 2. Listen again and answer the following questions.

4. Women were officially allowed to participate

- 1. Where did John McDermott come from?
- 2. When did Kuscsik become the first official female champion?
- 3. How many women started and finished the race in 1972?
- 4. How many runners joined the Boston Marathon in 1984?

#### After you listen

Work in groups. Name some famous runners in Vietnam and say what is special about them.

#### D. WRITING

Task 1. Read the letter and find out the information required for the English Speaking Competition.



140 Kham Thien St, Dong Da District Hanoi, Vietnam 17th October, 2006

I read the information about the English Speaking Dear Sir / Madam, Competition on your Language Centre's website. I am interested in practising English with native speakers and I want to get some information about the competition. Could you please send me details of the competition, the number of participants, entry procedures, venue, date and time? Please provide me with your phone number and e-mail. I look forward to hearing from you soon.

Yours faithfully, Thu Trang

- Task 2. Imagine you are Kate Johnson, secretary of the English Speaking Competition. Write a letter to respond to Thu Trang, using the details below.
  - number of participants: 25
  - venue: 106 Tran Hung Dao Street, Hoan Kiem District, Hanoi
  - date: 25th November
  - arrival time: 7:00 p.m.; starting time: 8:00 p.m.
  - phone number: (04) 9838188
  - e-mail: Englishclub06@yahoo.com

#### E. LANGUAGE FOCUS

- Pronunciation: /tr/ /dr/ /tw/
- Grammar:

Reported speech with gerund

#### Pronunciation

• Listen and repeat.

/tr /	/dr /	/tw /
traffic	drive	twelve
troops	dreadful	twenty
trousers	drink	twin
tropical	dress	twinkle

- Practise reading aloud these sentences.
- 1. John always enjoys travelling by train.
- 2. Jane's teeth are troubling her.
- 3. George is driving dangerously.
- 4 Her new dress is an absolute dream.
- 5. She has an amusing twinkle in her eyes.
- 6. Think twice before doing something.

#### Grammar

Exercise 1. Change direct speech into reported speech. Begin each of the sentences in the way shown.

Example:
"It was nice of you to help me. Thank you very much," Tom said to you
– Tom thanked <b>me</b> for <b>helping him</b> .
1. "I hear you passed your exams. Congratulations!" John said to us.  John congratulated on
2. "I'm sorry I didn't phone you earlier," Mary said.
Mary apologised for
3. "I'll drive you to the station. I insist," Peter said to Linda.
Peter insisted on
4. "You didn't pay attention to what I said," the teacher said to the boy
The teacher accused of
5. "I've always wanted to be rich," Bob said.
Bob has always dreamed of
6. "Don't stay at the hotel near the airport," I said to Ann.
I warned against
7. "Stay here! I can't let you go out tonight," her mother said to Jane Her mother prevented from
8. "It was nice of you to visit me. Thank you," Miss White said to Jack
Miss White thanked for

Exercise 2. Rewrite the dialogues in reported speech, using gerund.
Example:
Teacher: Come in, Peter!
Peter: I'm sorry I'm late.
Peter apologised for <b>being late</b> .
1. Linda: Let me pay for the meal.
Tom: Certainly not! I'll pay.
Tom insisted on
2. Mr. Smith: I feel like meeting our children soon.
Mrs. Smith: I think so.
Mr. and Mrs. Smith looked forward to
3. Woman: Hey! You've broken the window of my house!
Boy: Oh no, I've just arrived here. I don't know anything about it.
The boy denied
4. Policeman: You mustn't leave the shop!
Customer: What's that?
Policeman: Stay here! You mustn't leave the shop!
The policeman stopped the customer (from)
5. Detective: You have stolen Mrs. Brown's car!
The thief: Yes! But
The thief admitted
6. Mary: What shall we do on Saturday?
Ann: What about having a party?
Ann suggested
7. John's wife: The house is very nice! We'll certainly buy it!
John: I think so.
John and his wife were thinking of

#### TEST YOURSELF B

#### Listening (2.5 points)

Listen and choose the best answer A, B, C or D.

- 1. Which of the following is NOT true?
  - A. Winners placed the olive wreaths on their own heads.
  - B. The games were held in Greece every four years.
  - C. Battles were interrupted so that athletes could participate in the games.
  - D. Poems glorified the winners in songs.
- 2. Why were the Olympic Games held at the foot of Mount Olympus?
  - A. to stop wars
  - B. to honor Zeus
  - C. to crown the best athletes
  - D. to sing songs about athletes
- 3. When were the first Olympic Games held at the foot of Mount Olympus?
  - A. 676 B.C.
  - B. 766 B.C.
  - C. 786 B.C.
  - D. 776 B.C.
- 4. Which of the following contests was NOT mentioned?
  - A. discus throwing
  - B. boxing
  - C. skating
  - D. running
- 5. What conclusion can we draw about the ancient Greeks?
  - A. They liked to fight.
  - B. They were very athletic.
  - C. They liked a lot of ceremonies.
  - D. They could not count, so they used "Olympiads" for dates.

### II. Reading (2.5 points)

Read the passage and answer the questions.

The most important championship in international football competition for women is the Women's World Cup. Organised by FIFA – the sport's largest governing body – its first tournament was held in 1991, sixty-one years after the first one for men.

Although established not long ago, the Women's World Cup is **growing in popularity**. Its first championship was hosted in China with 12 teams sent to represent their countries. Eight years later, over 650,000 spectators attended the finals, and nearly a billion viewers from 70 countries watched them on TV. And by the fourth tournament in 2003, the number of finalists had increased to 16. As FIFA estimates, the current 40 million girls and women playing football around the world will equal the number of men by 2010.

The FIFA Women's World Cup 2007 was decided to be held in China. Originally, China was to host the 2003 Women's World Cup, but due to the outbreak of SARS (Severe Acute Respiratory Syndrome) in that country, **the event** was moved to the United States. Having hosted the 1999 version of the World Cup, it was thought to be the only nation that could organise the tournament in such a short time.



- 1. What is the passage mainly about?
  - A. The World Cup tournament
  - B. The organisation of FIFA
  - C. The FIFA women's football championship
  - D. The FIFA Women's World Cup 2007
- 2. What could best replace the phrase growing in popularity?
  - A. not liked any more
  - B. liked by more people
  - C. increased in number
  - D. played by adult women
- 3. How often is the Women's World Cup organised?
  - A. Every eight years.
  - B. Every four years.
  - C. Sixty-one years after the men's.
  - D. Every sixteen years.
- 4. What does the event refer to?
  - A. China
  - B. the outbreak of SARS
  - C. the 2003 Women's World Cup
  - D. the 2007 Women's World Cup
- 5. What is NOT true about the Women's World Cup?
  - A. The number of girls and women playing football has equalled that of men.
  - B. Almost one billion people watched the 1999 Women's World Cup finals on TV.
  - C. The first Women's World Cup tournament was held in China.
  - D. The 2003 championship finals were hosted by the United States.

#### III. Pronunciation and Grammar (2.5 points)

content of the questionsthe feeling you have for it

IV.

pronunciation of the underlined part of the word.

1. <u>pr</u> ay	<u>pl</u> ay
2. <u>br</u> ight	<u>dr</u> ive
3. <u>tw</u> ice	<u>w</u> ise
4. proud	<u>bl</u> ouse
b) Complete the tex	ct with the correct form of the verbs in brackets.
SIMPLE S	SOLUTIONS FOR A "NEW" YOU
Try these two fabu	lous ideas from our new beauty editor.
Fitter	
=	you decide (do) <u>to do</u> more exercise. Don't spend Join a gym and make sure you manage there regularly.
Fresher	
Don't just keep on	y you'll save if you give up (3. smoke)  (4. say) you are going to give up, but _ it. It's easier if you avoid (6. go) to the people smoke.
Writing (2.5 poir	its)
Write about one of the You may use the following	he competitions for secondary school students on TV. llowing guidelines:
• time and	the channel on TV
_	the show, parts of the show
• number o	of the competitors

a) Listen and put a tick ( $\checkmark$ ) in the right box, paying attention to the

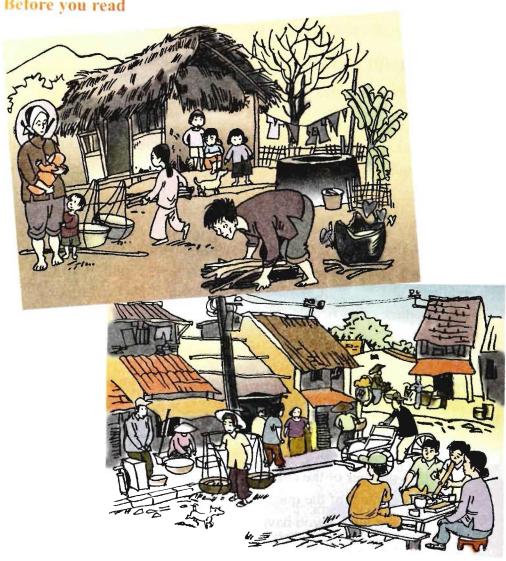


# World Population



#### A. READING

Before you read



#### Work in pairs. Ask and answer the following questions.

- 1. Where can you find these scenes?
- 2. What does each of the pictures tell you?
- 3. Do you think that the larger in population a country is, the stronger it is? Why/Why not?

#### While you read

Read the passage and then do the tasks that follow.

The population of the world has been increasing faster and faster. In 10,000 B.C., there were probably only 10 million people. In A.D. 1, there were 300 million. It took 1,750 years for the world population to reach 625 million. In 1850, only one hundred years later, the population reached the figure of 1,300 million. In 1950, the figure had more than doubled to reach 2,510 million. In 1985, only 35 years later, there were 4,760 million people. In 2000, the world's population was about 6.6 billion, and by 2015 it is expected to be over 7 billion.

Does the Earth have enough resources to support this many people? Different scientists give different answers to this question. Some say that there are enough resources to support 8 billion people. Others say that we must limit population growth because our resources are limited. Only 10 percent of the earth's land can be used for farming and another 20 percent for raising animals. There is a limit to the water we can use. There are also limits to the amounts of petroleum, iron, silver, gold, and other metals.

Research has shown that the average Third World woman has more children than she wants. Among the women who do not think they have too many children, half of them do not want any more. However, although millions of women want to limit the size of their families, they know of no safe way to have fewer children. Safe birth-control methods for family planning are not available to them. It is time governments and international organisations did something to help them so that the world population growth can start to decrease instead of continuing to increase.

Task 1. The words in the box all appear in the passage. Fill each blank with a suitable word. (Change the form of the word and use the dictionary when necessary.)

limit control	figures increase	method international			
	most journalist never attended a	s studied journalism a university.	n in college, some		
2. Can you expla to fresh water?		for ch	nanging salt water		
3. The number of injuries from automobile accidents every year.					
4. Some countries are poor because they have very few natural					
5. These are all: 1, 75, 293.					
6. There is a(n) of 20 minutes for this short test. Students must turn in their papers at the end of the 20 <sup>th</sup> minute.					
7. The United Na	ations is a(n) _		organisation.		
8. Some children	behave badly a	and their parents ca	n't them.		

Task 2. Answer the questions on the passage.

- 1. What was the population of the world in 10,000 B.C., 1750, 1850, 1950, 1985, and 2000?
- 2. How many people is the world expected to have by the year 2015?
- 3. Can the Earth have enough resources to support its population?
- 4. Do most Third World women want to have a lot of children?
- 5. Why can't women in the world limit the size of their families?

#### After you read

Work in pairs. Discuss with a partner and find out five world largest countries in population. Say where they are and which is the richest and which is the poorest country.

#### B. SPEAKING

B		Below are some of the causes of population order of importance and explain why.
	Fewer children die a	t birth.
	People are not aware	e of the problem of overpopulation.
	People are not prope	erly educated.
	People believe that h	naving many children means happiness.
	Religion doesn't end	ourage people to have fewer children.
	Many people believe	that having a large family is a form of insurance.
喝	Task 2. Work in pairs. I countries. Then report y	List the problems facing poor and overpopulated your results to the class.
	Useful language:	
	poor	living conditions
	low	living standards
	not enough	food
	lack / shortage of	school / hospital / teacher / doctor / nurse
喝		<b>95.</b> Work out the solutions to the problems of your results to the class.
	Useful language:	
	raise	an awareness of the problems of
		overpopulation
		living standards
	exercise / implement	reward and punishment policies
	carry out	population education programmes
		family planning programmes
	use	birth control methods

Task 4. Work in groups. Talk about the problems of overpopulation and offer solutions, using the results of Tasks 2 and 3.

#### C. LISTENING

#### Before you listen

- Work in pairs. Discuss the following questions.
- 1. Do you think that our world is overpopulated?
- 2. What continent has the largest population?
- Listen and repeat.

Latin America particularly inexpensive

developing countries punishment rank

improvement shortage generation

#### While you listen

You will hear Dr. Brown, a world population expert, talk about the world population. Listen to the interview and do the tasks that follow.

rap	Task I Choose the best answer	A, B, C, or D for the following
	statements and questions.	TH, B, C, of B for the following
	1. The expert says that there are	people in the world today.
	A. over 6.7 billion	C. about 6.7 million
	B. 6.7 billion	D. 6.6 billion
	2. According to the expert, the p a year.	opulation of the world increases by
	A. 66 million	C. 76 billion
	B. about 66 million	D. about 76 million
	3. According to the expert, the a growth rate is	rea that has the highest population

C. Latin America

D. the Middle East

A. Africa

B. Asia

4.	Scientists	say	that	the	main	reason	for	population	explosion	is
----	------------	-----	------	-----	------	--------	-----	------------	-----------	----

A. death rates

C. an increase in death rates

B. birth rates

D. a decrease in death rates

- 5. Which of the following problems is NOT mentioned by the speaker?
  - A. literacy

C. shortage of food

B. lack of hospitals and schools

D. poor living conditions

- 6. Which of the following solutions is NOT mentioned by the speaker?
  - A. providing safe, inexpensive birth control methods
  - B. educating people
  - C. advising people to use birth control methods
  - D. strictly implementing a family planning policy

#### Task 2. Listen again and answer the following questions.

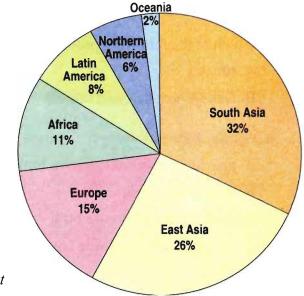
- 1. According to experts, what will the population of the world be by the year 2015?
- 2. What did the expert say about the population growth rates in some parts of the world?
- 3. According to the expert, what is the reason for a fall in the death rates?
- 4. According to the expert, what problems does population explosion cause to the world, particularly to developing countries?
- 5. How many solutions did the expert offer and what are they?

#### After you listen

Listen again. Work in groups and summarise the main ideas of the passage.

#### D. WRITING

Study the chart carefully then write a paragraph of 100 - 120 words, describing the information in the chart.



#### Useful language:

- it can be seen that
- distributed unevenly
- account for ... per cent
- more than double the population of
- half as much as/ nearly half of
- rank first/last

You may begin with:

The chart shows the distribution of world population by region. ...

#### E. LANGUAGE FOCUS

- Pronunciation: / kl / / gl / /kr/ /gr/ /kw/
- Grammar:
  - 1. Conditional types 1 and 2 (revision)
  - 2. Conditional type 3 (revision)
  - 3. Conditional in reported speech

#### Pronunciation

• Listen and repeat.

/ kl /	/ gl /	/ kr /	/ gr /	/ kw /
clean	glean	crowd	grow	quarrel
class	glass	cranky	green	quarter
claim	struggle	crash	grouping	quality
quickly	ugly	creature	ground	queen

• Practise reading aloud this dialogue.

A: Didn't you go to the cricket club?

B: Yes, I did go to the cricket club.

A: Was it crowded?

B: Quite crowded.

A: Was Greg there?

B: Greg was there, yes. And Robert Queen was there, too.

A: Does Robert Queen like cricket?

B: No, he doesn't. He quarrelled with Greg. He went to the pub and drank some glasses of beer.

A: Oh dear!

B: Mm. Shall I take your clothes to the cleaner's?

#### Grammar

Exercise 1. Put the verbs in brackets into the correct form. Add 'll/will, or 'd/would if necessary.

#### Examples:

If it doesn't rain, I (come) \_\_\_\_\_ to see you.

- If it doesn't rain, I'll/will come to see you.

If it didn't rain, I (come) \_\_\_\_\_\_ to see you.

- If it didn't rain, I'd/would come to see you.

1. I (drive)	to work if I had a car.	
2. Where in Vietnam wo choose?	uld you like to live if you (can	)
3. If the weather (be)	good, we will have	ve lunch outside.
4. If the company offers	me a job, I think I (take)	it.
5. Many people woul	d be out of work if that.	factory (close)
6. If you finish before 4	:30, I (come)	and pick you up.
Exercise 2. Put the verb	os in brackets into the correct	form.
Examples:		
If he had listened to me	, he (not/fail)	_ in the exams.
– If he had listened to m	ne, he <b>wouldn't have failed</b> in	the exams.
If I (know)	about the job, I would hav	e applied for it.
– If I had known about	the job, I would have applied	for it.
1. They would have paid of its value.	d you more if they (be told)	
2. If I (realise) have woken him up.	that Greg wanted to get	up early, I would
3. If you had had breakf	fast, you (not/be)	hungry.
4. If they had had enough	h money, they (buy)	that house.
5. If he (study)	harder, he would have p	assed the exams.

Exercise 3. Change the following conditional sentences into reported speech.

Example.	:
----------	---

Example:
'If I were you, I wouldn't buy that coat," she said.
- She said (that) if she were me she wouldn't buy that coat.
1. "I will come to see you if I have time," the man said to her.
2. "What would you say if someone stepped on your feet?" he asked he
3. "If it doesn't rain, we will go out with you," they said to me.
4. "What would you do if you were a billionaire?" the man asked th woman.
5. "If you had asked me, I would have lent you my motorbike," th man said to me.
6. "They would be very disappointed if you did not come," the ma said to his daughter.
7. "I'm sure they will understand if you explain the situation to them, the boy said to the girl.

Unit 8

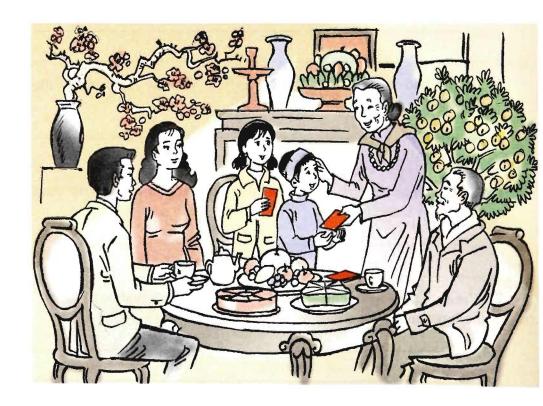
## **CELEBRATIONS**



#### A. READING

#### Before you read

- Work in pairs. Look at the picture and discuss the questions.
- 1. What time of the year is it?
- 2. What are the people in the picture doing?
- 3. What else do you see in the picture?



• Work in pairs. Tell your partner which of these activities you enjoy doing most at Tet. Are there any other things you like doing?

a. making banh chung

c. eating special Tet foods

e. going to the pagoda

g. receiving "lucky money"

b. decorating the house

d. going to the flower market

f. watching fireworks

h. visiting relatives and friends

#### While you read

Read the text about Tet in Vietnam, and then do the tasks that follow.

Lunar New Year, or Tet, is Vietnam's main holiday. It is the grandest and most important occasion in the year which falls sometime between 19<sup>th</sup> January and 20<sup>th</sup> February on the Western calendar. Tet marks the beginning of spring and, for agrarian people, the start of a new year.

Tet's preparations and celebrations used to be spread over months, but nowadays the holiday is much shorter. A great deal of excitement still builds up well before Tet, however. Streets are decorated with coloured lights and red banners. Shops are full of goods. People are busy buying gifts, cleaning and decorating their houses and cooking traditional foods.

Homes are often decorated with plants and flowers at this time. Peach blossom is traditional at Tet in the North while apricot blossom is traditional in the South. The kumquat tree with its ripe deep orange fruits is popular throughout the country. One of Tet's most special foods is banh chung, which is made from sticky rice, green beans and fatty pork. Mut, which is candied fruit such as sugared apples, plums or tomatoes, is also popular.

On the days of Tet everyone tries to be nice and polite to each other. People believe that what they do on the first day of the year will influence their luck during the whole year. Thus, only positive comments should be made. People visit other family members or friends, and they exchange New Year's wishes. Children receive their "lucky money" inside red envelopes. Many people go to pagoda to pray for a happy year for themselves and their family. Both children and adults take part in games and various forms of entertainment. Tet is really a time of fun and festivals throughout the country.

<b>B</b>	Task 1. Find what the followin dictionary when necessary.)	g words mean in the text. (Use a
	1. grand:	2. agrarian:
	3. banner:	4. pray:
	5. sugared apples:	6. excitement:
IF.	Task 2. Decide whether the stater	ments are true (T) or false (F).
	1. Tet is always on 20 <sup>th</sup> February	on the Western calendar.
	2. According to the text, for peop the beginning of spring is the s	
	3. <i>Tet</i> used to be longer than it is	nowadays.
	4. According to the text, "lucky n at Tet.	noney" is given to everyone
	5. Kumquat trees are popular both in the South of Vietnam.	n in the North and
	6. People try to be nice and polite they want to have good luck or	
F	Task 3. Answer the following que	estions.

- 1. When is Tet holiday in Vietnam?
- 2. How long did Tet preparations and celebrations last in the past?
- 3. What do streets look like before Tet?
- 4. What do people often do to prepare for Tet?
- 5. What is banh chung made from?
- 6. What is mut?
- 7. What are some popular activities at Tet?

#### After you read

Work in groups. Tell each other about your last Tet holiday, focusing on the following main points:

- how you prepared for Tet
- how you decorated your house
- who you visited
- what special foods you ate
- what activities you enjoyed doing most during Tet

#### B. SPEAKING

Task 1. Mai is talking with Anna, her new English friend, about *Tet* holiday in Vietnam. *Work in pairs*. Practise reading the dialogue.

Mai : Do you know that Tet holiday is next month?

Anna: What is Tet?

Mai : It's the time when Vietnamese people celebrate the beginning

of spring. It's also the start of the lunar new year.

Anna: When is it exactly?

Mai: Well, this year it's on the 9<sup>th</sup> of February.

Anna: What do you usually do at Tet?

Mai : Well, we eat a lot of special foods, we dress up and visit

friends and relatives, and we also play some traditional games.

Ann: Oh, that sounds really interesting.

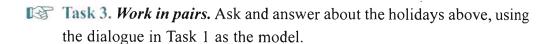
Task 2. Below are some popular holidays and celebrations in Vietnam and in the world. *Work in pairs*. Match the holidays with their main purpose and activities.







Holiday/Celebration	Its main purpose	Its activities
1. Thanksgiving (third Thursday in November)	a. People express their love to each other.	A. They give chocolates, flowers or gifts to the people they love.
2. Valentine's Day (14 <sup>th</sup> February)	b. People celebrate the largest full moon in the year.	B. Children wear masks, parade in the street, have parties with special cakes and lots of fruits, etc.
3. Mid-Autumn Festival (15 <sup>th</sup> day of the 8 <sup>th</sup> lunar month)	c. People celebrate the harvest.	C. Family members get together. They prepare a large meal with roast turkey.



#### C. LISTENING

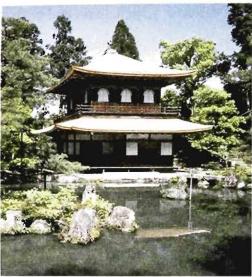
#### Before you listen

- Work in pairs. Guess which of the following activities the Japanese often do on their New Year's Days.
- exchanging gifts and cards

- giving/receiving lucky money
- decorating the house with peach flowers
- going to the pagoda
- wearing kimonos or special dress
- visiting friends

What other things do you think the Japanese also do at the New Year?





• Listen and repeat.

similarities

housewives

shrine

longevity

constancy

pine trees

represent

#### While you listen

kimono

B	Task 1. You will hear two people talking about how the New Year celebrated in Japan. Listen and tick (✓) the things you hear.			
	1. They put on special clothes.			
	2. Everyone cleans the house.			
	3. Bells ring 108 times.			
	4. Housewives prepare special foods.			
	5. They decorate their houses with kumquat trees.			
	6. They go to a shrine.			
	7. They give each other "lucky money".			
	8. They drink rice wine.			
	9. They play cards.			
	10. They watch television.			

11. They eat a special meal.



Task 2. Listen again and answer the following questions.

- 1. Why do the Japanese do a big clean up before the New Year comes?
- 2. Where do the Japanese hear the bells from?
- 3. What do the Japanese often wear when they go to visit their shrines?
- 4. Do the Japanese often celebrate the New Year with their friends?

#### After you listen

Work in pairs. Compare the following aspects of the Vietnamese New Year with those of the Japanese one.

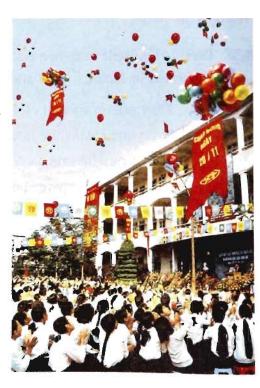
- preparations
- activities on New Year's Eve
- foods and clothes
- people to celebrate with

#### D. WRITING

#### Describing a celebration

Write a description of one of the popular celebrations in Vietnam (e.g. Mid-Autumn Festival, National Independence Day, Teachers' Day, Women's Day, etc.). Your description should include the following main points:

- name of the festival
- time of the festival
- purpose of the festival
- main activities of the festival
- your feeling about the festival (whether you like it or not and the reason(s))



#### E. LANGUAGE FOCUS

- Pronunciation: / fl / / fr / / θr /
- Grammar and vocabulary:
  - 1. Pronouns one(s), someone, no one, anyone, everyone
  - 2. Vocabulary about holidays and celebrations

#### Pronunciation

• Listen and repeat.

/ fl / / fr / / θr /
fly fry thrive
flower frozen threaten
flu fruit through
overflow afraid overthrow

• Practise reading aloud this dialogue.

A: Don't throw these little flags onto the floor, Fred.

B: Oh, I'm sorry, Florrie. I'll pick them up.

A: That's all right, Fred. And are you hungry? Dinner's ready.

B: Oh, good! What shall we have for dinner today, Florrie?

A: We'll have three dishes: French fries, fried fish and cauliflower.

B: Good! I like all three of them. What about dessert?

A: I've made a fruit cake. But first, have some fruit juice.

It's good for your throat and keeps away the flu.

B: Thanks, Florrie.

#### Grammar and vocabulary

Exercise 1. Complete the sentences, using someone, anyone, no one, or everyone. Use each word twice.

Example:
likes snakes, do they?
No one likes snakes, do they?
1. I don't think likes the film. It's so boring.
2 phoned while you were out, but they didn't leave a message
3. Does mind if I eat first?
4. There's at the door. Can you go and see who it is?
5. He didn't come to class for three days, and knows where he is
6. Can we start now? Has arrived?
7. Everyone said they would attend the party, but turned up.

#### Exercise 2. Rewrite the sentences, using the pronoun one(s).

#### Example:

The Tet tree (cây nêu) is there to attract good spirits and ward off evil spirits.

- The Tet tree (cây nêu) is there to attract good spirits and ward off evil **ones**.
- 1. Of the three bags I like the blue bag.
- 2. Mai is making a fruit cake. Huong is making a fruit cake, too.
- 3. I like reading books, especially the books about the natural world.
- 4. I don't have a computer, and my father doesn't want me to have a computer.
- 5. They let me choose a pencil, and I took the red pencil.
- 6. There are several national celebrations in Vietnam, but perhaps the most meaningful celebration is Tet holiday.
- 7. We told each other both happy stories and sad stories about our lives.

Exercise 3. Use the words from the box to complete the following sentences.

traditional	excitement	polite	good luck	
celebrating	grand	agrarian	gifts	

Example:
people, who live by farming, depend on the lunar
calendar to manage their crops.
– <b>Agrarian</b> people, who live by farming, depend on the lunar calendar
to manage their crops.
1. Before Tet, housewives are always busy cooking foods.
2. The Prince's wedding was a very occasion.
3. Christmas is also the time for people to give and receive
4. Each nation has its own way of the New Year.
5. On the first day of the New Year, people often try to be nice and
6. People go to pagoda to pray for
7. If you walk on the street before Tet, you'll find great
everywhere.

## Unit 9

## THE POST OFFICE

#### A. READING

#### Before you read

Work with a partner. Ask and answer the following questions.

- 1. How far is it from your home to the nearest post office?
- 2. How often do you go to the post office? What for?
- 3. What services do you think the post office offers?



#### While you read

Read the text which introduces the services provided by Thanh Ba Post Office, and then do the tasks that follow.

#### (Open daily from 7 a.m. to 9 p.m.)

Thanh Ba Post Office is equipped with advanced technology and has a spacious and pleasant front office. We offer the best services with a well-trained staff, who are always thoughtful and courteous to customers.

#### Mail and Parcel Service

You can choose to send your letters by air or surface mail. We also have the Express Mail Service and your EMS mail will be delivered in the shortest possible time.

The maximum weight limit of a parcel is 31.5 kg. We offer a very competitive rate for parcels under 15 kg.

#### **Express Money Transfer**

Just imagine your relatives are living over one thousand kilometres away from you and you want to send them some money quickly. This speedy and secure service for transferring money can be useful. The money will be sent to your relatives in less than 24 hours.

#### Phone Calls and Faxes

Besides the ordinary telephone call service, our Post Office provides the Messenger Call Service. This service helps you to notify the recipient of the time and place to receive the call.

If you want to send a document and do not want to lose its original shape, our facsimile service will help you. Fax transmission has now become a cheap and convenient way to transmit texts and graphics over distances.

#### **Press Distribution**

Don't bother to go out early to buy your daily newspapers. Just subscribe to your favourite newspapers and magazines and we will have them delivered to your house early in the morning.

- Task 1. Circle the letter (A, B, C or D) before the word that has the opposite meaning to the italicised word.
  - 1. Thanh Ba Post Office has a spacious and pleasant front office.
    - A. large
- B. beautiful
- C. cramped
- D. open
- 2. Our well-trained staff are always courteous to customers.
  - A. helpful
- B. rude
- C. friendly
- D. open
- 3. This speedy and secure service of transferring money can be useful. D. slow
  - A. rapid
- B. hurried
- C. careful
- 4. If you want to send a document and do not want to lose its original
  - A. unique
- B. outdated

shape, send it by a fax machine.

- C. changed
- D. imaginative
- Task 2. Read the text again and then answer the following questions.
  - 1. What is Thanh Ba Post Office equipped with?
  - 2. What services are offered at Thanh Ba Post Office?
  - 3. According to the text, what are the three different ways of sending a letter?
  - 4. What is the Messenger Call Service used for?
  - 5. What will you have to do if you want to get your newspapers and magazines delivered to your house?
- Task 3. Find evidence in the text to support these statements.
  - 1. You cannot make a phone call at Thanh Ba Post Office at 10 p.m.
  - 2. You can save some money if you send a parcel which is under 15 kg.
  - 3. The post office offers a special mail service which is particularly fast.
  - 4. Your relatives do not have to wait till tomorrow to get the money you send them today.

#### After you read

Work in groups. Answer the following questions.

- 1. Which service provided by Thanh Ba Post Office do you think is the most important and why?
- 2. What services do you think Thanh Ba Post Office should have in the future?

#### B. SPEAKING



Task 1. Work in pairs. Act out the dialogue and then answer the question: What service is the customer using in the dialogue?

A: Excuse me!

B: Yes? What can I do for you, sir?

A: Could you help me to send this document to my office by fax?

B: Certainly. What's the fax number, please?

A: It's 04.7223898.

B: OK. I'm sending it now.

A: Thank you. Oh. How much is that?

B: It's five thousand dongs. You can see the rates on the table.

A: Yeah. I see. Here you are. Thank you.

B: You're welcome.

Task 2. Work in pairs. Make a conversation from the suggestions below. The conversation takes place at the post office between a clerk (A) and a customer (B) who wants to have a telephone line installed at home.

A: Greet B and ask if he can help

B: Say that you want to have a telephone line installed at home

A: Ask where B lives

B: Give your address and ask when the installation will take place

A: Say that the installation will take place one week after registration

B: Ask if A can come on Friday

A: Agree and ask if B has a telephone

B: Say that you already have a telephone and ask about the installation fee and monthly fee

A: Tell B about the fees and ask B to fill in a form

- Task 3. Work in pairs. Imagine that one of you is a clerk at the post office and the other is a customer, make a dialogue for each of the following situations.
  - 1. You want to subscribe to the Lao Dong Daily for a year and have the newspaper delivered to your home every morning before 6.30. Your address is 67 Ngoc Ha Street, Hanoi.
  - 2. Your best friend's birthday is on 16<sup>th</sup> May. You want to use the Flower Telegram Service provided by the post office to send her a greetings card and a bunch of red roses on her birthday.



### C. LISTENING

## Before you listen

	• Work in pairs. Ask and answer the following questions.			
	1. Is your family on the phone? What is your phone number?			
	2. Does any member of your family have a cellphone? What make is it?			
	<ul><li>3. What do you think are the advantages and disadvantages of cellphones</li><li>Listen and repeat.</li></ul>			
	commune rural network	communal growth capacity	diş	git subscriber
Whi	le you listen			
	You will hear some telephone system ove follow.  Task 1. Listen and	er the past few years	s. Listen and	d do the tasks that
	following statements and questions.			
	1. According to the passage, Vietnam ranks for growth in the number of telephone subscribers.			for growth in
	A. 6 <sup>th</sup>	B. 2 <sup>nd</sup>	C. 30 <sup>th</sup>	D. 8 <sup>th</sup>
	2. Vietnam is among the countries in the world that have more than two million telephones.			
	A. 6	B. 140	C. 13	D. 30
	3. In 1996, Vietnam began upgrading its networks			networks.
	A. mobile phone		C. fixed to	elephone
	B. subscriber		D. post o	ffice
	4. According to the communes across	e passage, at prese Vietnam have telepl		

B. 80

C. 14

A. 90

D. 93

- 5. Which aspect of development in Vietnam's telecommunication is NOT mentioned in the listening passage?
  - A. The increase in the number of telephones.
  - B. The growth in the capacity of the mobile phone system.
  - C. The change of the international telephone system.
  - D. The reduction in monthly telephone fees.

#### Task 2. Listen again and answer the following questions.

- 1. According to the passage, which country has the highest growth in the number of telephone subscribers?
- 2. How many telephones were there in Vietnam in the early 1990s?
- 3. How were the fixed telephone numbers changed in 1996?
- 4. When did the change of mobile telephone numbers take place?
- 5. According to the passage, how many communal post offices are there in Vietnam?

#### After you listen

Work in groups. Summarise the main ideas of the listening passage. Your summary should have the following points.

- 1. Vietnam's rapid growth in telephone numbers
- 2. The addition of digits to existing telephone numbers to meet the increasing demands
- 3. The reduction in monthly telephone fees
- 4. The expansion of the telephone networks to Vietnam's rural areas





#### D. WRITING

#### Writing a letter to express satisfaction (or dissatisfaction)

Task 1. Work with a partner. Imagine that you have been using some of the services provided by Thanh Ba Post Office (you have learnt about this post office in the READING section). Discuss the things that may make you satisfied (or dissatisfied) with the services there. The ideas below might be useful to you:

- The opening hours of the post office too late/too early...
- The quality of the equipment
- The security conditions of the post office
- The attitude of the staff
- The prices of the services
- The punctuality of delivery of letters and newspapers

- good/bad/poor quality/needs repairing...
- good/poor security condition/ no one to keep motorcycles or bicycles/pickpockets...
- polite/helpful/rude/arrogant.
- low/high/reasonable...
- always/never punctual/ sometimes late/ letters and newspapers are lost...

Task 2. After a year in the job, the director of Thanh Ba Post Office has invited residents in the neighbourhood to write letters to him describing the quality of the services they have received. Write such a letter, using the ideas you discussed in Task 1.

Customer

To:



#### E. LANGUAGE FOCUS

- Pronunciation: / sp / -/ st / / sk /
- Grammar:
  - 1. Defining relative clauses (revision)
  - 2. Non-defining relative clauses (revision)

#### Pronunciation

• Listen and repeat.

/ sp /	/ st / /	sk /
speak	Stanley	ask
speech	stand	disk
speedy	stop	dusk
crisp	best	skill
spacious	text	school

- Practise reading aloud this dialogue.
- A: Ladies and gentlemen ...
- B: Speak up, Stanley!
- A: I stand before you ...
- B: Speak up, Stanley!
- A: On this School Speech Day ...
- B: Do speak up!
- A: ON THIS SCHOOL SPEECH DAY ...
- B: Stop shouting, Stanley!
- A: And I speak for both my wife and myself, when I say ...
- B: Speak up, Stanley!
- A: SPEAK UP, STANLEY!!!

#### Grammar

Exercise 1. Explain what the words below mean, using the phrases from the box.

steals something from a shop pays rent to live in a house or flat designs buildings breaks into a house to steal things buys something from a shop

xample: (an architect) An architect is someone who designs buildings.	
. (a burglar)	
. (a customer)	
. (a shoplifter)	
. (a coward)	
. (a tenant)	
xercise 2. Complete each sentence, using who, whom, or whose.  xample: What's the name of the man whose car you borrowed?	
A pacifist is a person believes that all wars are wrong.	
An orphan is a child parents are dead.	
I don't know the name of the woman I met yesterday.	
This school is only for children first language is not English.	,
The woman I wanted to see was away on holiday.	
xercise 3. Join the sentences, using who, that, or which.	
girl was injured in the accident. She is now in hospital.	

- The girl who was injured in the accident is now in hospital.

1.	A man answered the phone. He told me you were away.
	The man
2.	A waitress served us. She was very impolite and impatient.
3.	A building was destroyed in the fire. It has now been rebuilt.
4.	Some people were arrested. They have now been released.
5.	A bus goes to the airport. It runs every half an hour.

### Exercise 4. Join the sentences below, using who, whose, or which.

#### Example:

I met Jane's father. He works at the university.

- I met Jane's father, who works at the university.
- 1. Peter is studying French and German. He has never been abroad.
- 2. You've all met Michael Wood. He is visiting us for a couple of days.
- 3. We are moving to Manchester. Manchester is in the north-west.
- 4. I'll be staying with Adrian. His brother is one of my closest friends.
- 5. John Bridge is one of my oldest friends. He has just gone to live in Canada.

#### TEST YOURSELF C

#### I. Listening (2.5 points)

Listen to the conversation and put these telephone expressions in the
order you hear from 1 - 11. Number 1 has been done as an example.
a. Can I leave a message please?
☐ b. This is Donna speaking.
c. The line's busy at the moment.
d. I'm afraid Mr. Barnes isn't here at the moment.
e. I'd like to speak to Jon Barnes, please.
f. It's Georgia King speaking.
g. Father & Son Ltd., good morning. For Sales, press one. For Account, press two. For enquiries, please hold.
h. I'm returning his call.
i. I'll put you through to one of his colleagues.
☐ j. Can I take a message?
k. Hold on, please

#### II. Reading (2.5 points)

Read the passage and answer the questions.

There are many interesting customs in different countries for celebrating the new year. In Spain and Portugal, people gather just before midnight on New Year's Eve and select twelve grapes from a large bunch. As the clock turns to the new year, each person eats twelve grapes and wishes good luck to everyone else. The twelve grapes are symbols of the twelve months of the year. In Iran, New Year's Day is called No-Ruz. It begins on 21<sup>st</sup> March and lasts for thirteen days. No-Ruz is a happy time because winter is ending and spring is beginning. Each member of a family usually reads from the Koran, and then they all embrace each other and say, "May you live 100 years!".

,	Ι.	What do people in Spain and Portugal often do before midnight on New Year's Eve?
	2.	Why do the Spanish and Portuguese people eat twelve grapes on New Year's Eve?
	3.	Where in the world is the New Year's Day called No-Ruz?
	4.	How long does it last?
	5.	What do people usually do on No-Ruz?
Ш.	Pi	ronunciation and Grammar (2.5 points)
		Listen and put a tick $(\checkmark)$ in the right box, paying attention to the conunciation of the underlined part of the word.
	1.	glean clean
	2.	<u>fly</u> <u>fry</u>
	3.	<u>dr</u> ive <u>thr</u> ive
	4.	over <u>fl</u> ow over <u>thr</u> ow
	b)	Join the sentences, using who or which.
	1.	The Earth is a planet. It can support life.
	2.	The book is about a girl. She runs away from home.
	3.	A dictionary is a book. It gives you the meanings of words.

c) Match the clause in column A with the one in column B to make a complete conditional sentence.

В
a. if I spoke English well.
b. I would have helped you.
c. if we can afford it.
ł

#### IV. Writing (2.5 points)

In 120 words, write a paragraph on what you like and don't like about our Tet holiday. Your writing should include the activities people often do before and during Tet, the food and the weather at Tet. You may use the cues below:

#### **Before Tet:**

clean and decorate the house buy peach flowers, kumquat trees buy things: sweets, candies,...

#### **During Tet:**

cook traditional food(s) go to pagoda or church visit relatives and friends

#### **Typical foods:**

banh chung (square sticky rice cakė) fruit jams

#### The weather:

cold and wet

## Unit 10 NATURE IN DANGER



#### READING

#### Before you read

Work in pairs. Read these facts about endangered species and discuss the questions below.

- Once found throughout Africa and Asia, cheetahs are now only scattered throughout east Africa.
- It is estimated that only 1,000 pandas remain in the wild.
- There are only about 20 Siberian tigers left in the wild in China and about 100 live in Chinese zoos and national parks.





- 1. What do you understand from the facts above?
- 2. Can you explain why the numbers of these animals have become small?



#### While you read



Read the passage, and then do the tasks that follow.

The human race is only one small species in the living world. Many other species exist on this planet. However, human beings have a great influence on the rest of the world. They are changing the environment by building cities and villages where forests once stood. They are affecting the water supply by using water for industry and agriculture. They are changing weather conditions by cutting down trees in the forests. And they are destroying the air by adding pollutants to it.

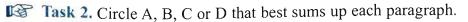
It can be said that human beings are changing the environment in all respects through their actions and by their habits. This has resulted in two serious consequences. The first is that many kinds of rare animals are killed. The second is that the environment where these animals are living is badly destroyed. As a result, the number of rare animals is decreasing so rapidly that they are in danger of becoming extinct.

In order to make sure that these rare animals do not disappear, efforts have been made to protect the environments in which they live. Scientists have made lists of endangered species and suggested ways to save them. Many organisations have been set up and funds have been raised. Thousands of national parks all over the world have been established to protect endangered animals. Laws have been introduced to prohibit the killing of endangered animals and the destruction of the environments where these rare animals are living.

If people's interference with the environment decreases, more species will survive and produce offspring. The Earth will be a happy planet where human beings, animals and plants peacefully co-exist.

Task 1. The words in the box all appear in the passage. Fill each blank with a suitable word.

	pollutants interference	decreasing extinct	protect endangered
1.	Dinosaurs became	millio	ns of years ago.
2.	She tried to	herself fron	n the wind.
3.	This species of bird is _		_ in number every year.
	The chemicalwater and soil dangerou		s and factories make the air,
5.	The blue whale is a(n)	s	pecies.
6.	Because of thebecome extinct.	of huma	n beings, many animals have



- 1. Paragraph 1
  - A. Human beings need to grow food.
  - B. Human beings pollute the environment.
  - C. Human beings interfere with nature.
  - D. People should stop living in cities and villages.

#### 2. Paragraph 2

- A. Many animals are disappearing.
- B. Human beings are responsible for the changes in the environment.
- C. People are in danger of becoming extinct.
- D. The human race is also an endangered species.

#### 3. Paragraph 3

- A. Human beings have made efforts to protect the environment.
- B. Scientists have made a long list of endangered species.
- C. People should be kept away from animals and plants.
- D. Rare animals do not disappear.

#### 4. Paragraph 4

- A. The survival of endangered species
- B. The Earth a happy planet
- C. Conditions for a peaceful co-existence
- D. People's interference with the environment

#### Task 3. Answer the questions.

- 1. What are the four ways by which human beings are changing the world?
- 2. What are the serious consequences of people's interference with the environment?
- 3. What has been done to protect the environment?

#### After you read

Work in groups. Find out why some animals have become extinct.

#### B. SPEAKING

- Task 1. Work in pairs. Below are some reasons why nature is threatened. Put them in the order of importance.
  - killing endangered animals for fur, skin and food
  - keeping animals as pets
  - hunting or capturing animals for recreation or entertainment
  - burning forests
  - cutting down trees for wood
  - using fertilizers and pesticides for cultivation
  - discharging chemical pollutants into the environment
- Task 2. Work in pairs. Match the reasons in Task 1 with possible measures for protecting the environment in the box below.
  - Killing endangered animals for fur, skin and food should be banned.
  - Planting trees should be encouraged.
  - Keeping animals as pets should be discouraged.
  - Zoos and national parks should be established to save animals and plants.
  - Animals should not be captured for recreation and entertainment.
  - All kinds of animals and plants should be protected.
  - Discharging chemical pollutants into the environment should be prohibited.
  - Decreasing the use of fertilizers and pesticides for farming should be encouraged.
- Task 3. Work in pairs. State the negative impacts caused by people on the environment and suggest measures to protect it.

#### Example:

A: People are killing endangered animals for fur, skin and food.

B: Killing endangered animals for fur, skin and food should be banned.

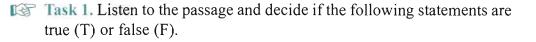
#### C. LISTENING

#### Before you listen

- Work in pairs. Name some national parks in Vietnam.
- Listen and repeat.

scenic features devastating maintenance approximately vehicles completely

#### While you listen



- 1. National parks protect and preserve the natural beauty of the land.
- 2. They usually contain a variety of scenic features.
- 3. All national parks are in danger of being destroyed.
- 4. Large areas of national parks can be destroyed by fire.
- 5. Visitors do not help to preserve and protect national parks.
- Task 2. Listen again and answer the questions.
  - 1. How many national parks are there in the United States?
  - 2. How many people visit national parks every year?
  - 3. Can you name some of the problems which national parks are currently facing?
  - 4. What should be done to protect them?

#### After you listen

Work in groups. Summarise the passage, using the information in Tasks 1 and 2.

#### D. WRITING

Write a description of Cat Ba National Park, using the facts and figures below.

#### **CAT BA NATIONAL PARK**

SOME FACTS AND FIGURES

Location: Cat Ba Island

120 km from Ha Noi, 20 km east of Hai Phong

Special features: tropical forests and coastal waters

white sand beach, abundant natural resources, beautiful landscapes, rare

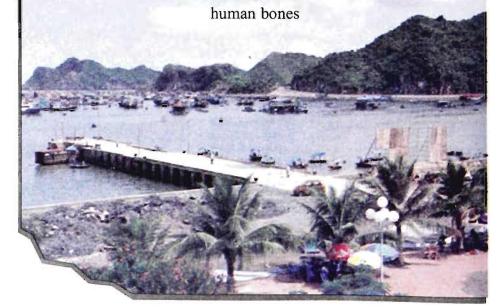
animals and plants

Total area: 15,200 ha

Animals and plants: species of fish: 300

species of animals: 40 species of birds: 150 species of plants: 620

Historic features: 6,000-year-old stone tools



#### E. LANGUAGE FOCUS

- Pronunciation: / sl / / sm / / sn / / sw /
- Grammar:

Relative pronouns with prepositions

#### Pronunciation

• Listen and repeat.

/ sl /	/ sm /	/ sn /	/ sw /
slave	small	snack	swallow
sleep	smart	sneeze	swim
slim	smell	snooker	swing
slowly	smoke	snowy	switch

- Practise reading aloud this dialogue.
- A: Is Snowy at home? Snowy Smith?
- B: He is sleeping. Go away.
- A: Sleeping? Where?
- B: In there. Why do you smile?
- A: Perhaps Snowy is in there. But he is not asleep.
- B: I swear he is sleeping.
- A: When Snowy sleeps, he snores but he looks sweet.

#### Grammar

Exercise 1. Choose the suitable italicised words to complete the following sentences.

- 1. To who/whom it may concern.
- 2. It was a service for which/that I was grateful.
- 3. The success of a shared holiday depends on who/whom you share it with.
- 4. Do you like the person who/whom sits next to you?
- 5. Midway through the second half, Manchester United scored their third goal, at *that/which* point Leeds United gave up completely.
- 6. There is one person to whom/who I owe more than I can say.
- 7. It was the kind of accident for which/that nobody was really to blame.

Exercise 2. Combine the following sentences, using preposition + whom or which.

#### Examples:

She is the woman. I told you about her.

- She is the woman about whom I told you.

The song was interesting. We listened to it last night.

- The song to which we listened last night was interesting.
- 1. The man was very kind. I talked to him yesterday.
- 2. The man works in the hospital. I told you about him.
- 3. The woman teaches me English. I am telling you about her.
- 4. The movie is fantastic. They are talking about it.
- 5. The picture was beautiful. She was looking at it.
- 6. I'll give you the address. You should write to it.

Exercise	3.	Complete	the	following	sentences,	using	who,	whom,
which or	tha	af.						

1. Jack is the one	_ I miss most.
2. It was a kind of computer	with I was not familiar.
3. Do you get on with the per	son lives next door?
4. I must thank the man from	I got the present.
5. It is an event	I would rather forget.
6. The meeting to	_ I went was interesting.
7. The person	lid it was never caught.
8. That's the woman to	Jim used to be married.

# Unit 11

### SOURCES OF ENERGY

#### A. READING

#### Before you read



Work with a partner. Answer the following questions.

- 1. What source of energy does each picture above refer to?
- 2. What do you need energy for?

#### While you read

Read the passage and then do the tasks that follow.

At present, most of our energy comes from fossil fuels (oil, coal, and natural gas). However, such reserves are limited. Because power demand is increasing very rapidly, fossil fuels will be exhausted within a relatively short time. Therefore, people must develop and use alternative sources of energy.

One alternative source is nuclear energy. Nuclear energy can provide enough electricity for the world's needs for hundreds of years, but it can be very dangerous. Another alternative source of energy is geothermal heat, which comes from deep inside the earth. Scientists use this heat to make energy. However, this energy is available only in a few places in the world.

The sun, water, and the wind are other alternative sources of energy. The wind turns windmills and moves sailboats. It is a clean source of energy, and there is lots of it. Unfortunately, if the wind does not blow, there is no wind energy. When water moves from a high place to a lower place, it makes energy. This energy is used to create electricity. Water power gives energy without pollution. However, people have to build dams to use this energy. And as dams cost a lot of money, water energy is expensive.

The sun releases large amounts of energy every day. This energy can be changed into electricity. Many countries use solar energy for their daily life. Solar panels on the roofs of houses can create enough energy to heat or cool an entire house. Solar energy is not only plentiful and infinite but also clean and safe.

Although there are some disadvantages, the potential of alternative sources of energy is great. However, how to make full use of these sources of energy is a question for researchers all over the world.

Task 1. The words in the box all appear in the passage. Fill each blank with a suitable word. (Use a dictionary when necessary.)

alternative	limited	energy	released	exhausted	

1. Six hundred balloons were	at the ceremony.
2. They are looking for	methods of making it.
3. People use to ru	in machines, heat and cool their homes.
4. The food in the restaurant is	cheap, but the choice is rather
5. Fuel supplies are nearly	

Task 2. Scan the passage and write down the advantage(s) and disadvantage(s) of each alternative source of energy.

Sources of energy	Advantage(s)	Disadvantage(s)	
Nuclear power			
Solar energy			
Water power			
Wind power			
Geothermal heat			

#### Task 3. Answer the questions.

- 1. What is our major source of energy?
- 2. How many sources of energy are mentioned in the text, and which one do you think has the most potential?

#### After you read

Complete the summary of the reading passage by filling each blank with a suitable word from the box.

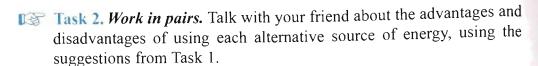
one	environment	alternative	limited
unlimited	sources	energy	fuels

We need energy to live and work. Our major source of (1)
is oil. Oil is (2) kind of fossil fuel. The amount of fossil
in the world is (4) Therefore, we must save it,
and at the same time, we must find new sources of energy. Geothermal
heat and nuclear power are (5) sources of energy. They can
give us electricity. Other alternative (6) are the sun, waves
and water. These sources are not only (7) and available but
also clean and safe for the (8) People should develop and
use them more and more in the future

#### B. SPEAKING

Task 1. The following statements list some advantages and disadvantages of various sources of energy. Read and tick (✓) the appropriate box A (for the advantages) or D (for the disadvantages), then compare the results with a partner's.

	A	D
1. Fossil fuels will be exhausted within a relatively short time.		
2. Geothermal heat is available only in a few places in the world.		
3. If the wind does not blow, there is no wind energy.		
4. Water power provides energy without pollution.		
5. A nuclear reactor releases radiation which is dangerous to the environment.		
6. Solar energy is not only plentiful and unlimited but also clean and safe.		
7. It is expensive to build a dam for hydroelectricity.		

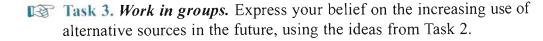


#### Example:

- A: I think/believe that wind power can be an alternative source of energy.
- B: Why do you think/believe so?
- A: Because our major sources of energy are running out while the wind is abundant and unlimited.
- B: I know it is also clean and safe to the environment. However, it is not available when there is no wind.

#### Useful language:

enormous, plentiful, available	dangerous
clean and safe	expensive
unlimited, renewable	polluted
convenient	limited, non-renewable
cheap, simple devices/ technology	harmful
	exhausted



#### C. LISTENING

#### Before you listen

- Work in pairs. List some of the things you use energy for in your house.
- Listen and repeat.

ecologist	resources	renewable
fossil fuels	unlimited	fertilized

#### While you listen

喝	Task 1. Listen and complete the ser	ntences by circling the letter A, B,
	C or D.	
	1. Ecology is the study of	
	A. human beings and animals	
	B. the environment and solar ene	rgy
	C. natural and alternative resourc	es
	D. human beings and their enviro	onment
	2. The natural environment consists	of
	A. the oceans and the land	B. the sun and the air
	C. all natural resources	D. the air and the oceans
	3. If the resource can be, it	is called renewable.
	A. burnt quickly	B. used easily
	C. divided properly	D. replaced quickly
	4. Grass for animals is a	resource.
	A. renewable	B. nonrenewable
	C. limited	D. clean
	5. According to the passage, coal to make it.	is nonrenewable because it takes
	A. billions of years	B. millions of years
	C. three million years	D. three billion years
B	Task 2. Listen again to the last prissing words.	part of the talk and write in the
	Solar energy, air, and water are ren an (1) supply. Howe	
	people are not careful with these reso	
	that reaches the earth depends o	
	atmosphere is polluted, the solar	
	(3) be dangerous. I	
	must contain the correct amount of	nitrogen (N), oxygen (O), carbon
	dioxide (CO <sub>2</sub> ), and other (4)	If humans continue to
	pollute the air, it will not contain	the correct (5) of
	these gases.	

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#### After you listen

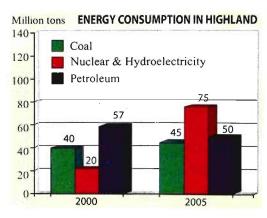
Which group do these sources of energy belong to? Put a tick  $(\checkmark)$  in the right column.

Sources of energy	Nonrenewable	Renewable
Coal		
Geothermal heat		
Petroleum		
Solar energy		
Oil .		
Wind energy		
Gas		

#### D. WRITING

Task 1. Study the chart about energy consumption in Highland in 2000 and fill in the gaps with the information from the chart.

The chart shows the energy consumption in Highland in 2000. As can be seen, the total energy consumption was (1)\_\_\_\_\_ million tons.



Petroleum made up the largest amount of this figure (57 million tons). This was followed by the consumption of (2) \_\_\_\_\_\_ (40 million tons). Nuclear & Hydroelectricity made up the (3) \_\_\_\_\_ amount of energy consumption (20 million tons).

Task 2. Continue your description of the trends in energy consumption in the year 2005 in Highland.

Task 3. Describe the chart, using the information from Tasks 1 and 2.

#### E. LANGUAGE FOCUS

● Pronunciation: /ʃr/ - /spl / - / spr /

• Grammar:

Relative clauses replaced by participles and to infinitives (revision)

#### Pronunciation

• Listen and repeat.

/ʃr/	/spl/	/spr/
shred	splash	spring
shrill	split	spray
shrimp	spleen	spread
shrine	splutter	sprightly

- Practise reading aloud these sentences.
- 1. They were all shrieking with laughter.
- 2. He shrugged (his shoulders), saying he didn't know and didn't care.
- 3. My dad hates shrimp paste.
- 4. What a splendid spring day!
- 5. The stream splits into three smaller streams at this point.
- 6. The house has a narrow front, but it splays out at the back.

#### Grammar

Exercise 1. Rewrite the following sentences, using a present participial phrase.

#### Example:

The man who spoke to John is my brother.

The man speaking to John is my brother.

- 1. The boy who is playing the piano is Ben.
- 2. Do you know the woman who is coming toward us?
- 3. The people who are waiting for the bus in the rain are getting wet.
- 4. The scientists who are researching the causes of cancer are making progress.

5. The fence which surrounds our house is made of wood.
6. We have an apartment which overlooks the park.
Exercise 2. Rewrite the following sentences, using a past participial phra Example:
The Sport Games which were held in India in 1951 were the first Asian Games. The Sport Games held in India in 1951 were the first Asian Games.  1. The ideas which are presented in that book are interesting.
2. I come from a city that is located in the southern part of the count
3. They live in a house that was built in 1890.
4. The photographs which were published in the newspaper we extraordinary.
5. The experiment which was conducted at the University of Chica was successful.
6. They work in a hospital which was sponsored by the government
Exercise 3. Rewrite the following sentences, using an infinitive phrase Example:
Yuri Gagarin was the first man who flew into space.
Yuri Gagarin was the first man to fly into space.
1. John was the last man who reached the top of the mountain.
2. The last person who leaves the room must turn off the light.
3. The first person that we must see is Mr. Smith.
4. This is the second person who was killed in that way.
5. The first person who catches the ball will be the winner.

#### TEST YOURSELF D

#### I. Listening (2.5 points)

Listen to the passage about water conservation and complete the following sentences.

1. Without water, people and other living things
2. If there were no plants, water would run off after
3. Water can be held on the land by
4. Dams are built across rivers to help
5 Water is stored in reservoirs during wet seasons for use in

#### II. Reading (2.5 points)

Read the passage and answer the questions.

Air, water, and soil are necessary to the survival of all living things. Badly polluted air can cause illness, and even death. Polluted water kills fish and other marine life. Pollution of the soil reduces the amount of land that is available for growing food. The pollution problem is very complicated because much pollution is caused by things that benefit people. For example, exhaust from automobiles causes a large percentage of air pollution. But the automobile provides transportation for millions of people. Factories discharge much of the material that pollutes the air and water, but factories give employment to a large number of people. Thus, to end or greatly reduce pollution immediately, people would have to stop using many things that benefit them. Pollution can be gradually reduced in several ways. Scientists and engineers can work to find ways to lessen the amount of pollution that such things as automobiles and factories cause. Governments can pass and enforce laws that require businesses and individuals to stop, or to cut down on certain polluting activities.

1.	What is necessary for the survival of all living things?
2.	What can polluted air, water and soil cause?
3.	Why is the pollution problem complicated? Give one example.
4.	What would people have to do to end or to reduce pollution immediately?
5.	How can governments control pollution?
a) pr	<b>ronunciation and Grammar (2.5 points)</b> Listen and put a tick $(\checkmark)$ in the right box, paying attention to the ronunciation of the underlined part of the word.
	sleep sneeze
	snack smash shrimp spring
	spread splash
	Complete each of the following sentences, using the correct form o-infinitive or participle) of the verb in the box.
	drink invite blow
	live ring leave
1.	Sometimes life is very unpleasant for people near airports
	I was woken up by a bell
	John was the last student the lecture hall.
	2. 3. 4. 5. P a) pr 1. 2. 3. 4. b) (to 1. 2.

4. Do you have anything	?
5. None of the people	to the party can come.
6. There was a tree	down in the storm last night.

#### IV. Writing (2.5 points)

Write a paragraph of 120 words about the measures to protect the environment, using the cues given below.

#### Introduction:

- we / try to find solutions / environmental pollution.

#### **Body:**

- people / stop cutting trees for timber.
- instead, they / plant trees and forests.
- people / reduce using cars, motorbikes / that cause noise and air pollution.
- we / prevent farmers / use fertilizers and pesticides / that damage soil.
- people / not leave / litter on land and in water.
- we / prohibit factories / dump industrial waste / rivers and lakes.

#### Conclusion:

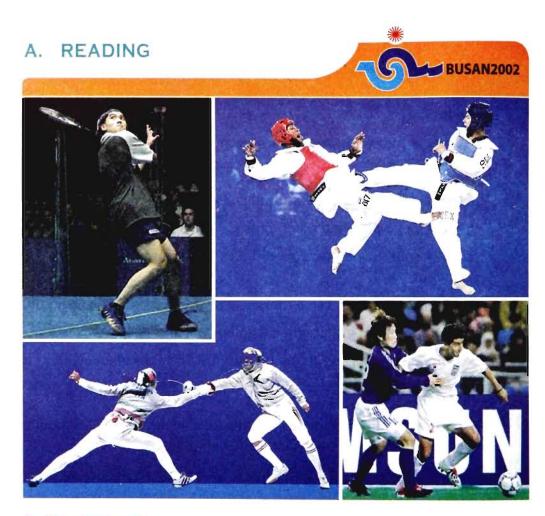
- it / be / high time / governments / have suitable measures / that require companies, individuals / stop cutting down / polluting activities.

#### You may begin with:

We are trying to find solutions to environmental pollution. People should stop cutting trees for timber...

## Unit 12

### THE ASIAN GAMES



#### Before you read

Work with a partner. Discuss the following questions:

- 1. How often are the Asian Games held?
- 2. How many countries take part in the Asian Games?
- 3. What sports is Vietnam best at?

#### While you read

Read the passage and then do the tasks that follow.

The Asian Games, which take place every four years, are held for the purpose of developing intercultural knowledge and friendship within Asia. In this multi-sport event, young people from all over Asia gather together to compete. It is an occasion when strength and sports skills are tested; friendship and solidarity are built and promoted.

During their five-decade history, the Asian Games have been advancing in all aspects. The number of participants has been increasing. The quality of athletes, officials and sports facilities has also been developing through time. New sports and traditional sports have been introduced and added to the Games. The 1<sup>st</sup> Asian Games were held in New Delhi, India in 1951. Only 489 athletes from 11 nations took part in the Games. The six sports events at the first Games were basketball, cycling, football, aquatic sports, athletics and weightlifting. Boxing, shooting and wrestling were added at the 2<sup>nd</sup> Asian Games in Manila, the Philippines in 1954; and tennis, volleyball, table tennis and hockey were added at the 3<sup>rd</sup> Asian Games in Tokyo, Japan in 1958. Squash, rugby, fencing and mountain biking were introduced for the first time at the 13<sup>th</sup> Asian Games in Bangkok, Thailand in 1998.

The 14<sup>th</sup> Asian Games, which were held in Busan, Korea in 2002, attracted 9,919 participants from 44 countries. The athletes competed in 38 different sports and won 427 gold medals. The Vietnamese participants took part in this event with great enthusiasm. Their efforts were much appreciated when they won 2 gold medals in bodybuilding and billiards, and 2 others in women's karatedo. It is hoped that in the near future, Vietnam will become a host country and receive more medals in a variety of sports events.

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Task 1. The words in the box all appear in the passage. Fill each blank with a suitable word.

effort aquatic	appreciated enthusiasm	advancing facilities
1. The hotel has special _	for disable	ed athletes.
2. Swimming and water s	skiing are both	sports.
3. He never lost his	for training atl	nletes.
4. I will make every	to arrive on ti	me.
5. Our sports performar	nces have been _	considerably over
recent years.		
6. Your help was greatly		

Task 2. Scan the passage and complete the following table.

Year	Events
(1)	The 1 <sup>st</sup> Asian Games began in New Delhi, India.
1954	Boxing, shooting and wrestling were added at (2)
(3)	Tennis, volleyball, table tennis and hockey were added at the 3 <sup>rd</sup> Asian Games held in Tokyo, Japan.
1998	(4) were introduced at the 13 <sup>th</sup> Asian Games in Bangkok, Thailand.
(5)	The 14 <sup>th</sup> Asian Games were held in Busan, Korea.

#### Task 3. Answer the questions.

- 1. What is the purpose of the Asian Games?
- 2. How many participants took part in the 14th Asian Games?
- 3. In which sports events did the Vietnamese athletes win gold medals at the Busan Games?

#### After you read

Work in groups. Talk about the history of the Asian Games.

#### B. SPEAKING

Task 1. Work in pairs. Ask and answer questions about the Asian Games, using the information from the table below.

Games No.	Host country	Year	Number of countries	Number of sports
1	India	1951	11	6
2	Philippines	1954	18	8
3	Japan	1958	20	13
4	Indonesia	1962	17	13
5	Thailand	1966	18	14
6	Thailand	1970	18	13
7	Iran	1974	25	16
8	Thailand	1978	25	19
9	India	1982	33	21
10	Korea	1986	27	25
11	China	1990	37	27
12	Japan	1994	42	34
13	Thailand	1998	41	36
14	Korea	2002	44	38
15	Qatar .	2006	45	39

#### Example:

A: When and where were the 1<sup>st</sup> Asian Games held?

B: (They were held) in 1951 in India.

A: How many countries took part in the Games?

B: Eleven.

A: How many sports were there at the Games?

B: Six.

Task 2. Work in groups. Take turns to talk about the sports results of the Vietnamese athletes at 14<sup>th</sup> Asian Games, using the information from the table below.

MEDALS WON BY VIETNAM  (at 14 <sup>th</sup> Asian Games held in Busan, Korea)			
Sports	Gold Medals	Silver Medals	Bronze Medals
Bodybuilding	1		1
Billiards	1 .	1	
Karatedo	2		1
Shooting		4.5	1
Wushu		1	1

#### Example:

In bodybuilding, the Vietnamese athletes won one gold medal and one bronze medal.



80kg. left to right: Liaw Teck Leong (Malaysia – 2<sup>nd</sup>), **Ly Duc** (Vietnam – 1<sup>st</sup>), Lee Jin Ho (Korea – 3<sup>rd</sup>)



60kg, left to right: Ibrahim Sihat (Singapore -2<sup>nd</sup>), Cho Wang Bung (Korea -1<sup>st</sup>), **Pham Van Mach** (Vietnam -3<sup>rd</sup>)

#### C. LISTENING

#### Before you listen









Work in pairs. Look at the pictures and answer the questions.

- 1. What are the names of these sports?
- 2. Have you ever watched sports like these on television?
- 3. Which sport(s) do you like best? Why?

#### Listen and repeat.

coming live	freestyle	gymnasium	Lee Bong-ju
land	bar	gymnast	Vichai

#### While you listen

C.B.		ask 1. Listen a llowing sentenc		est answer A, B, C	or D for the
	1.		gold medal in w	vomen's swimming.	She set a new
		A. 200 seconds	S	C. 1 minute 58 seco	onds
	B. 1 minute 38 seconds		seconds	D. 1 minute 48 seconds	
	2. Lily got an average of		points in her gymnastics event.		
		A. 9.5	B. 5.9	C. 15	D. 5
	3. Lee Bong-ju jumpedin men's long jump.		and he won the gold medal		
		A. 8.5 m	B. 8.9 m	C. 9.8 m	D. 18 m
	4.	The bar that Vi	chai had to jump	over was at	<u>.                                    </u>
		A. 3.2m	B. 2.3 m	C. 2.0 m	D. 2.5 m
	5.	Which of the foreport?	ollowing sports e	vents was NOT ment	tioned in the
		A. swimming		C. long and high ju	mps
		B. gymnastics		D. weightlifting	
Tab a	T	ask 2. Listen ag	ain and answer th	ne following question	ns.

#### U

- 1. What time was "The Asian Games Report" programme?
- 2. How many gold medals have the Japanese athletes won in the first three days?
- 3. How many times has Lee Bong-ju competed in the long jump?
- 4. What was the last sports event mentioned in the report?
- 5. How did Vichai feel after he finished his performance?

#### After you listen

Work in groups. Talk about a famous athlete you know.

#### D. WRITING

Suppose Vietnam is going to host the coming Asian Games. Write a paragraph of 120 words to describe the preparations for the Games, using the cues given below.

• build	<ul> <li>one more National Stadium, some sports</li> <li>buildings and car parks</li> </ul>
• upgrade	<ul> <li>National Sports Centres and local stadiums</li> <li>(because they are not in good condition)</li> </ul>
• widen	- training areas and roads to sports buildings
• equip	- hotels, guest houses with modern facilities
	(also special services for disabled athletes)
• promote and	- preparations for the Asian Games on the radio
advertise	and TV
• recruit	<ul> <li>volunteers to serve the Games (university</li> </ul>
	teachers and students with good English)
• hold	- competition to choose an official song

#### You may begin with:

To prepare for the coming Asian Games, we have a lot of things to do. First of all, we will build one more National Stadium and ...



#### E. LANGUAGE FOCUS

• Pronunciation: /str/ - /skr/ - /skw/

• Grammar: 1. Relative clauses (revision)

2. Omission of relative pronouns

#### Pronunciation

• Listen and repeat.

/str/	/skr/	/skw/
street	scream	square
strong	screen	squeeze
strange	screw	squeak
strength	scratch	squeal

- Practise reading aloud these sentences.
- 1. There was a strong man on the street at night.
- 2. The strong man looked very strange.
- 3. He was holding an ice-cream in one hand, and a rubber doll in the other hand.
- 4. The man was eating the ice-cream, squeezing the doll and it was squeaking.
- 5. The man was screaming while walking to the square.
- 6. Nobody knew why he was doing the strange things.

#### Grammar

Exercise 1. Complete each of the following sentences, using a suitable sentence in the box to make a relative clause without a relative pronoun.

Mary is wearing it	
we had it for lunch	we met him this morning
John told them	he invited them to the birthday party
you lost it	I bought it yesterday

#### Example:

I like the diamond ring

- I like the diamond ring Mary is wearing.

1. Have you found the bike	·
2. Most of the classmates	couldn't come.
	were very funny.
4. The dictionary is e	xpensive, but very interesting.
5. I didn't like the man	
6. The beef was really	
Exercise 2. Complete each of the sentence in the box to make a relative to make a relative to the sentence in the box to the sentence in th	e following sentences, using a suitable ative clause with a preposition.
I wanted to travel on it	
we're living in it	
I work with them	
I slept in it	he applied for it
Example:	
The flight	was fully booked.
- The flight I wanted to travel of	on was fully booked.
1. I enjoy my job because I like	the people
2. The dinner party	wasn't very enjoyable.
	is not in good condition.
	gs
5. He didn't get the job	
6. The bed	was very modern.
	ices in which the relative pronoun can
Example:	
O. Are these the keys that yet	ou are looking for?
1. The girl who we are goin	<del>-</del>
2. He works for a company	
	e man who you met yesterday?
4. The table that was broker	
5. Do you know the girl wh	
6. This is the novel that I've	e been expecting.

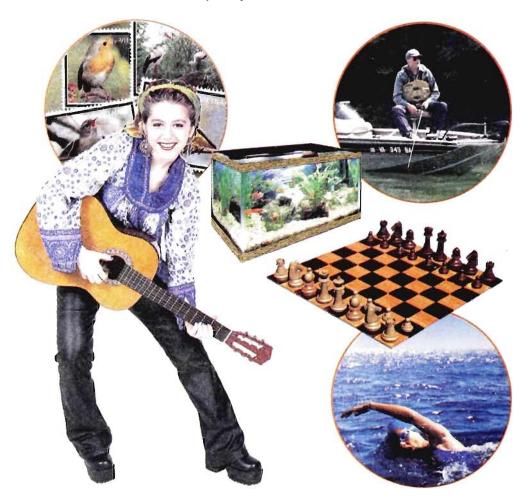
## **HOBBIES**



#### A. READING

#### Before you read

The pictures below present some hobbies. Work with a partner and say which you like to do in your free time.



#### While you read

Read the passage and then do the tasks that follow.

There are a number of things I like to do in my free time. They are my hobbies

The hobby I like most is playing my guitar. My uncle, who is an accomplished guitarist, taught me how to play. Now I can play a few simple tunes. I have even begun to sing while playing the guitar, but I have not been very successful at this. My uncle tells me that all I need is to practise regularly and I should be able to do it. He is very good at accompanying people singing with his guitar and I admire him very much.

Another hobby of mine is keeping fish. I have a modest little glass fish tank where I keep a variety of little fish. Some of them were bought from the shop while some others were collected from the rice field near my house. They look so beautiful swimming about in the tank. I love watching them and my mother loves watching them, too.

I keep stamps, too. However, I would not call myself an avid stamp collector. Actually, I just collect the stamps from discarded envelopes that my relatives and friends give me. Mostly I get local stamps. Once in a while, I get stamps from places like Russia, the USA, Britain, Australia, China and others. I keep the less common ones inside a small album. The common ones I usually give away to others or if no one wants them I simply throw them away.

There are other hobbies that I indulge in for a while, but they are not as interesting as the ones I've been talking about. They really keep me occupied and I am glad I am able to do them.

dictionary to get their meaning.	Then translate them into	Vietnamese.
1. accomplished		
2. accompanying		
3. modest		

Task 1. The words and phrases below all appear in the passage. Use a

4. avid	
5. discarded	
6. indulge in	
7. keep me occupied	

## Task 2. Answer the questions.

- 1. What is the writer's first hobby?
- 2. Is the writer an accomplished guitarist?
- 3. Why does the writer admire his uncle?
- 4. What is the writer's second hobby?
- 5. How did he collect his fish?
- 6. What kind of stamp collector is the writer?
- 7. Where does he collect the stamps?
- 8. Which does the writer get more of, local stamps or foreign stamps?
- 9. What does the writer do with the less common stamps and with the common ones?

#### After you read

Work in groups. Talk about your hobby.

#### B. SPEAKING



Task 1. Work in pairs. Say which of the following you would like/not like to do and why.

- swimming
- fishing
- stamp-collecting
- mountain-climbing
- playing computer games
- reading books
- watching TV
- chatting with a friend on the phone

Task 2. Lan is talking to Huong about her hobby of collecting books.

Practise reading their dialogue with a partner.

Huong: What is your hobby, Lan?

Lan: Well, I like collecting books.

Huong: Could you tell me how you collect your books?

Lan: Well, this must be done regularly. Whenever I find a book

which is interesting I buy it immediately.

Huong: Where do you buy your books?

Lan: I buy some from the bookshop near my house and some

others from second-hand book stalls. Sometimes my

friends, my mum and dad give me some.

Huong: How do you organize your collection?

Lan: I classify them into different categories and put each

category in one corner of my bookshelf with a name tag

on it.

Huong: What do you plan to do next, Lan?

Lan: I think I'll continue to make my collection richer and richer.

Task 3. Work with a partner. Make a similar dialogue about collecting stamps. Use the suggestions below.

hobby stamps

how to collect stamps buy from post office

ask members of family, friends, relatives,

postmen

make pen friends with people overseas

exchange stamps with others

how to organize stamps classify stamps into categories: animals,

plants, birds, landscape, people (heroes,

politicians, football players, singers etc.)

where to keep stamps in album

why to collect stamps broaden your knowledge: know more

about landscape, people, animals, plants

and trees

plan for the future collect more stamps

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#### C. LISTENING

#### Before you listen

Work with a partner. Write down three benefits of reading books. Then share your ideas with the class.

Listen and repeat.

magazines	continually	otherwise	gigantic
profitably	available	bygone	ignorantly

	profitably	available	bygone	ignora	intly
Vhi	le you listen				
图	Task 1. You will and decide wheth			-	his talk
	<ol> <li>The writer star</li> <li>His parents we and other stori</li> </ol>		• •	_	TF
	3. The writer did	n't start with ABO	C books.		
	4. Now he reads	all the books avai	lable.		
	<ul><li>5. Reading helps</li><li>6. According to the study hard.</li></ul>		, .	have to	
	7. The writer is a	ble to know abou	t a tiger through	reading.	
	8. Books might h	elp him in his da	ily life.		
图	Task 2. Listen ag	gain and write the	missing words.		
	The (1)	thing abo	out reading is th	at I do not	have to

The (1)	thing about reading is that I do not have to
learn things th	e very hard way. For example, I do not have to catch a
(2)	to know that it can kill me. I know the danger so
I can avoid it.	Also I do not have to go deep into the (3)
to find out abo	out tigers. I can read all about it in a hook.

Books provide the reader with so many facts and so much information. They have (4) \_\_\_\_\_ helped me in my daily life. I am better equipped to cope with living. Otherwise I would go about (5) learning things the hard way.

So I continue to read. Reading is indeed a good hobby.

#### After you listen

Work with a partner. Talk about the disadvantages of over-reading (reading too much).

#### WRITING D.

Write about your collection, real or imaginary, following these guidelines.

• name of your collection

• when you started your collection

- how you collect them
- how you keep them

- how you classify them
- why you collect them
- your plan for the future

I ANGUAGE FOCUS E.

- Pronunciation: / pt / /bd / /ps/ /bz/
- 1. Subject focus • Grammar: Cleft sentences
  - 2. Object focus
  - 3. Adverbial focus

#### Pronunciation

Listen and repeat.

/pt/	/bd/	/ps/	/bz/
stopped	robbed	stops	robs
jumped	stabbed	steps	bribes
stepped	grabbed	maps	rubs
trapped	bribed	shops	clubs

- Practise reading aloud these sentences.
- 1. She was robbed.
- 2. He stopped smoking.
- 3. Lan dropped the teapot.
- 4. The boy jumped out into the road and bumped into an old man.
- 5. She's been to a number of shops and clubs.
- 6. He rubs his hands because he wants to interrupt their talk.

#### Grammar

Exercise 1. Write the following sentences after the model, paying attention to the subject of the sentence.

#### Example:

The man gave her the book.

- It was the man who gave her the book.
- 1. The boy visited his uncle last month.
- 2. My mother bought me a present on my birthday.
- 3. Huong and Sandra sang together at the party.
- 4. Nam's father got angry with him.
- 5. The boys played football ail day long.
- 6. The girl received a letter from her friend yesterday.
- 7. His presence at the meeting frightened the children.

Exercise 2. Write the following sentences after the model, paying attention to the object of the verb.

#### Example:

The boy hit the dog in the garden.

- It was the dog that the boy hit in the garden.

1. The man is learning <u>English</u> .
2. The woman gave him the book.
3. She sent her friend the postcard.
4. Hoa borrowed the book from Long.
5. The little boy greeted <u>his grandfather</u> in a strange language.
6. The pedestrian asked the policeman a lot of questions.
7. The dog barked at the stranger.
Exercise 3. Write the following sentences after the model, paying attention to the adverbial modifier of the sentence.  Example:  She bought him a present at the shop.  — It was at the shop that she bought him a present.  1. The boy hit the dog in the garden.
2. She made some cakes <u>for tea</u> .
3. His father repaired the bicycle <u>for him</u> .
4. She presented him a book on his birthday.
5. He met his wife <u>in Britain</u> .
6. She bought that present <u>from the shop</u> .
7. The meeting started at 8.00 a.m.

Unit 14

# RECREATION



#### A. READING

Before you read



British people often do in their spare time?		
reading books/newspapers	meeting friends	
watching TV/videos	listening to music	
playing sports	watching sports	
shopping	spending time outdoors	
singing	playing a musical instrument	

Work in nairs Which of the following leisure activities do you think

#### While you read

Read the passage and then do the tasks that follow.

"All work and no play makes Jack a dull boy", goes an English saying. Recreation and entertainment are important to people anywhere in the world. However, forms of popular entertainment are different in different countries

In Britain, the most common leisure activities are home based. Watching television is by far the most popular pastime, and nearly all households have a television set. Over 51 per cent of households have two or more television sets and average viewing time for the population aged four and over is 25 hours a week. Other pursuits include listening to music, reading, do-it-yourself home improvements, and gardening.

British people are also very interested in watching and taking part in sports. Walking and swimming are the two most popular sporting activities, being almost equally undertaken by men and women. Snooker, pool and darts are the next most popular sports among men. The most popular spectator sports are football and rugby in winter, and cricket and athletics in summer.

In the last few years in Britain, a new trend has been developing, i.e., taking weekend or holiday courses. There is an enormous range of courses on offer. The course can be as simple as bricklaying or as sophisticated as making your own stock market decisions. For people who are interested in arts, there are courses in painting or drawing. People who like music can take a course in karaoke singing. Courses like

shoemaking or glass engraving provide people with practical skills they can do with their hands. Those who want to improve their minds can take a course of "Living with more meaning". Entry qualifications to weekend courses are generous, that is, generally no qualifications are necessary, apart from an ability to pay the fees, which may be quite high.

B	Task 1. The words/phrases in italics in the following sentences all appear in the passage. Circle the correct answer.
	<ul><li>1. The activities are home based. They are organised</li><li>A. at home</li><li>B. outdoors</li><li>C. in the basement of the house</li></ul>
	<ul> <li>2. Television viewing is by far the most popular pastime. This means</li> <li>A. people have to go very far to watch television</li> <li>B. television viewing is much more popular than any other pastime</li> <li>C. television viewing is as popular as other pastimes</li> </ul>
	<ul><li>3. There are many different courses on offer. This means</li><li>A. there are many different courses on television</li><li>B. there are many different courses to be taken</li><li>C. there are many different courses that teach people to make offers</li></ul>
	4. Besides watching television, people have other <i>pursuits</i> . This means  A. besides watching television, people have other leisure activities  B. besides watching television, people have to work  C. besides watching television, people don't enjoy doing anything else
	5. Spectator sports are  A. sports people take part in  B. sports people often watch  C. beautiful sports
	6. Entry qualifications are  A. necessary conditions for being admitted to the course  B. ability to pay the fees  C. entry examinations

- Task 2. Answer the questions.
  - 1. Why are recreation and entertainment important to people?
  - 2. What sports do the British like watching?
  - 3. What sports do they like taking part in?
  - 4. Why do many British people take weekend courses?

#### After you read

Work in pairs. Discuss the question: Which of the British leisure activities mentioned in the passage are also popular in Vietnam? Which are not?

#### B. SPEAKING

#### Expressing agreement and disagreement

Task 1. The following are some phrases that can be used to express agreement or disagreement. Put (A) beside an expression of agreement and (D) beside an expression of disagreement.

A 1. I quite agree with you.
2. That's a good idea, but
3. Great!
4. I can't agree with you more.
5. I don't think that's a good idea.
6. Yes, let's do that.
7. That's a good idea.

Task 2. The students of class 11A2 will have a two-day holiday. They are discussing whether they should go on a camping holiday. Read and practise the conversation.

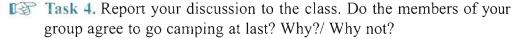
A: Let's go camping.

- B: Yes, let's do that. Then we can rest and enjoy ourselves in the quiet countryside.
- C: Oh, I don't think it's a good idea. If we go camping, we'll have to bring a lot of equipment with us.



Task 3. Work in groups. Imagine you are the students of class 11A2. Continue the discussion. Express agreement or disagreement, using the reasons below.

Reasons for agreeing	Reasons for disagreeing
1. can enjoy spectacular scenery 2. can have a lot of outdoor	1. have to bring a lot of equipment and supplies which are quite heavy
activities  3. can get close to nature	2. have to eat bread for two days, which is not very pleasant
4. can enjoy the trees, flowers and the wildlife	3. have to hire a coach, which costs a lot of money
5. can become more active	4. have to sleep in a tent, the weather might be bad



#### C. LISTENING

#### Before you listen





Work in pairs. What can you see in the two pictures above?

• Listen and repeat.

campgrounds wilderness waterfalls dirt bike trash giant trees depressed solitude

#### While you listen



Task 1. Three students are talking about how they would like to spend their holiday. Listen and decide whether the statements are true (T) or false (F).

- 1. Anna doesn't like summer weather.
- 2. Anna usually spends two weeks in a national park every summer.



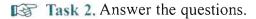
- 3. Terry has never been to the mountains or the desert in summer.
- 4. Terry is attracted to the beauty of nature.



5. Mary likes the solitude of the wilderness.

6. Mary enjoys the comfortable life in the cities.





- 1. What activities do Anna and her friends enjoy doing most in the national park?
- 2. Where can they sleep?
- 3. According to Terry, why aren't the natural places as beautiful as they used to be?
- 4. What does Terry think is also very important to the world?
- 5. Where does Mary spend most of her summer holidays?
- 6. Why doesn't Mary like camping?

#### After you listen

Work in pairs. List three advantages of a camping holiday.

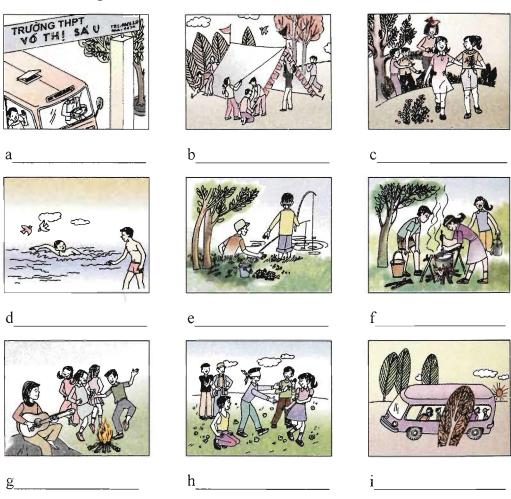
#### D. WRITING



Task 1. Last weekend, class 11A2 went to Ba Vi for a camping holiday. Below are some of their activities during their two-day holiday. Match them with the correct pictures.

- 1. singing and dancing around the camp fire
- 2. the bus leaving the school at 5 a.m.
- 3. putting up the umbrella tent

- 4. watching wildlife in the forest
- 5. cooking food over an open fire
- 6. swimming in the lake
- 7. playing games
- 8. leaving campsite at 4 p.m. the next day
- 9. fishing



Task 2. Imagine you are one of the students in class 11A2. Write a passage about your class's camping holiday, using the information in Task 1.

#### E. LANGUAGE FOCUS

	ar: 1. Conjunction	dz/ - /tʃt/ - / s: both and, not either or, nei ces in the passive	only but also,
Pronunciation			
<ul> <li>Listen and</li> </ul>	•		
/ts/	/dz/	/tSt/	/d3d/
sits	reads	marched	bridged
eats	friends	watched	raged
meets	kids	reached	managed
4. We manag	ed to get three tic	tched television thre ekets for the match. pitched their tent o	
	Combine the sen	tences using both .	and either o
or neither		toness damg both .	· · · · · · · · · · · · · · · · · · ·
Examples:	Tom was late.	So was Ann.	
	- Both Tom an	d Ann were late.	
	She didn't writ	e and she didn't pho	one.
	– She <b>neither</b> v	wrote <b>nor</b> phoned.	
	noliday and so is	Carol.	
Both			·
2. George do George ne	esn't smoke and l	ne doesn t drink.	
		nasn't got a car, eith	 er
Neither Jir		rasii i got a car, ciai	C1.
		was very long, too.	·
	 n's name Richard'	? Or is it Robert? It	's one of the two.

That man's name

I've got I've got time to go on holiday. And I haven't got the money.
7. We can leave today or we can leave tomorrow – whichever you prefer.
We
8. Helen lost her passport at the airport. She also lost her wallet there.  Helen lost at the airport.
9. There are good reasons for using bicycles in big cities: they are clean. They are also easy to park.
There are good reasons for using bicycles in big cities: they are
10. On Friday evening, sometimes I go to the cinema, sometimes I stay home and watch TV.
On Friday evening I either
Exercise 2. Change the sentences into cleft sentences in the passive. <i>Example:</i>
The boy hit the dog in the garden.
It was the dog that was hit in the garden.
1. Fans gave Christina lots of flowers.
2. The pedestrian asked <u>the policeman</u> for direction to the post office.
3. People talked a lot about <u>his house</u> .
4. His father bought him <u>a bicycle</u> for his birthday.
5. He described <u>his hometown</u> in his novel.
6. She frightened the children.
7. Her younger sister broke <u>her glasses</u> .
8. The Prince kissed my younger sister at the party.
9. My father gave me this story book as a birthday present.
10. Vietnamese people celebrate <u>Tet</u> as the greatest occasion in a year.

#### TEST YOURSELF E

#### I. Listening (2.5 points)

Listen and complete the sentences.

- 1. Television brings \_\_\_\_\_ from around the world into millions of homes.
- 2. A person sitting in his house can \_\_\_\_\_ make a speech or visit a foreign country.
- 3. Home viewers can see and learn about \_\_\_\_\_ in far-away lands.
- 4. Entertainment programmes consist of \_\_\_\_\_\_.
- 5. People find it more convenient as well as cheaper to sit comfortably at home \_\_\_\_\_.

#### II. Reading (2.5 points)

Read the passage and decide whether the statements are true (T) or false (F).

Linda lives alone in London, with her wonderful collection. She has been collecting all the royal mementoes since 1960 when she saw the



Royal family



Princess Margaret

wedding of Princess Margaret on TV. The first things she bought were a disk with the Queen's head in the centre, and a few Coronation mugs to go with it. And now she has a huge range of things: pictures, paintings, ashtrays, hundreds of mugs, tea-pots, tea-cloths, biscuit tins, posters, books, flags, toast racks, egg cups, candle sticks and so on. In fact, she has over four thousand Royal souvenirs. It takes all her spare time to keep everything clean and dusted. She is often playing around, making a special area for one of the Royals. It keeps her

amused for hours, and the visitors who come, mainly foreign visitors, never get tired of talking about her Royal family. It is not always easy for Linda to collect the things she really wants. Once she was in a shop and the shop keeper was drinking his tea from a lovely Coronation mug. She offered to buy it from him but he was not interested. So she went out to a shop nearby and bought a very expensive mug and exchanged it for his Coronation mug. She just wanted to put the mug in its proper home.

- 1. Linda has been collecting the royal mementoes since 1960.
- 2. The first things she bought were some Coronation mugs and the Queen's disk.
- 3. She has collected over 4,000 Royal souvenirs.
- 4. Foreign visitors never get bored with talking about her Royal family.
- 5. She bought the Coronation mug from the shop keeper and put it in its proper home.













## III. Pronunciation and Grammar (2.5 points) a) Listen and put a tick ( $\checkmark$ ) in the right box, paying attention to the pronunciation of the underlined part of the word. 1. street scream <u>scr</u>een <u>squ</u>eeze meets rea<u>ds</u> 3. reached managed b) Complete the following sentences with that or who. If it is possible to write that or leave it out, write that in brackets. **Example:** Why do you always disagree with everything (that) I say? 1. Kate is the only person understands me. 2. Why do you blame me for everything goes wrong? 3. Are these the books \_\_\_\_\_ you are looking for? 4. It was Judy taught us English. 5. The student won the scholarship is going to study in Britain.

#### IV. Writing (2.5 points)

very well.

Write a paragraph of 120 words about one of your hobbies, following these guidelines.

6. The dress \_\_\_\_\_ Mary bought yesterday doesn't fit her

- what your hobby is
- when you started it
- how you enjoy it
- how much time you spend on it
- why you enjoy it
- how long you think you will continue with your hobby

# SPACE CONQUEST



#### A. READING

#### Before you read

Work with a partner. Ask and answer the following questions.

- 1. Who is the first human to fly into space?
- 2. Can you name the first humans to set foot on the moon?
- 3. Who is the first Vietnamese to fly into space?



#### While you read

Read the text about Yuri Alekseyevich Gagarin, the first human to fly into space and then do the tasks that follow.

- 1. At 9.07 a.m. Moscow time on 12<sup>th</sup> April, 1961, Yuri Gagarin lifted off into space aboard the Vostok 1. Approximately 12 minutes later, the first human being was in orbit around the Earth at a speed of more than 17,000 miles per hour. His flight lasted 108 minutes.
- 2. The 27-year-old Soviet cosmonaut became the first person to eat and drink in weightlessness. From his window in space, Gagarin was able to view the earth in a way that no human beings had done before. The first words spoken from space were: "I see the Earth. It's so beautiful!"
- 3. Before Gagarin's historic flight, there were still enormous uncertainties. No one knew precisely what would happen to a human being in space. How would the body react to the extreme changes in temperature? How would the mind deal with the psychological tension? If there was a technical failure, Gagarin might never get back to the Earth.
- 4. The success of Gagarin's flight attracted worldwide attention and made him a hero. In a telegram to Moscow, U.S. President John F. Kennedy wrote, "The people of the United States share with the people of the Soviet Union their satisfaction for the safe flight of the astronaut in man's first venture into space. We congratulate you and the Soviet scientists and engineers who made this feat possible. ..."
- 5. Gagarin could have made another space flight if a tragic accident had not occurred. He died in a plane crash on a routine training flight in March 1968. After his death, his hometown of Gzhatsk was renamed Gagarin, and the Cosmonaut Training Centre at Star City, Russia, was given the name of this national hero.

#### Task 1. Match the headings to the paragraphs.

Paragraph 1 A. The tragic accident

Paragraph 2 B. The lift-off

Paragraph 3 C. Congratulations

Paragraph 4 D. A view on Earth

Paragraph 5 E. Uncertainties

#### Task 2. Read the passage again and answer the questions.

- 1. How old was Gagarin when he became the first human being in space?
- 2. How long was he in space?
- 3. What questions were raised before Gagarin's space flight?
- 4. What was the speed of his spacecraft in orbit around the Earth?
- 5. Why couldn't Gagarin make a new space flight?
- 6. What was done after Gagarin's death to honour this national hero?



Gagarin's funeral in Moscow

#### After you read

Complete the summary of the reading passage by putting the words/phrases in the box into the blanks.

impossible named after

lasted gravity success view in space cosmonaut On 12<sup>th</sup> April, 1961, Yuri Gagarin, a Russian (1)\_\_\_\_\_\_ became the first human being (2)\_\_\_\_\_. Although his flight (3) \_\_\_\_\_ only 108 minutes, its (4)\_\_\_\_\_ made him a national hero. He also became the first person to eat and drink in zero (5) and he was able to (6) \_\_\_\_\_ the Earth in a way that no one had done before. Unfortunately, a plane crash in March 1968 made Gagarin's desire of revisiting space (7) . After his death, his hometown and the Cosmonaut Training Centre at Star City, Russia were (8) him.



Yuri Gagarin

#### B. SPEAKING

Task 1. Work in pairs. Read the following piece of news, then ask and answer questions.

On 15<sup>th</sup> October, 2003, China launched its first manned spacecraft into space. The spacecraft was called 'Shenzhou 5'. Yang Liwei, China's first astronaut, was 38 years old then. The successful flight marked a milestone in China's space project. China became the third country in the world to be able to independently carry out manned space flights.

#### Example:

When did China launch its first manned spacecraft into space?



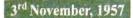


Task 2. Work in groups. Take turns to talk about the important events in space exploration.

#### 4th October, 1957



- first artificial satellite: Sputnik
- mark beginning of Space Age
- made by the USSR





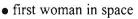
- first living being in space
- a dog named Laika
- aboard Sputnik 2

#### 12th April, 1961



- first human in space
- Yuri Gagarin, Russian cosmonaut
- 27 years old
- 108-minute flight

#### 16th June, 1963



 Valentina Tereshkova. Russian cosmonaut





- first humans to set foot on the moon
- Neil Armstrong and Buzz Aldrin, American astronauts

#### 23rd July, 1980

- first Vietnamese in space
- Pham Tuan
- along with V.V. Gorbotko, a Russian cosmonaut
- stay 8 days in orbit

29th October, 1998



- the oldest human ever to fly into space
- John Glenn, an American astronaut
- at the age of 77

#### 5th October, 2003

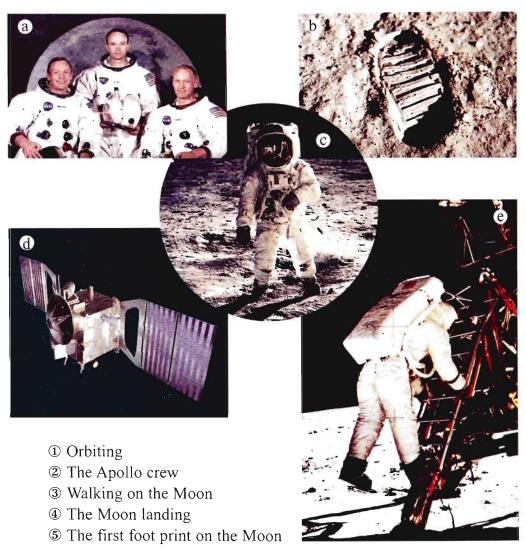
- first Chinese in space
- Yang Liwei, 38 years old
- spend 21 hours in space



#### C. LISTENING

#### Before you listen

Work in pairs. Match the pictures with the captions.



• Listen and repeat.

Congress challenge NASA Kennedy
mission experiment Michael Collins Apollo
reminder achievement Neil Armstrong Buzz Aldrin

## While you listen

You will hear a talk about the first human moon landing, one of the most important historical events in the  $20^{th}$  century. Listen to the talk and then do the tasks that follow.

Task 1. Listen and decide whether the following statements are true (T) or false (F).

- 1. In a speech to the press, US President Kennedy asked the nation to put a man on the moon.
- 2. There were 11 astronauts on board the spacecraft to the moon.
- 3. The astronauts landed on the moon's surface at the same time.
- 4. To walk on the moon, the astronauts had to carry a suitcase with oxygen in it.
- 5. An American flag was placed on the moon's surface after the moon landing.

#### Task 2. Listen again and answer the following questions.

- 1. Which program was developed to meet President Kennedy's challenge?
- 2. When was the Apollo 11 launched?
- 3. What was the portable life support system for?
- 4. How long did the astronauts stay on the surface of the moon?
- 5. What did they do while they were staying on the surface of the moon?
- 6. When did the astronauts return to the Earth?

#### After you listen

Discuss the following questions.

- 1. In your opinion, what is the reason for the human interest in Mars and other planets in the solar system?
- 2. If you were offered a chance of going to the moon and you could take three things with you, what would you choose and why?

TF

#### D. WRITING

#### Writing a biography

Task 1. Below is some information about Neil Armstrong, the first human to set foot on the moon. Put each of the headings in the box in the appropriate blank.

Career	Place of birth	Date of birth
Quote	Known as	

# Neil Armstrong American astronaut

(1) \_\_\_\_\_ 5<sup>th</sup> August, 1930

(2) \_\_\_\_\_ Wapokoneta, Ohio

(3) \_\_\_\_\_ the first person to walk on the Moon

(4) \_\_\_\_\_ 1949-1952: pilot in United States Navy

1955: receive a B.S. / Purdue University

1962: join NASA astronaut program

20th July, 1969: become first human / step / Moon's surface

1970: receive his M.S. / University of Southern California

1971: resign / NASA

1971-1979: teach / University of Cincinnati

**1986:** appointed vice chairman / committee / investigate / space shuttle Challenger disaster

(5) \_\_\_\_\_ "That's one small step for man, one giant leap for mankind."

Task 2. Write a biography of Neil Armstrong from the information given in Task 1.



#### E. LANGUAGE FOCUS

- Pronunciation:  $/nt/ /nd/ /n\theta/ /ns/ /nz/$
- Grammar and vocabulary:
  - 1. Could/be able to
  - 2. Tag questions

#### Pronunciation

.• Listen and repeat.

/nt/	/nd/	/n0/	/ns/	/nz/
went	end	month	chance	phones
rent	remind	seventh	Florence	learns
tenant	warned	tenth	glance	Barnes
didn't	friend	thirteenth	tense	tonnes

• Practise reading aloud this dialogue.

A: Florence, Mr. Barnes went on the tenth of last month.

B: Oh. I have warned you, haven't I? Did he pay the rent?

A: Only to the seventh.

B: Only to the seventh?

A: Yes, and we may have no chance to see him again. Is he your friend?

B: No, Mr. Barnes is not my friend and if he phones, remind him that he must pay the rent to the end of the month.

A: Don't be so tense. We'll have a new tenant on the thirteenth of this month.

## Grammar and vocabulary

Exercise 1. Complete the sentences, using could, couldn't or was/were (not) able to.

Exam	ples:
------	-------

Examples:
- My grandfather was a very clever man. He <b>could</b> speak five languages.
- I looked everywhere for the book but I couldn't find it.
- They didn't want to come with us at first but we were able to persuade them.
1. Laura had hurt her leg and walk very well.
2. Sue wasn't at home when I phoned but I contact her at her office.
3. I looked very carefully and I see a figure in the distance.
4. I wanted to buy some tomatoes. The first shop I went to didn't have any but I get some in the next shop.
5. My grandmother loved music. She play the piano very well.
6. I had forgotten to bring my camera so I take any photographs.
Exercise 2. Read the situation and write a sentence with a tag question. In each situation you are asking your friend to agree with you.
<b>Example:</b> You look out of the window. The sky is blue and the sun is shining. What do you say to your friend?
(beautiful day) It's a beautiful day, isn't it?
1. You're with a friend outside a restaurant. You're looking at the prices, which are very high.
What do you say ? (expensive) It

	You've just come out of the cinema with a friend. You really enjoy the film. What do you say to your friend? (great)	/ec
	The film	
	You and a friend are listening to a woman singing. You like her vo very much. What do you say to your friend? (a lovely voice)	ice
	She	
4.	You are trying on a jacket. You look in the mirror and you don't l what you see. What do you say to your friend? (not / look / very go	
	It	
	Your friend's hair is much shorter than when you last met. What you say to her / him ? (have / your hair / cut)	do
	You	
to the	a friend. Here are some of the questions that were asked. Complete questions by adding the tag questions.	ete
1.	That's a lovely picture of Sally. She looks just like Mary,	
2.	I think you've seen this one before,	_?
3.	This photograph was taken in Scotland,	_?
4.	We took this one on holiday,	_?
5.	We'll be going there again next year,	_?
6.	You can see the sea in the distance,	_?
7.	That must be Jenny's father,	_?

# Unit 16 THE WONDERS OF THE WORLD



#### A. READING

#### Before you read

Below are two famous man-made wonders of the world. Look at them and answer the questions.



- 1. Can you name these two wonders of the world?
- 2. Where do you think they are located?
- 3. What do you know about them?



## While you read

Read the passage and then do the tasks that follow.

#### THE GREAT PYRAMID OF GIZA

The Great Pyramid of Giza was built by the Egyptian pharaoh Khufu around the year 2560 BC. The purpose of this huge stone pyramid was to serve as a tomb when **he** died and to protect the burial chamber from the weather and from thieves **who** might try to steal the treasures and belongings there. The Great Pyramid is believed to have been built over a 20-year period. First, the site was prepared and then the huge blocks of stone were transported and put in their places.

When **it** was built, the Great Pyramid was 147 metres high on a base of 230 square metres. **It** ranked as the tallest structure on earth for more than 43 centuries, only to be surpassed in height in the nineteenth century AD. The structure consisted of approximately 2 million blocks of stone, **each** weighing about 2.5 tons. It has been suggested that there are enough blocks in the three pyramids to build a 3-metre high, 0.3-metre-thick wall around France.

Although it is not known how the blocks were put in place, several theories have been proposed. One theory involves the construction of a straight or spiral ramp that was raised as the construction proceeded. A second theory suggests that the blocks were lifted and placed using thousands of huge weight arms.

Today, the Great Pyramid of Giza is enclosed, together with the other pyramids in the tourist region of the Giza Plateau on the west bank of the River Nile. Also in the area is the museum housing the mysterious Sun Boat, only discovered in 1954 near the south side of the pyramid. The boat is believed to have been used to carry the body of Khufu in his last journey on earth before being buried inside the pyramid.

<b>Fask 1.</b> The words in with a suitable word.	the box all appea	r in the passage. Fill each blank
mysterious	ramp	tomb
chamber	spiral	wonder
1. Last week we paid a visit to the		of an unknown mandarin.

chamber	spiral	wonder	
1. Last week we paid	a visit to the	of an unkno	own mandarin.
2. The movie was abo	out a of	f the world.	
3. Awheelchairs users.		the exit and the	entrance for
4. The Queen's priva	te is no	t opened to publi	c.
5. It's not known why	Beson disappeare	ed in o	circumstances.
6. A snail's shell is _	in form		
Task 2. Answer the f	ollowing question	s.	

- B
  - 1. Where is the Great Pyramid of Giza situated and when was it built?
  - 2. How high and large was the Great Pyramid of Giza?
  - 3. What was the purpose of this huge stone pyramid?
  - 4. How did the people of ancient Egypt build the Great Pyramid?
  - 5. According to the passage, what is the boat believed to have been used for?

000	T	~	.1		1 1	C 11 '		C .
13	Task 3	Scan	the text	and say	what the	following	words:	refer to.

Example: He (line 3) refers to Khufu. who (line 4) (line 8) İĖ

(line 9) Ĩŧ each (line 12)

### After you read

Work in pairs. Discuss the question: Which of the wonders of the world do you prefer and why?

## B. SPEAKING

Task 1. The sentences below all appear in the reading passage. Work in pairs. Which sentences express facts (F) and which ones, opinions (O)? Put a tick (✓) in the right column.

1. The Great Pyramid is believed to have been built over a 20-year period.

2. The Great Pyramid was 147 metres high.

3. The Great Pyramid ranked as the tallest structure on earth for more than 43 centuries.

4. The structure consisted of approximately 2 million blocks of stone.

5. One theory involves the construction of a straight or spiral ramp that was raised as the construction proceeded.

6. A second theory suggests that the blocks were lifted and placed using thousands of huge weight arms.

7. The boat is believed to have been used to carry the body of Khufu in his last journey on earth before being buried inside the pyramid.

Task 2. Work in pairs. Tell your partner about some facts and opinions of the Great Pyramid of Giza, using the information in Task 1.

#### Example:

Fact: The Great Pyramid of Giza was 147 metres high.

Opinion: The Great Pyramid is believed to have been built over a

20 - year period.

Task 3. Work in groups. Discuss possible answers to the following questions, using the suggestions below.

- Who built the Great Pyramid of Giza?
- How long did it take to build it?
- Where did the builders find the stones?
- How did they transport them?
- How could they build the Pyramid so high?

#### Useful language:

- I think / I am sure ....
- It is said that ...
- The pyramid is said / believed / thought to have been ...
- Probably they ...
- They must / can / may / might have ...

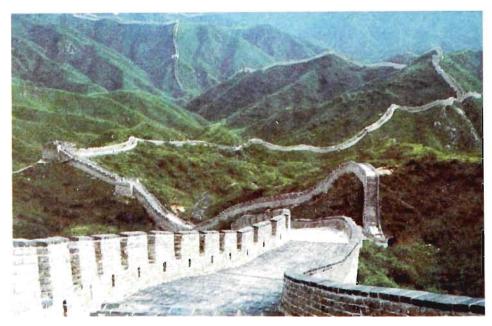
#### Examples:

- I think that the Great Pyramid of Giza was built by a giant.
- The Great Pyramid of Giza is thought to have been built by a giant.
- Probably a giant built the Great Pyramid of Giza.
- A giant might have built the Great Pyramid of Giza.

#### C. LISTENING

## Before you listen

Look at the picture and answer the questions that follow.



- 1. What can you see in the picture?
- 2. Where do you think it is?
- 3. When do you think it was built?

• Listen and repeat.

man-made wonder magnificence and significance

World Heritage

UNESCO

Ming Dynasty

ancient

stone roadway

Beijing

#### While you listen

Task 1. Listen to the passage about the Great Wall of China and fill in the missing information.

#### The Great Wall of China

Attraction of the wall	<ul> <li>It is said to be visible from (1)</li> <li>It was listed as a World Heritage by UNESCO in (2)</li> </ul>
Construction of the wall	<ul> <li>It was mostly built during (3)</li> <li>It took (4) years to complete the wall.</li> <li>Some of its parts were built around (5)</li> </ul>
Special features of the wall	<ul> <li>The length of the wall is (6)</li> <li>The average height of the wall is (7)</li> <li>The ancient people used (8) to build the roadway.</li> </ul>

Task 2. Listen to the passage again and answer the following questions.

- 1. When did the ancient Chinese start building the Great Wall?
- 2. How many provinces does the wall cover?
- 3. Why is it considered one of the greatest man-made wonders in the world?
- 4. Which part of the wall is the best choice for visit? Why?

## After you listen

Work in groups. Tell your partners why the Great Wall is considered one of the greatest wonders in the world and how it was built.

#### D. WRITING

Below are some notes made by a visitor to the Ponagar Cham Towers in Nha Trang. Use his/her notes to write a report on the visit.

#### **Brief introduction:**

- Brief tour to Ponagar Cham Towers in Nha Trang
- Example of Cham architecture in central Vietnam

#### **Details:**

- Consist of 4 towers
- Located on Cu Lao Marble Hill, 2km north of Nha Trang
- Built between 8th and 13th centuries
- Each tower dedicated to a different god
- Largest tower 22.5m high, built in honour of Lady Thien Y, contain sandstone statue, sit on Buddha's throne
- Statue 2.6m high, with 10 hands, hold objects, illustrate the Buddha's power

#### Summary of the visit:

- Last 5 hours
- Tiring but enjoyable, memorable



## E. LANGUAGE FOCUS

- Pronunciation: /ft/ /vd/ /fs/ /vz/
- Grammar:
  - 1. It is said that ...
  - 2. People say that ...

#### Pronunciation

• Listen and repeat.

/ft/	/vd/	/fs/	/vz/
gift	arrived	coughs	behaves
lift	loved	laughs	loves
soft	moved	roofs	knives

- Practise reading aloud these sentences.
- 1. They are not on the roofs now. They've been moved to the ground. Use the lift. I'll ring to say you've arrived.
- 2. I think he's improved, but he still coughs a lot.
- 3. We have plenty of laughs. We miss him when he leaves.
- 4. He loves a nurse. Her name's Soft. He wants me to bring her this gift.
- 5. He brought me a gift when he arrived.

#### Grammar

**Exercise 1.** Rewrite each of the following sentences in such a way that it means almost the same as the sentence printed before it.

## Example:

It is said that the Great Pyramid of Giza was built over a 20-year period.

The Great Pyramid of Giza is said \_\_\_\_\_.

- The Great Pyramid of Giza is said to have been built over a 20-year period.
- 1. It is said that many people are homeless after the floods. Many people are said

The prisoner.
The prisoner  3. It is believed that he drove through the town at 90 km an hour.
Не
He 4. It is reported that two people were seriously injured in the accident.
Two people
Three men  6. It is expected that the strike will begin tomorrow.  The strike
7. It is said that he speaks English very well.  He
Exercise 2. Rewrite each of the following sentences in such a way that it means almost the same as the sentence printed before it.
Example:
People say that he is 108 years old.
He is said
- He is said to be 108 years old.
1. People think that he is very clever.
He is thought
2. People believe that the wanted man is living in New York.  The wanted man
3. People know that he is very rich.
He
4. People suppose that the film is very good.  The film
5. People think that many people were killed in the accident.  Many people
6. People think that about a million puppies are born each year.  About a million puppies
7. People say that the factories are much worse.
The factories
8. People say that those dogs are dangerous.
Those dogs

#### TEST YOURSELF F

## Listening (2.5 points)

Listen to the passage about Man in Space and decide whether the statements are true (T) or false (F).

The first artificial satellite was launched on 4<sup>th</sup> October, 1957.
 Many other heavier sputniks and rockets have been launched by the former Soviet Union and other countries since that time.
 The first manned spaceship was launched on 20<sup>th</sup> April, 1961.
 Yuri Gagarin, the Soviet pilot, took mankind's first step into space.
 This historical event has proved that step by step man can conquer outer space.

## II. Reading (2.5 points)

Read the passage and answer the questions.

In the 19<sup>th</sup> and 20<sup>th</sup> centuries many very important discoveries were made in medicine. For example, in 1895 a German doctor named Roentgen developed the X-ray machine. The English scientist Sir Alexander Flemming discovered penicillin, the first antibiotic, in 1928. Antibiotics are drugs that fight diseases in the body. Flemming discovered penicillin growing in mold on an old piece of bread!

Other great improvements have been made in the technology of medicine. Doctors can save people's lives by giving them a new heart or a new kidney. Hospitals have large computers and machines that help sick people live better lives. Medicine today is very modern, but it is also very traditional in some parts of the world. In China and other Asian countries, doctors use acupuncture, a very old method of treating sickness and pain. Acupuncture uses needles to help the human body fight pain and disease. Doctors have used this method for thousands of years, and some still use it today.

1.	When were many very important discoveries made in medicine?				
2.	Who developed the X-ray machine in 1895?				
3.	When was penicillin, the first antibiotic, discovered?				
4.	What can doctors do to save people's lives and help them live better lives today?				
5.	What is acupuncture?				
111.	Pronunciation and Grammar (2.5 points)  a) Listen and put a tick (✓) in the right box, paying attention to the pronunciation of the underlined part of the word.  1. □ rent □ end  2. □ tense □ tenth  3. □ lift □ lived  4. □ laughs □ loves  b) Complete the sentences, using question tag.  1. The seafood is delicious,?  2. He passed the entrance exams,?				
	<ul> <li>c) Rewrite each of the following sentences in such a way that it means almost the same as the sentence printed before it.</li> <li>1. People think that Jane is very rich.</li> <li>Jane is thought</li> </ul>				
	2. It is said that she won a special prize.  She is said				

3. People say that he knows five foreign languages.

He is said

4. It is thought that the thief got in through the kitchen window.

The thief

## IV. Writing (2.5 points)

Write a biography of Mark Twain, using the following information:

Known as one of the greatest American writers

Real name:

Samuel Langhorne Clemens

1835:

born in Missouri

Childhood:

grew up on the banks of the Mississippi River

During Civil War: - started writing

- worked as a newspaperman in Nevada and

California

1870:

married Olivia Langdon

Career:

was also a famous lecturer, travelled around

the country, giving talks on a variety of subjects

Works:

- best novels: "The Adventures of Tom Sawyer"

and "The Adventures of Huckleberry Finn"

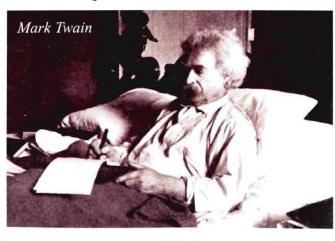
- another novel: "Life on the Mississippi", which told of his adventures on the river boats of his era

1909:

last novel was written

1910:

died at the age of 75



## **GLOSSARY**

#### UNIT 1

acquaintance (n) apartment (n) brighten up	/ə'kweintəns/ /ə'pɑ:tmənt/ /'braitn ʌp/	người quen căn hộ (khép kín) làm rạng rỡ, làm
	413	bừng sáng
constancy (n)	/'kɒnstənsi/	sự kiên định
enthusiasm (n)	/ɪnˈθju:zɪæzəm/	lòng nhiệt tinh
give-and-take (n)	/ˈgɪv ənˈteɪk/	sự nhường nhịn
		(sự cho và nhận)
loyalty (n)	/ˈlɔɪəlti/	lòng trung thành
residential area (	n)	
	/ˌrezi'den[l'eəri	.ə/
		khu dân cư

/'tu:'saidid/

unselfishness (n) / nn'selfijnis/

#### UNIT 2

two-sided (a)

affect (v)	/əˈfekt/
appreciate (v)	/əˈpri:ʃɪeɪt/
, ,	/'ætɪtju:d/ /'kɒnfɪdəns/ /ɪm'bærəsɪŋ/
embrace (v)	/im'breis/
floppy (hat) (a)	/'flopi/
glance at (v)	/gla:ns ət/
idol (n)	/'aidl/
make a fuss	/meik a fns/
memorable (a)	/'memarabl/
outlook (n)	/'autluk/
protect (v)	/prə'tekt/
scream (v)	/skri:m/
sneaky (a)	/'sni:ki/

ánh hưởng coi trọng, đánh giá cao thái độ sự tự tin, lòng tin ngượng ngùng, lúng túng ôm, ôm ấp (mù) mểm liếc nhanh, nhìn qua thần tượng làm ẩm ĩ lên đáng ghi nhớ quan điểm, cách nhìn nhân bảo vê kêu thét, la hét vụng trộm, lén lút

hai mặt, hai phia

tinh không ích kỉ

#### UNIT 3

anniversary (n) celebrate (v)	/ˌænɪˈvɜ:səri/ /ˈselɪbreɪt/	ngày ki niệm làm lễ ki niệm
childish (a)	/'tʃaɪldɪʃ/	của trẻ con, như
		tre con
clap (v)	/klæp/	vỗ, vỗ tay
cosy (a)	/ˈkəʊzi/	ấm cúng
enthusiastic (a)	/ɪnˌθju:zɪˈæstɪk	/hăng hái, nhiệt
		tinh
helicopter (n)	/'helikpptə(r)/	máy bay trực
		thăng
host (n)	/həust/	chủ nhà (nam)
hostess (n)	/'həʊstəs/	chủ nhà (nữ)
icing (n)	/ˈaɪsɪŋ/	lớp kem phủ trên
		mặt bánh
New Year's Eve	/nju:jiə(r)z i:v/	giao thừa
party-goer (n)	/'pa:ti'gəuə(r)/	người đi dự tiệc
refreshments (n)	/rɪˈfreʃmənts/	món ăn nhẹ

UNIT 4		
charity (n)	/ˈtʃærəti/	lòng bác ái, nhân đức, từ thiên
clear (v)	/kliə(r)/	don, don dep
co-operate (v)	/kəu'mpəreit/	hợp tác, cộng tác, giúp đỡ
co-ordinate (v)	/kəu'ɔ:dɪneɪt/	phối hợp, xếp đặ
craft (n)	/kra:ft/	thủ công
disadvantaged (a	)	
	/,disəd'va:ntid3	d/
		bị thiệt thời
donation (n)	/dəu'neıſn/	sự đóng góp, dâng hiến
gratitude (n)	/ˈgrætɪtju:d /	
	/-tu:d/	sự biết ơn
handicapped (a)	/'hændikæpt/	tàn tật, bị tật nguyền
issue (v)	/'Isju:/ /'I\su:/	phát, phát hành

martyr (n)	/'ma:tə(r)/	liệt sĩ, người hi	patter (v)	/'pætə(r)/	rơi lộp độp (mưa)
		sinh	representative (n	)/ˌreprɪˈzentətɪv	/
minority (n)	/mai'nprəti/	thiều số, số ít			đại diện
mow (v)	/məu/	cắt cò, xén có	sculpture (n)	/'skxlptsə(r)/	điều khắc
remote (a)	/rr'məut/	xa xôi, héo lánh	smoothly (adv)	/ˈsmu:ðli/	một cách trôi
wounded (a)	/'wu:ndid/	bị thương			chay/ êm a
			society (n)	/səˈsaɪəti/	hội, đoàn thể
			spirit (n)	/'spirit/ /'stimju:leit/	tinh thần, khí thế
			stimulate (v)	/'windaupein/	khuyến khích ô cửa kính
UNIT 5			windowpane (II)	/ windeobein/	o cua kiiiii
campaign (n)	/kæm'peɪn/	chiến dịch			
effective (a)	/i'fektiv/	có hiệu qua			
eradicate (v)	/i'rædikeit/	xoá bó	UNIT 7	THE TAXABLE PARTY.	
ethnic minority	/'eθnik mai'nprət	t1/ dân tộc thiểu số	UNIT /		
expand (v)	/iks'pænd/	mở rộng	birth-control met	hod	
illiteracy (n)	/i'litərəsi/	mù chữ		/bɜ:θ kənˈtrəul	
mutual respect (r	1)			'meθəd/	phương pháp hạn
	/'mju:tʃuəl rɪˈspe				chế sinh đé
		tôn trọng lần	decrease (v)	/dɪˈkri:s/	giàm đi
-arfammanaa (n)	/no!formana/	nhau sư thể hiện, thành	double (v)	/'d^pl/	gấp đôi
performance (ii)	/pəˈfɔ:məns/	tích	family planning	/'fæməli'plænɪŋ/	dinh
rate (n)	/reit/	ti lê	figure (n)	/'figə(r)/	con số
strategy (n)	/ˈstrætədʒi/	chiến lược	increase (v)	/ 11gə(1)/ /ɪnˈkri:s/	gia tăng, tăng lên
survey (n)	/'s3:veI/	khảo sát, điều tra	limit (v)	/'limit/	hạn chế, giới hạn
universal (a)	/ˌju:nɪˈvɜ:sl/	thuộc mọi người	overpopulation (		nan ene, gree nan
				/ˈəʊvəˌpɒpju:ˈleɪ	:Sn/
					sự đông dân quá
					mức
UNIT 6	THE REAL PROPERTY.		probably (adv)	/ˈprɒbəbli/	có lẽ, có thể
activity (n)	/æk'tɪvəti/	hoạt động	raise animals	/reiz 'æniməlz/	nuôi động vật
aim (n)	/erm/	mục địch, ý định	Third World	/'θɜ:d'wɜ:ld/	thế giới thứ ba
annual (a)	/ˈæn.ju:əl/	xáy ra hàng năm			
announce (v)	/əˈnauns/	tuyên bố, thông			
22	,	báo	CONTRACTOR OF STREET		
athletics meeting			UNIT 8	HOLDING STATE	
	/æθ'letrks 'mi:t:	v	agrarian (a)	/əˈgreərɪən/	thuộc về nghề
		cuộc thi điển kinh			nông, nông dân
clock (v)	/klpk/	dạt được, ghi	comment (n)	/'kpment/	lời nhận xét
		được (thời gian)	dress up	/dres np/	ăn mặc đẹp
	/drsa'pointid/	thất vọng	fireworks (n)	/'faiə'w3:ks/	pháo hoa
formally (adv)	/'fo:məli/	một cách chính	get together	/get təˈgeðə(r)/	tụ tập, đoàn tụ
,		thức	grand (a)	/grænd/	hoành tráng, quan
general knowled	ge /'dʒenərəl'nɒlɪd;	a /	ausan b	/ani n hi n /	trọng đỗ xanh
	\ d2eneral uniid	3/ kiến thức phổ	green bean influence (v)	/gri:n bi:n/ /'ɪnfluəns/	anh hướng
		thông/ dại cương	kumquat tree	/'kamkwpt tri:/	cây quất
	0 /	mong uai cuong	Kumquat nee	, www.	cay quai

chạy đua đường

(ma-ra-tông)

dài

tối đa

/'mærəθən/

/'mæksıməm/

marathon (n)

maximum (a)

longevity (n)

lucky money parade (n)

pine tree

/lpn'dzevəti/

/'lʌki'mʌni/

/pain tri:/

/pə'reid/

trường thọ

cây thông

tiển mừng tuổi

cuộc diễu hành

plum (n) pray (v) represent (v) shrine (n)	/plnm/ /prei/ /,repri'zent/ /%rain/	quá mận cấu mong, cấu nguyện đại diện, tượng trưng cho đến thờ	subscriber (n) telecommunication thoughtful (a) well-trained (a)	/səbˈskraɪbə(r)/ n(n) /ˌtelikəˌmju:nɪˈke /ˈθɔ:tfl/ /ˈwelˈtreɪnd/	người đãng ki, thuế bao I\$n/ viễn thông sâu sắc, chín chắn lành nghể, được đào tạo bài bản
UNIT 9		1987			
bother (v) commune (n) courteous (a) coward (n) digit (n)	/rks'pres merl 's  Transfer /rks'pres'mani 'trænsfə(r)/ /fæk'sıməli//fæk  Service /'flauər'teligræm  Service /merl ən 'pa:sl's  Service /merl ən 'pa:sl's	sự không hài lòng  53:VIS/ dịch vụ thư chuyển phát nhanh  dịch vụ chuyển phát tiển nhanh  (S/ bản sao, máy fax  'S3:VIS/ dịch vụ diện hoa  53:VIS/ dịch vụ chuyển phát thư và bưu phẩm  53:VIS/ dịch vụ diện thoại thông báo	offspring (n) pesticide (n) prohibit (v) protect (v) respect (n) scenic (a) survive (v)	/'kæptse(r)/ /'keuig'zist/ /'kalti'veisn/ /di'stroi/ /'devesteit/ /dis'tsa:d3/ /in'deind3ed/ /iks'tinkt/ /'f3:trlaize(r)/ /'lændskeip/ /'meintenens/ /'pfsprin/ /'pestisaid/ /pre'hibit/ /pre'tekt/ /ris'pekt/ /'si:nik/ /se'vaiv/	bắt, bắt giữ sống chung, cùng tổn tại sự canh tác phá huý, tàn phá tàn phá, phá huý đổ ra, chây ra, phóng ra bị nguy hiểm, bị tàn phá bị tiêu điệt, bị điệt chúng phân bón phong cánh sự giữ gin. duy trì, báo quản con cháu. đòng đổi thuốc điệt côn trùng cấm. không cho phép báo vệ sự liên quan. mối quan hệ thuộc về quang cánh sống sót, tổn tại
proportion (n) punctuality (n) recipient (n) satisfaction (n) secure (a) spacious (a) speedy (a)	<pre>/prapo:(nn/ / panktsu'æleti/ /rrsipient/ /,sætis'fæksn/ /si'kjue(r)/ /'speises/ /'spi:di/</pre>		alternative (a) consumption (n) ecologist (n) exhausted (a)	/o:l't3:nətrv/ /kən'sʌmp\n/ /r'kɒlədʒrst/ /ig'zɔ:stɪd/	thay thể sự tiêu thụ nhà nghiên cứu sinh thái học cạn kiệt

fossil fuel (n)	/ˈfɒslˈfju:əl/	nhiên liệu hoá thạch
geothermal heat	/ˌdʒi:əυˈθɜ:məl h	ni:t/ địa nhiệt
infinite (a)	/'infinət/	không giới hạn
make use of	/meɪk ju:s əv/	tận dụng, sử dụng
potential (n)	/pəˈtenʃl/	tiểm năng
release (v)	/rɪˈli:s/	nhà ra, phóng ra
renewable (a)	/rɪˈnju:əbl/	có thể thay thế
resource (n)	/rɪ'sɔ:s//rɪ'zɔ:s	s/
		tài nguyên
solar panel	/'səulə(r) 'pænl/	tấm thu năng
		lượng mặt trời

#### UNIT 12

advance (v) aquatic sports	/əd'va:ns/ /ə'kwætik spo:ts.	tiến bộ /	
	•	thể thao dưới nước	
appreciate (v)	/ə'pri:∫ieɪt/	dánh giá	
Asian (a)	/'eɪʃn//'eɪʒn/	thuộc châu Á	
athlete (n)	/ˈæθli:t/	vận động viên diền kinh	
bar (n)	/ba:(r)/	thanh, xà	
bodybuilding (n)	/'bɒdi'bɪldɪŋ/	thể dục thể hình	
bronze (n)	/bronz/	đồng (huy	
		chương)	
effort (n)	/'efət/	cố gắng	
fencing (n)	/'fensin/	môn đấu kiếm	
freestyle (n)	/ˈfri:staɪl/	kiểu bơi tự đo	
gather (v)	/'gæðə(r)/	tập hợp, tụ họp	
gymnasium (n)	/dʒɪmˈneɪzjəm/	phòng thể dục	
		dụng cụ	
gymnast (n)	/'dʒɪmnæst/	vận động viên thể	
		dục	
intercultural know	= '		
	/ˌɪntəˈkʌltʃərəl		
		kiến thức liên văn	
		hoá	
land (v)	/lænd/	hạ, rơi	
official (n)	/ə'fɪʃl/	quan chức	
rugby (n)	/'rʌgbi/	bóng bầu dục	
silver (n)	/'silvə(r)/	bac (huy chương)	
solidarity (n)	/spli'dæreti/	tình doàn kết	
squash (n)	/skwp{/	bóng quần	
variety (n)	/vəˈraɪəti/	nhiều loại khác	
		nhau	

#### UNIT 13

accompany (v)	/əˈkʌmpəni/	đệm đàn, đệm nhạc
accomplished (a)	)/əˈkɒmplɪʃt/	có tài, tài hoa, cừ khôi
avid (a)	/'ævid/	khao khát, thèm thuồng
continually (adv)	)/kənˈtɪnjuəli/	liên tục, không ngớt
discarded (a)	/dɪsˈkɑ:dɪd/	loại bó
fascinating (a)	/'fæsineitiŋ/	hấp dẫn
fish tank (n)	/fiʃ tæŋk/	bể cả
gigantic (a)	/dʒaɪˈgæntɪk/	khổng lồ, kếch xù
ignorantly (adv)	/ˈɪgnərəntli/	ngu dốt
indeed (adv)	/ɪnˈdi:d/	quả thực, quả vậy
indulge in	/in'dʌldʒ in/	say mê, say sưa
tune (n)	/tju:n//tu:n/	giai diệu
wonder (n)	/'wʌndə(r)/	kì quan

/æθ'letiks/ /'ævəridʒ/ điển kinh

trung binh

#### UNIT 14

athletics (n)

average (n)

	,	
bricklaying (n)	/'brikleiiŋ/	xây dựng
campground (n)	/'kæmpgraund/	bài cắm trại
dirt bike	/'ds:t'baɪk/	xe môtô địa hình
entry qualification	in	
	/'entri,kwolifi'ke:	ı∫n/
		điều kiện nhập
		học
fee (n)	/fi:/	học phí
glass engraving	/gla:s in'greivi	ŋ/
		khắc kính
home-based (a)	/ˌhəʊmˈbeɪst/	ở nhà
improvement (n)	/im'pru:vmənt/	sự cái thiện, sưa
		sang, tu bổ
memento (n)	/məˈmentəu/	ki vật
solitude (n)	/ˈsɒlɪtju:d/	sự biệt lập, cô
		độc
sophisticated (a)	/səˈfɪstɪkeɪtɪd/	phức tạp, tinh tế
stock market	/stpk 'ma:kit/	thị trường chứng
		khoán
spectacular (a)	/spek'tækjələ(r)/	ngoạn mục, hùng
		vì, rất đẹp mắt
undertake (v)	/ˌʌndəˈteɪk/	thực hiện (một
		công việc, nhiệm
		vu, v.v)
waterfall (n)	/'wɔ:təfɔ:l/	thác nước
wilderness (n)	/'wildənəs/	miến hoang dà

#### UNIT 15

UNIT 15	PSOME OF THE PARTY OF	
appoint (v)	/ə'point/	bổ nhiệm
artificial (a)	/ˌa:tɪˈfɪʃəl/	nhân tạo
aspiration (n)	/ˈæspəˈreɪʃn/	khát vọng
astronaut (n)	/'æstrəno:t/	nhà du hành vũ
		trụ
bid goodbye	/bɪd ˌgud'baɪ/	chào tạm biệt
biography (n)	/baɪˈɒgrəfi/	tiểu sử, lí lịch
breakthrough (n)	/'breɪkθru:/	bước đột phả
caption (n)	/'kæpʃn/	lời chú thích
challenge (v) (n)	/'t[ælɪndʒ/	thách thức, thứ thách
Congress (n)	/'kɒŋgres/	Nghị viện, quốc hội (ở Hoa Ki)
conquest (n)	/'kpnkwest/	sự chính phục
cosmonaut (n)	/'ko:zmeno:t/	nhà du hành vũ
coomenaat (ii)	, ito i zmono i c,	tru (Nga)
extreme (a)	/ɪksˈtriːm/	vô cùng, cực độ
feat (n)	/fi:t/	chiến công, chiến
,		tích
gravity (n)	/ˈgrævəti/	trọng lực, lực hấp dẫn
leap (n)	/li:p/	bước nhày
mission (n)	/'mɪʃn/	sứ mệnh, nhiệm
		vų
orbit (n)	/ˈɔ:bɪt/	quỹ đạo
pioncer (n)	/ˌpaɪəˈnɪə(r)/	người tiên phong,
		đi đầu
pressure (n)	/'preʃə(r)/	áp suất, áp lực
psychological (a)	/ˌsaɪkəˈlɒdʒɪkl/	thuộc về tâm lí
reminder (n)	/rɪˈmaɪndə(r)/	sự (cái) làm gợi
1 1 ( )		nhớ, nhắc nhớ
shuttle (n)	/'[ntl/	tàu vũ trụ con
		thoi
tragic (a)	/'trædʒɪk/	bi tham

ground (n) /graund/ đất impressive (a) /im'presiv/ /ræmp/ ramp (n) represent (v) / repri'zent/ /'sparerel/ spiral (a) structure (n) /'strnktʃə/ surpass (v) /səˈpɑ:s/ theory (n) /ˈθɪəri/ thuyết /0reun/ throne (n) /tu:m/ tomb (n) treasure (n) /'tregə(r)/ báu

khoang đất, bãi dất gây ấn tượng mạnh mẽ đường dốc tiêu biểu, đại diện xoắn ốc cấu trúc, kết cấu vượt, trội hơn lí thuyết, giả thuyết ngại, ngại vàng mộ, mổ, mả châu báu, kho

#### UNIT 16

venture (n)

belongings (n)	/bɪˈlɒŋɪŋz/	đổ dùng, đổ đạc
burial (n)	/'beriəl/	sự mai táng, chôn
		cất
chamber (n)	/'tʃeɪmbə(r)/	gian buồng.
		phòng
dedicate (v)	/'dedikeit/	biếu, cống hiến
enlist (v)	/in'list/	đăng kí, ghi số
eternal (adj)	/I't3:nl/	vình cứu, vình
		hẳng

/'vent[ə(r)/

việc mạo hiểm

## PRONUNCIATION AND PHONETIC SYMBOLS

#### CONSONANTS

	(4)					
/p/	pen	/pen/	1	/s/	see	/si:/
/b/	bad	/bæd/	1	/z/	Z00	/zu:/
/t/	tea	/ti:/	-	/\$/	shoe	/ʃu:/
/d/	did	/did/	-	/3/	vision	/'vɪʒn/
/k/	cat	/kæt/	-	/h/	hat	/hæt/
/g/	get	/get/	-	/m/	man	/mæn/
/tʃ/	chain	/tʃeɪn/	1	/n/	now	/nau/
/d3/	jam	/dzæm/	T	/ŋ/	sing	/siŋ/
/f/	fall	/fo:l/	-	/1/	leg	/leg/
/v/	van	/væn/	-	/r/	red	/red/
/0/	thin	/0in/	100	/j/	yes	/jes/
/ð/	this	/ðis/	1	/w/	wet	/wet/

## VOWELS AND DIPHTHONGS

/i:/	see	/si:/	10	/^/	cup	/knp/
/i/	happy	/hæpi/		/3:/	fur	/f3:(r)/
/1/	sit	/sit/	1	/ə/	about	/əˈbaʊt/
/e/	ten	/ten/		/ei/	say	/sei/
/æ/	cat	/kæt/		/əʊ/	go	/gəʊ/
/a:/	father	/ˈfɑːðə(r)/	-	/ai/	my	/mai/
/α/	got	/gpt/	9	/oi/	boy	/icd/
/:c\	saw	/so:/	1	/au/	now	/nau/
/u/	put	/put/	0	/61/	near	/niə(r)/
/u:/	too	/tu:/	2	/eə/	hair	/heə(r)/
/u/	actual	/ˈæktʃuəl/	976	/eʊ\	pure	/pjuə(r)/

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## SÁCH GIÁO KHOA LỚP 11

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ĐAI SỐ VÀ GIẢI TÍCH 11

• HÌNH HOC 11

2. VÂT LÍ 11

3. HOÁ HOC 11

4. SINH HOC 11

5. NGỮ VĂN 11 (tập một, tập hai) • TIẾNG ANH 11

6. LICH SU 11

7. ĐIA LÍ 11

8. TIN HOC 11

9. CÔNG NGHÊ 11

10. GIÁO DUC CÔNG DÂN 11

11. GIÁO DUC QUỐC PHÒNG - AN NINH 11

12. NGOAI NGỮ

TIẾNG PHÁP 11

TIÉNG NGA 11

TIÉNG TRUNG QUỐC 11

SÁCH GIÁO KHOA LỚP 11 - NÂNG CAO

Ban Khoa hoc Tư nhiên:

TOÁN HỌC (ĐẠI SỐ VÀ GIẢI TÍCH 11, HÌNH HỌC 11)

• VẬT LÍ 11 • HOÁ HỌC 11 • SINH HỌC 11

Ban Khoa học Xã hội và Nhân văn : • NGỮ VĂN 11 (tập một, tập hại)

· LICH Sử 11 · ĐIA LÍ 11

NGOAI NGŪ (TIẾNG ANH 11, TIẾNG PHÁP 11,

TIẾNG NGA 11, TIẾNG TRUNG QUỐC 11)



