

BỘ GIÁO DỤC VÀ ĐÀO TẠO

# Tiếng Anh

SÁCH HỌC SINH

TẬP MỘT

# 11



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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PEARSON



**BỘ GIÁO DỤC VÀ ĐÀO TẠO**

HOÀNG VĂN VÂN (Tổng Chủ biên) – PHAN HÀ (Chủ biên)  
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VŨ THỊ LAN – ĐÀO NGỌC LỘC – CHUNG THẾ QUANG

# Tiếng Anh

**SÁCH HỌC SINH**  
**TẬP MỘT**

(Tái bản lần thứ bảy)

# 11

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

TẬP ĐOÀN XUẤT BẢN GIÁO DỤC PEARSON

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## LỜI NÓI ĐẦU

**Tiếng Anh 11, Tập Một** là cuốn sách đầu tiên được Nhà xuất bản Giáo dục Việt Nam tổ chức biên soạn theo Chương trình Giáo dục phổ thông môn Tiếng Anh thí điểm cấp Trung học phổ thông do Bộ Giáo dục và Đào tạo ban hành theo Quyết định số 5209/QĐ-BGDĐT ngày 23 tháng 11 năm 2012, tiếp theo Chương trình tiếng Anh tiểu học và Chương trình tiếng Anh trung học cơ sở. Sách được biên soạn theo đường hướng giao tiếp, giúp học sinh, thông qua sử dụng ngữ liệu (ngữ âm, từ vựng, ngữ pháp), phát triển năng lực giao tiếp bằng tiếng Anh dưới bốn hình thức nghe, nói, đọc và viết. **Tiếng Anh 11, Tập Một** chủ trương lấy **HỌC** làm trung tâm, trong đó học sinh là chủ thể của quá trình dạy - học, giáo viên là người hướng dẫn, người tổ chức các hoạt động trên lớp, giúp học sinh giao tiếp có hiệu quả. Trong **Tiếng Anh 11, Tập Một**, tâm lí lứa tuổi của học sinh và các đặc điểm văn hoá của Việt Nam và của các nước trên thế giới, đặc biệt là của các nước nói tiếng Anh và các nước trong khu vực, được coi trọng.

**Tiếng Anh 11, Tập Một** được biên soạn xoay quanh hai chủ điểm (theme) gắn gũi với học sinh: *Our Lives* và *Our Society*. Mỗi chủ điểm được chia thành hai hoặc ba đơn vị bài học (Unit) tương ứng với các chủ đề (topic) gợi ý trong Chương trình. Sau mỗi chủ điểm là một bài ôn (Review) tập trung vào kiến thức ngôn ngữ và kĩ năng ngôn ngữ học sinh đã được học và rèn luyện.

**Tiếng Anh 11, Tập Một** được biên soạn trên cơ sở những kinh nghiệm thực tiễn của việc dạy và học tiếng Anh trung học phổ thông ở Việt Nam. Sách nhận được sự hợp tác chặt chẽ về chuyên môn và kĩ thuật của Nhà xuất bản Pearson và Hội đồng Anh.

Nhóm tác giả rất mong nhận được những ý kiến đóng góp của các nhà giáo, các bậc phụ huynh, các em học sinh và đông đảo bạn đọc quan tâm để sách được hoàn thiện hơn trong các lần in sau.

**Các tác giả**



# BOOK MAP

	Topic	Vocabulary	Pronunciation	Grammar	Reading
<b>UNIT 1</b>	<b>The Generation Gap</b>	<ul style="list-style-type: none"> <li>Words and phrases related to the generation gap and family rules</li> <li>Compound nouns</li> </ul>	Strong and weak forms of words in connected speech	<ul style="list-style-type: none"> <li>Modals: <i>should</i>, <i>ought to</i></li> <li><i>must</i> vs. <i>have to</i></li> </ul>	Reading for specific information in an article about the generation gap
<b>UNIT 2</b>	<b>Relationships</b>	Words and phrases related to relationships	Contracted forms: <i>nouns / pronouns</i> , etc. + <i>verbs</i> ; <i>verbs + not</i>	<ul style="list-style-type: none"> <li>Linking verbs: <i>be</i>, <i>seem</i>, verbs of perception</li> <li>Cleft sentences: <i>It is / was ... that ...</i></li> </ul>	Reading for general ideas and specific information about teenage relationship problems
<b>UNIT 3</b>	<b>Becoming Independent</b>	Words and phrases related to being independent	Linking between a consonant and a vowel	<i>To</i> -infinitives after certain adjectives and nouns	Reading for general ideas and specific information about time-management skills
<b>REVIEW 1</b>					
<b>UNIT 4</b>	<b>Caring for Those in Need</b>	Words and phrases related to people with disabilities and how to support them	Elision of weak vowels before /l/, /n/ and /r/	The past simple and the present perfect	Reading for general ideas and specific information about helping people with disabilities
<b>UNIT 5</b>	<b>Being Part of ASEAN</b>	Words and phrases related to ASEAN, its aims, member states and activities	Falling and rising intonation	<ul style="list-style-type: none"> <li>Gerunds</li> <li>State verbs in continuous forms</li> </ul>	Reading for general ideas and specific information about ASEAN
<b>REVIEW 2</b>					



Speaking	Listening	Writing	Communication and Culture	Project
Talking about parent-child relationship problems and offering advice on how to solve them	Listening for specific information in a conversation between two teenagers about conflicts with their parents	Writing a letter about family rules to a teenager staying with a homestay family	<ul style="list-style-type: none"> <li>- Discussing the advantages and disadvantages of living in different kinds of family</li> <li>- The return of extended families in the UK and the USA</li> </ul>	Interviewing peers about generation-gap conflicts in their family and reporting to the class
Talking about problems and asking for advice	Listening for specific information about parent-child relationships	Writing an online posting about relationship problems	<ul style="list-style-type: none"> <li>- Listening to someone's opinions about online friendship and discussing making friends online</li> <li>- Dating around the world</li> </ul>	Telling a story about friendship in a storytelling contest
Giving opinions about the importance of the skills needed for being independent	Listening for specific information about how children are raised to become independent	Writing a letter requesting further information about a course	<ul style="list-style-type: none"> <li>- Discussing a father's words to his son to work out what it means to be independent.</li> <li>- American vs. Vietnamese ways of raising children</li> </ul>	Completing a questionnaire to find out how independent you and your friends are
Interviewing a volunteer and discussing voluntary work	Listening for specific information in a radio programme about an outstanding person with a disability	Writing an article about problems facing disabled people and how they can be solved	<ul style="list-style-type: none"> <li>- Listening to an introduction to a charitable organisation and discussing a campaign to support it</li> <li>- International Day of Persons with Disabilities</li> </ul>	Conducting a survey and preparing an action plan for voluntary work in your neighbourhood
Talking about ASEAN member states	Listening for general ideas and specific information about the ASEAN Schools Games	Writing a short brochure introducing an ASEAN member state	<ul style="list-style-type: none"> <li>- Talking about Singapore Scholarships and ASEAN Scholarships</li> <li>- <i>Lamvong</i> - a traditional Lao dance</li> </ul>	Finding out information to answer quiz questions and preparing a report on ASEAN



# Unit 1

## THE GENERATION GAP

### GETTING STARTED

#### Our families

#### This unit includes:

##### LANGUAGE

##### Vocabulary

- Words and phrases related to the generation gap and family rules
- Word formation: compound nouns

##### Pronunciation

Strong and weak forms of words in connected speech

##### Grammar

- Modals: *should*, *ought to*
- *Must* vs. *have to*

##### SKILLS

- Reading for specific information in an article about the generation gap
- Talking about parent-child relationship problems and offering advice on how to solve them
- Listening for specific information in a conversation between two teenagers about conflicts with their parents
- Writing a letter about family rules to a teenager staying with a homestay family

##### COMMUNICATION AND CULTURE

- The generation gap between teenagers and their parents
- The return of extended families in the UK and the USA





## 1 Listen and read.

**Sam:** Do you visit your grandparents every weekend?

**Ann:** Well, just my mom's parents, but I don't need to visit my other grandparents. You see, I live in a big house with my dad's parents and my uncle's family.

**Sam:** I see. You're part of an **extended family** then. You certainly have more fun than me. I live in a **nuclear family** with just my parents and my younger brother.

**Ann:** That's right. I think my parents are luckier than others because they don't have to worry about **childcare**. My sister and I also learn a lot of skills from my grandmother.

**Sam:** So, are there any problems between the generations in your family?

**Ann:** You mean a **generation gap**? Well, there are. My grandma has her own beliefs about things like hairstyles, appearance and **table manners**. She thinks women must do all the housework while my parents believe family members should share the chores.

**Sam:** What about your grandpa?

**Ann:** He's the most conservative person in my family. He thinks that I ought to get a job in a state-owned organisation after university. He says I should follow in his footsteps.

**Sam:** Oh, really? Do your parents share his **viewpoints**?

**Ann:** No, they don't. My parents are more open-minded. They just give us advice, but they never try to impose their decisions on us.

**Sam:** You mean there's no generation gap between you and your parents?

**Ann:** Well, sometimes conflicts do happen, but we sit together and discuss. We all think we need to understand each other better.

**Sam:** Lucky you! You must be so happy to have such a great relationship with your parents!

**Ann:** Thank you!

## 2 Read the conversation again. Are the following sentences true (T) or false (F)?

	T	F
1 Sam is part of an extended family.		
2 Ann is part of a nuclear family.		
3 Ann's grandparents look after their grandchildren.		
4 Ann's grandma thinks that all family members should share housework.		
5 Ann's grandpa wants her to do the same job and things in life as he did.		

## 3 Complete the following definitions, using the highlighted compound nouns in the conversation.

1. A(n) \_\_\_\_\_ is a family that consists of parents and children.
2. \_\_\_\_\_ is the care of children, especially while parents are at work.
3. A(n) \_\_\_\_\_ is the difference in attitudes or behaviour between younger and older age groups, which can cause a lack of understanding.
4. \_\_\_\_\_ are the rules of behaviour that are typically accepted while people are eating at a table.
5. A(n) \_\_\_\_\_ is a person's opinion about a subject.
6. A(n) \_\_\_\_\_ is a big family that includes not only the parents and children, but also grandparents, uncles, aunts and cousins, all living under the same roof.

## 4 Find other compound nouns in the conversation. Use a dictionary to look up their meanings, if necessary.

## 5 Read the conversation again and find verbs used to express duty, obligation, advice, or lack of obligation.

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

1. Are you part of a nuclear or an extended family?
2. What do you like and dislike about your type of family?



## Vocabulary

### Compound nouns

**1** Match each word (1-9) with another word (a-i) to make a compound noun. Four of them are written as one word.

1. nuclear

2. generation

3. table

4. house

5. junk

6. soft

7. hair

8. foot

9. school

a. style

b. drinks

c. food

d. steps

e. children

f. hold

g. family

h. gap

i. manners



**2** Complete each question with one of the compound nouns in 1.

1. Have your parents ever complained about your \_\_\_\_\_?
2. Why is there a \_\_\_\_\_ between parents and children?
3. Is the \_\_\_\_\_ the perfect type of family?
4. Why are soft drinks and \_\_\_\_\_ not good for our health?
5. Do you think \_\_\_\_\_ should wear uniforms?

## Pronunciation

**1** Listen and repeat these sentences. Pay attention to the stressed words with the mark (') before the stressed syllables.

1. If you can i'dentify your 'differences with your 'parents, you can 'have a 'good re'lationship.
2. You should be re'spectful when dis'cussing any 'areas of disa'greement.
3. 'Take 'time to 'listen to your 'parents' o'pinions, and 'ask them to 'listen to 'yours.
4. Being 'rude to your 'parents 'won't con'vince them you're 'right. 'This can 'have the 'opposite ef'fect.
5. 'How can 'parents sup'port their 'children through the 'bad 'times?



### DO YOU KNOW...?

In a sentence, the following words are stressed:

1. Content words: nouns, verbs, adjectives, adverbs
2. Negative auxiliaries
3. Question words: *who, whose, when, where, why, what, and how*
4. Demonstrative pronouns that do not precede nouns: *this, that, these, those*
5. Possessive pronouns: *mine, yours, his, hers, ours, theirs*, except post-modifier constructions such as *of mine, of yours*, etc.

Example: I've just 'met a 'friend of mine.



**2** Are the words in bold stressed or unstressed? Listen and check. Practise reading the conversations in pairs.

1. A: **When** did you start to help your parents with housework?  
B: I don't remember exactly **when** I started to help them. Perhaps at the age of five or six.
2. A: **These** shoes look really cool. Would you like to try them on?  
B: No, I don't like them. I like **those** over there.
3. A: **Do** you think parents are the best teachers?  
B: Yes, I **do**. They are more mature and experienced, so they will always give us the best advice.



## Grammar

**1 Underline the correct words to complete the sentences.**

1. I think you **should** / **shouldn't** talk to your parents about it. I'm sure they will give you the best advice.
2. I don't think you **ought** / **ought not** to do your brother's homework. He must do it himself.
3. You **must** / **mustn't** finish your homework before you go out with your friends.
4. At our school, we **have to** / **don't have to** wear uniforms. It is a rule.
5. You **mustn't** / **don't have to** take photographs here. This is a restricted area.

## DO YOU KNOW...?

- We use *should* and *shouldn't* to give our opinions about something or advice to someone.

**Example:**

- *I think parents should spend more time talking with their teenage children.*
- *Ought to* and *ought not to* mean the same as *should* and *shouldn't*.

**Example:**

- *I think she ought to share the housework with her mother.*
- *Must* has a stronger meaning than *should* and *ought to*.
- *Must* and *have to* are used to express obligation or the need to do something.

**Examples:**

- *You must show respect for the elderly.*
- *I have to clean the floor and cook dinner every day.*
- *Must* expresses obligation imposed by the speaker while *have to* expresses external obligation.

**Examples:**

- *You must practise your English every day. (a teacher telling a student)*
- *I have to practise my English every day. (a student telling his / her parents about school obligation)*

**2 Rewrite each sentence without changing its meaning, using the word in brackets.**

1. It would be a good idea for you to talk to your parents about your problem. (**ought**)  
⇒ *You ought to talk to your parents about your problem.*
2. You are not allowed to use your mobile phone in the examination room. (**must**)  
\_\_\_\_\_
3. It is not necessary for me to type my essay. (**have to**)  
\_\_\_\_\_
4. I'd advise you to tell the truth to your family. (**should**)  
\_\_\_\_\_
5. It is necessary for young people to plan their future career carefully. (**must**)  
\_\_\_\_\_

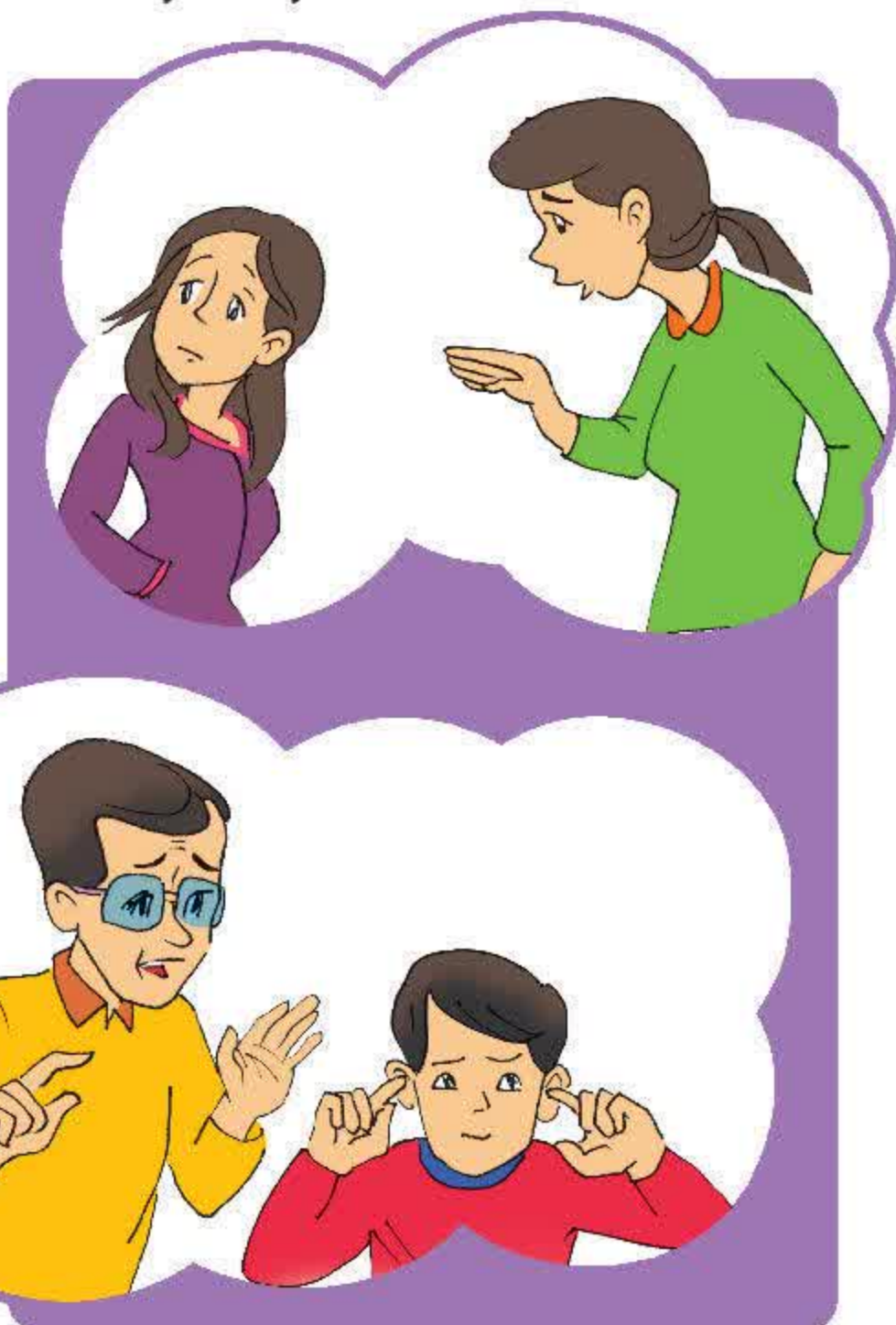


## SKILLS

### READING

#### Where do conflicts come from?

- 1** You are going to read a text about the conflicts between parents and their teenage children. Which of the following do you think you may find in the text?



- a. parents and children having different tastes in music
- b. parents' strong opinions about everything related to their children
- c. children's objection to the way their parents treat them like small kids
- d. parents' objection to their children's clothes
- e. parents' expectations of their children's better use of free time
- f. parents' strong views about their children's education and future jobs
- g. parents and children having different beliefs

- 2** Read the text quickly and check your predictions in **1**.

Throughout history, there have always been **conflicts** between parents and their teenage children. Here are some of the main reasons and explanations.

No matter how old their teenage children are, most parents still treat them like small kids. As they try to help their children to discover the surrounding world, parents strongly believe they know what is best for their children. However, as children grow up, they want to be more independent, create their own opinions, and make their own decisions. They don't feel comfortable when their parents still keep treating them like little kids.

One common area of conflict is the clothes children want to wear. Parents may think that these clothes break rules and **norms** of society, or distract them from schoolwork. What is more, some teens want expensive **brand name** clothes, which can lead to a financial burden on their parents because many cannot **afford** the high prices.

Another source of conflict is the way children spend their free time. Parents may think that their children should spend their time in a more useful way rather than playing computer games or chatting online. But children do not always see things the way their parents do.

Conflicts also arise from different interests between parents and their children. Some parents may try to **impose** their choices of university or career on their children regardless of their children's preferences. Actually, the list of conflicts seems to be endless. Open communication can really help to create mutual trust and understanding between parents and their teenage children.





### 3 Match the highlighted words in the text with the definitions below.

1. have enough money to buy something
2. make somebody accept the same opinions or ideas as you
3. the name given to a product by the company that produces it
4. standards of behaviour that are typical or accepted within a particular group or society
5. situations in which people are involved in a serious disagreement or argument

### 4 Read the text carefully. Answer the following questions.

1. Why do most parents still treat their teenage children like small kids?
2. What do children want to be and do as they grow up?
3. Why are parents concerned about the clothes their teenage children want to wear?
4. How do parents want their children to spend their free time?
5. Do all parents let their children choose a university and career?



### 5 Discuss with a partner.

Do you get into conflict with your parents? Share your experiences with your partner.

## SPEAKING

### What are the conflicts about?

#### 1 Read about three situations facing teenagers. Match them with the problems a, b, or c in the box below.



1. I'm not happy that my parents set a time for me to come home in the evening. They expect me to be home at 9 p.m.! I wish they allowed me to stay out later, say 9.30 or 10 p.m., so I can spend more time with my friends. I have asked them many times, but they don't want to change their mind. What should I do?
2. My parents don't like some of my friends just because of their appearance. They have their hair dyed in different colours and have pierced noses. However, these friends of mine are excellent students, and have always been very helpful and kind to me and other classmates. I wish my parents didn't judge them by their appearance, but got to know them better. What should I do?
3. My parents often complain that I don't help enough around the house. They think that I'm not responsible. I really try my best whenever I have a chance. But when I'm too busy with a lot of homework and many extracurricular activities, it's difficult for me to find time for anything else. What should I do?

- a. Doing more housework
- b. Missing curfews
- c. Parents' disapproval of friends



**2** Here are some of the things teenagers and parents complain about. Tick the complaints that you hear in your family. Add more if you can.

**My children ...**

- |   |   |
|---|---|
| <input type="checkbox"/> dress badly and have ugly hairstyles | <input type="checkbox"/> watch too much TV  |
| <input type="checkbox"/> have strange friends                 | <input type="checkbox"/> don't study enough                                       |
| <input type="checkbox"/> don't help with housework            | <input type="checkbox"/> spend too much time on their mobile phones and computers |
| <input type="checkbox"/> don't listen to my advice            | <input type="checkbox"/> have a lot of junk food and soft drinks                  |



**My parents ...**

- |   |   |
|---|---|
| <input type="checkbox"/> don't like my friends                        | <input type="checkbox"/> always tell me what to do                      |
| <input type="checkbox"/> complain about household chores and homework | <input type="checkbox"/> don't let me do what I want                    |
| <input type="checkbox"/> criticise my appearance                      | <input type="checkbox"/> keep comparing me with their friends' children |
| <input type="checkbox"/> don't respect my privacy                     | <input type="checkbox"/> try to control me                              |
| <input type="checkbox"/> don't listen to my opinions                  | <input type="checkbox"/> want me to follow in their footsteps           |



**3** Work in pairs. Tell your partner what you or your brothers / sisters and your parents complain about. Give advice on how to solve the problem.

**Helpful expressions:**

**Complaints**

*I don't like the way my parents keep + V-ing ...*

*My parents are always +V-ing ...*

*My parents believe that ...*

**Giving opinions and advice**

*I think you should / ought to ...*

*I don't think you should / ought to ...*

*In my opinion, you should / shouldn't ...*

*If I were you, I would / wouldn't ...*

*You'd better ...*

*You shouldn't / ought not to ...*

*Why don't you ...*

**Example:**

**Student A:** What kind of conflicts do you get into with your parents?

**Student B:** Well, I don't like the way my mum keeps telling me what to do all the time. What should I do?

**Student A:** I think you should talk to her and explain how you feel. You should also show her that you are responsible and mature.

**Student B:** Thanks, I'll try. How about you and your parents?

**Student A:** My dad is always comparing me with Lan, the girl living next door. He says that Lan is more studious than me, and helps her parents with the household chores.

**Student B:** Perhaps you should make friends with Lan if your parents like her!



## LISTENING

### How are we different?



**1** You are going to listen to Tom and Linda discussing their conflicts with their parents. What do you think they will mention?

clothes	hairstyles
table manners	not helping with the housework
watching TV / playing computer games too much	not studying enough

**2** Match the words in the box with the appropriate definitions.

1. forbid (v)

**a** attracting attention by being bright, expensive, etc. but tasteless

2. flashy (adj)

**b** attractive and showing a good sense of style

3. elegant (adj)

**c** give full attention to something

4. concentrate (v)

**d** order somebody not to do something

**3** Listen to the conversation. Decide if the following sentences are true (T) or false (F).

	T	F
1 Linda's parents are pleased with her choice of clothes.		
2 Tom shares Linda's opinion on clothes.		
3 Linda wants to look more fashionable.		
4 Tom's parents don't let him play computer games.		
5 Playing computer games is a form of relaxation for Tom.		

**4** Listen to the conversation again and choose the best answer A, B, or C.

- What kind of clothes do Linda's parents want her to wear?
  - shiny trousers
  - tight tops
  - casual clothes
- What is Tom's opinion about Linda's choice of clothes?
  - He thinks that her parents are right.
  - He sympathises with Linda.
  - He disagrees with Linda's parents.
- What do you think Linda will do after talking to Tom?
  - She may start saving money to buy clothes.
  - She may follow her parents' advice.
  - She may offer her parents some advice.
- Why don't Tom's parents want him to play computer games?
  - They think some of the games are harmful.
  - They think playing computer games makes him neglect his studies.
  - They think none of the games are useful.
- What do Tom's parents want him to do?
  - Play a musical instrument.
  - Do more outdoor activities.
  - Browse the Internet to find information.

**5** Work in pairs. Ask and answer the following questions.

- Do your parents like the way you dress? Why or why not?
- What do you think about computer games? Do your parents share your viewpoints?



## WRITING

### Family rules

Respect your parents  
Help your siblings  
Always tell the truth  
Clean up after yourself  
Say Please and Thanks  
Love each other  
Turn off the TV  
and read a book  
Play outside every day

### FAMILY RULES

**FAMILY RULES**  
Help each other  
**Be Thankful**  
Know you are loved  
Pay with hugs and kisses  
Try new things  
**Be Happy**  
Show Compassion  
Be Grateful  
**Dream Big**  
Respect one another  
Laugh Out Loud

**1** The following are some family rules.  
Complete them, using the phrases below.  
Add a few more if you can.

1. My parents (do not) let me \_\_\_\_\_.
  2. They make me \_\_\_\_\_.
  3. They tell me (not) to \_\_\_\_\_.
  4. They warn me not to \_\_\_\_\_.
  5. They want me to \_\_\_\_\_.
  6. I am (not) allowed to \_\_\_\_\_.
  7. They forbid me to \_\_\_\_\_.
- keep my room tidy
  - respect the elderly
  - keep fit by taking up a sport
  - take my studies seriously
  - help around with the housework and other home duties
  - follow in their footsteps
  - have good table manners
  - visit my grandparents at least once a week
  - do morning exercise every day
  - play computer games at weekends only
  - not to swear
  - not to spit on the floor

**2** Read the list in **1** again. Choose the three most important rules that your parents often apply to you. Think of the reasons, and write them in the space provided.

*Example:*

The most important rule in my family is that we should visit our grandparents at least once a week. We live about 10 km away, and my parents want us to have a closer relationship with our grandparents by visiting them regularly and making sure that they are not lonely.

1. One important rule in my family is that

\_\_\_\_\_.

2. Another important rule in my family is that

\_\_\_\_\_.

3. The third important rule in my family is that

\_\_\_\_\_.

**3** An English teenager is going to stay with your family for two months on a cultural homestay programme. Complete a letter to inform him / her of the rules in your family. Write between 160-180 words, using the suggested ideas in the list above.

Pham Ngoc Thach, Dong Da, Ha Noi,  
Viet Nam  
February, 10<sup>th</sup>, 20...

Dear Lauren,

I'm very happy to know that you'll be staying with my family for two months. We live in a four-bedroom flat on the 15<sup>th</sup> floor. You will have your own bedroom during your stay here.

You asked me about our family rules. There are three important ones that we must follow.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you have any questions, please let me know. We will try our best to make you feel comfortable during your stay with us.

I hope you will enjoy your time in Viet Nam.

Looking forward to meeting you.

Best wishes,

Ha



## COMMUNICATION AND CULTURE

### Communication

**1 Work in groups. Practise asking the following questions and take notes of their answers.**

1. What kind of family do you live in?
2. What do you think the advantages and disadvantages of living in an extended or a nuclear family are?

**2 Report your group's opinions to the class.**



### Culture

#### The return of the extended families in the UK and the USA

**1 Read the following text about the coming back of the extended families and answer the questions.**

Over the past few years, in both the USA and the UK, the number of multi-generational households with three or four generations living under the same roof has increased. This trend has been the result of several economic factors.

High unemployment rates, part-time work and low-paid jobs have forced young adults to move back with their parents. In addition, families now face higher costs of housing and heavier pressures of both childcare and elderly care.

Living under the same roof with three or four generations can be frustrating because of the lack of space, independence and privacy, and the daily conflicts brought about by differences in values and attitudes.

However, its advantages outweigh the disadvantages. When living with members of their extended family, young children can develop relationships with adults other than their parents, and old people can become more active when interacting with the younger generations.

Whether we accept it or not, the trend keeps growing as more and more people are choosing traditional extended families.

#### Questions

1. What family trend has increased in the USA and the UK?
2. What are the reasons for this family trend?
3. List some disadvantages of living in an extended family.
4. How do young children benefit from living in an extended family?
5. How can old people benefit from living in an extended family?



**2 Discuss with a partner.**

1. What is the current family trend in Viet Nam?
2. What are the reasons for the current trend?
3. Do you think children are happier growing up in extended families?



## LOOKING BACK

### Pronunciation

**1** Identify the stressed words and put a stress mark (') before their stressed syllables in the following statements. Listen and check your answers.

1. Tim and his parents often argue about what time he should come home.
2. Money is a source of conflict for many families.
3. Susan's parents want her to do well in school, and if that doesn't happen, her parents get angry, so she gets worried.
4. Kate's parents often complain that she doesn't help clean the house.

**2** Identify the stressed words and put a stress mark (') before their stressed syllables. Listen and check your answers.

1. A: At what age were you allowed to stay at home alone?  
B: I don't remember exactly. I think it was when I was nine or ten.
2. A: These jeans look really cool. Would you like to try them on?  
B: No, I don't like them. I like those over there.
3. A: Do you think life is safer in the countryside?  
B: Yes, I do. It's also cleaner.

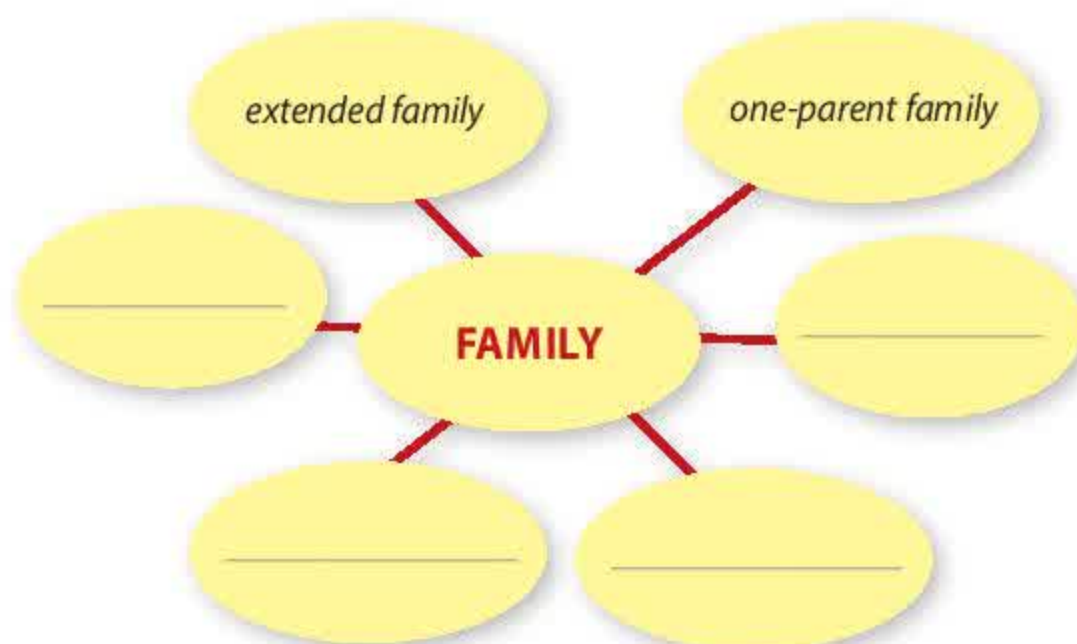
### Vocabulary

**1** Fill the gaps with the words / phrases from the box.

curfew      generation gap      homestay  
conflicts      nuclear family

1. If you just live with your parents and your siblings, you live in a \_\_\_\_\_.
2. My grandparents and I like to listen to the same music, so there isn't always a \_\_\_\_\_.
3. If you want to learn English quickly, you should join a \_\_\_\_\_ programme in an English speaking country.
4. \_\_\_\_\_ in a multi-generational family are unavoidable.
5. I have a 9 p.m. \_\_\_\_\_. I would be punished if I returned home after that time.

**2** Can you find other compound nouns with the word *family*? Use a dictionary, if necessary.



### Grammar

**1** Complete the following sentences with *should* or *ought to* in either positive or negative form.

1. I'm having so much fun at the party, but I \_\_\_\_\_ go home now to revise the grammar points for my English test tomorrow.
2. Your English is very good. You \_\_\_\_\_ worry so much. You \_\_\_\_\_ relax now.
3. I have prepared carefully for the test. I know I \_\_\_\_\_ panic, but I can't help it.
4. You \_\_\_\_\_ create problems for yourself now. Instead, you \_\_\_\_\_ take a break.

**2** Complete the following sentences with *must* / *mustn't* or *have to* / *has to* or *don't have to* / *doesn't have to*.

1. I \_\_\_\_\_ wash up after dinner, and my brother \_\_\_\_\_ clean the floor. That's the rule in my family.
2. You \_\_\_\_\_ argue with your father all the time. Try to listen to his advice.
3. You \_\_\_\_\_ wear a nice dress tonight. You can't go to the concert in these old jeans.
4. I like Sundays because I \_\_\_\_\_ get up early.



## PROJECT

The class is divided into groups of 6 to 8. Your group will interview 15 teenagers, aged 15-17, who live in your area, and take notes of their answers. Report your group's findings to the whole class.

*Suggested questions for your interview:*

1. Are there any problems in your family?
  - What are they about?
  - Where do they come from?
  - How do you deal with them? How do your parents deal with them?
2. What would you like to change about yourself so that you can deal with the conflicts better?
3. Do you think your parents should change their attitudes and rules? Why? Why not?



### NOW YOU CAN

- ▶ Use words and phrases related to the generation gap and family rules
- ▶ Identify and use strong and weak forms of words in connected speech
- ▶ Use the modals *should* and *ought to* for giving advice; use *must* and *have to* for obligation
- ▶ Understand conflicts between different generations
- ▶ Talk about fights between teenagers and parents
- ▶ Write a letter to a teenager staying with a homestay family about household rules



# Unit 2

## RELATIONSHIPS

### GETTING STARTED



### This unit includes:

#### LANGUAGE

##### Vocabulary

Words and phrases related to relationships

##### Pronunciation

Contracted forms: *nouns / pronouns, etc. + verbs; verbs + not*

##### Grammar

- Linking verbs: *be, seem*, verbs of perception
- Cleft sentences: *It is / was ... that ...*

#### SKILLS

- Reading for general ideas and specific information about teenage relationship problems
- Talking about problems and asking for advice
- Listening for specific information about parent-child relationships
- Writing an online posting about relationship problems

#### COMMUNICATION AND CULTURE

- Online friendship
- Dating around the world





## 1 Listen and read.

**Mai:** (on the phone) ... OK, bye-bye. See you tomorrow.

**Mai's grandma:** Who was that?

**Mai:** Oh, one of my classmates, Granny.

**Mai's grandma:** It was Nam that called you again. Right?

**Mai:** Yes. He called about our grammar homework.

**Mai's grandma:** You shouldn't talk to him all the time. I don't want to be too strict with you, but ... I think you're too young to start a relationship with a boy.

**Mai:** Granny, we're just friends, and he's not my boyfriend.

**Mai's grandma:** Well, I'm afraid there's no real friendship between a boy and a girl. You know, Mai, I'm worried you'll get involved in a romantic relationship sooner or later.

**Mai:** Don't worry, Granny. Nam and my other friends are good students. We just talk about schoolwork and things like that.

**Mai's grandma:** I don't know why boys and girls are allowed to be in the same school nowadays. When I was your age, we went to single-sex schools.

**Mai:** Didn't you feel bored?

**Mai's grandma:** Of course not. We were like one big family. I had some very close friends.

**Mai:** It's the same in my school. In my class, we're all good friends and help each other. All my classmates are very kind, caring and sympathetic.

**Mai's grandma:** Sounds good. But ... listen, Mai, I hope you're just friends with the boys. It's your studies that you should concentrate on.

**Mai:** I know that, Granny.

## 2 Decide whether the following statements are true (T), false (F), or not given (NG). Tick the correct box.

		T	F	NG
1	Nam is Mai's classmate.			
2	Mai and Nam are in a romantic relationship.			
3	Mai's grandmother thinks boys and girls can't be real friends.			
4	Mai's grandmother didn't have opposite-sex classmates.			
5	Mai's grandmother is not pleased because Mai does not study hard enough.			
6	Mai's classmates are helpful and sympathetic.			

## 3 Read the conversation again, and find the verbs that come before the words below. Write them in the space provided.

	Verbs	Adjectives
1	_____	involved
2	_____	bored
3	_____	very kind, caring and sympathetic
4	_____	good





## Vocabulary

**1** Write the words or phrases given in the box next to their meanings.

romantic relationship	lend an ear
be in a relationship	sympathetic
break up (with someone)	argument
be reconciled (with someone)	have got a date (with someone)

Words / Expressions	Meanings
1	have a meeting with a boyfriend or a girlfriend
2	end a relationship
3	a relationship based on love and emotional attraction
4	a conversation in which people disagree
5	showing that you understand and care about other people's problems
6	listen to someone with sympathy
7	be romantically attached
8	become friends again after an argument

**2** Complete the sentences with the words or phrases in 1.

- Carol was willing to \_\_\_\_\_ to John when he \_\_\_\_\_ with his girlfriend.
- James and his father were \_\_\_\_\_ after an argument.
- Their close friendship turned into a \_\_\_\_\_.
- Ann and John are \_\_\_\_\_ but are always having a lot of \_\_\_\_\_.
- I feel really excited because I \_\_\_\_\_ with Laura tomorrow.
- A true friend is someone who is \_\_\_\_\_ and always willing to help.

## Pronunciation

**1** Find the contracted forms in the conversation and write their full forms in the space below.

**2** Listen and underline what you hear – the contraction or the full form.

- A: Why won't you help me with my homework?  
B: *I will / I'll.* I will / I'll be with you in a minute.
- A: You must be pleased with your test results.  
B: Yes, *I am / I'm.*
- A: I thought he was in Ha Noi today.  
B: *He is / He's* in Ha Noi. That's where *he is / he's* calling from.
- A: Here *we are / we're.* This is my place.  
B: I *did not / didn't* know it'd take two hours to get to your house.
- A: *I have / I've* been to Hawaii several times.  
B: Really? *That is / That's* an interesting place to visit, I suppose.

**3** Listen and repeat the exchanges in 2.

## Grammar

### Linking verbs

**1** Choose the verbs in the box to complete the sentences. Make changes to the verb forms, if necessary.

look grow sound get stay seem

- A: Jane wants to reconcile with her friend.  
B: That \_\_\_\_\_ good.
- Children become more independent as they \_\_\_\_\_ older.
- I can't \_\_\_\_\_ awake any longer. I'm sleepy.
- Turn off the air-conditioner. It's \_\_\_\_\_ too cold in here.
- Getting involved in a romantic relationship does not \_\_\_\_\_ right for you now. You are too young.
- Jack broke up with his girlfriend, but he didn't \_\_\_\_\_ sad when I saw him.



## 2 Underline the correct word to complete the sentences.

1. What's the matter with you? You look (unhappy / unhappily).
2. We greeted the visitors (warm / warmly) and made them feel welcome.
3. John (sudden / suddenly) appeared from behind the door and said hello to us.
4. Ann felt (excited / excitedly) when Alan suggested a date.
5. Who is he shouting at? He sounds very (angry / angrily).
6. He kept beeping the car horn loudly and the other drivers got (annoyed / annoyingly).
7. Last night's leftover food in the fridge smells (awful / awfully). Don't eat it.
8. Tomato plants will grow very (quick / quickly) in warm and sunny weather.

### DO YOU KNOW...?

- Linking verbs do not express action. Instead, they connect the subject of the verb with an adjective or noun that describes or identifies the subject.
- We use an adjective or a noun after a linking verb.

	Linking verbs	Additional information about the subject
Subject	be, become, seem, appear, grow, get, remain, stay, look, sound, smell, taste, feel	adjective / noun

#### Examples:

- She became very depressed after her boyfriend left her.
- The dessert tastes delicious.
- She said she would become a famous singer someday.

## Cleft sentences with *It is / was ... that ...*

### 1 Rewrite each sentence to emphasise the underlined part.

#### Example:

She found learning grammar the most difficult at school.

⇒ *It was learning grammar that she found the most difficult at school.*

1. Her sad story made me cry.

2. You are to blame for the damage.

3. We really enjoy hiking in the forest.

4. You should really speak to your parents when you have problems.

5. I dislike his dishonesty the most.

6. Lana is in a relationship with Jim.

7. He became successful as a famous writer at the age of 20.

8. They had their first date in a nice coffee shop.

### 2 Write the answers to these questions. Use the words or phrases in brackets as the focus.

1. Did you have a date with Susan? (Mary)  
⇒ *No. It was Mary that I had a date with.*
2. Did your father give you a new bike for your birthday? (a smartphone)
3. Are you going to spend the holiday in Nha Trang with your family? (in Tokyo)
4. Do you want to become a businessman? (a lawyer)
5. Does John earn 10,000 dollars a month? (his brother)
6. Is Mai in love with Phong? (Ha)
7. Can you speak three languages fluently? (my friend)
8. Do we have a meeting at 8 p.m. tomorrow? (at 8 a.m.)

### DO YOU KNOW...?

- Cleft sentences are used when we want to focus on a particular part in the sentence.
- The focus is put after **It is / was**. The part of the sentence we don't want to emphasise is put into a clause beginning with *that*.

**It is / was + focus + that ...**

#### Examples:

*John found a gold coin in his garden. (basic sentence with no particular focus)*

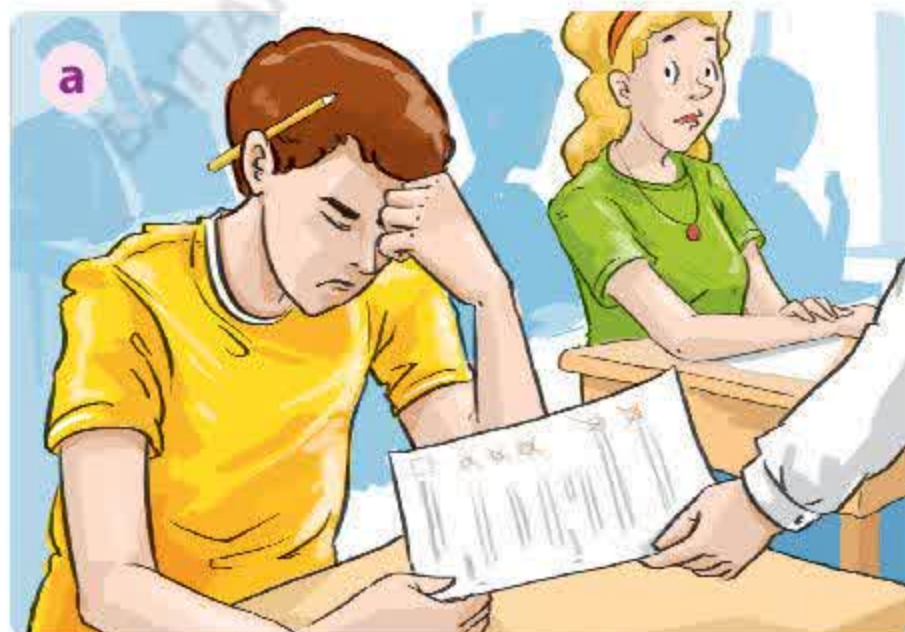
- *It was John that / who found a gold coin in his garden. (focus on John)*
- *It was a gold coin that John found in his garden. (focus on a gold coin)*
- *It was in his garden that John found a gold coin. (focus on his garden)*



## SKILLS

### READING

Please help me!



#### 1 Discuss with a partner.

1. What is happening in the pictures? What problems do you think these people have?
2. Whenever you have problems with schoolwork or relationships (at home or at school), who do you talk to?

#### 2 An advice column in a newspaper offers help to readers when they are in trouble. Read the column and match the readers' names with their problems.

1. Van Ha

a. My friend wants to quit school.

2. Quang Nam

b. My friend betrayed my trust.

c. I don't have friends.

**Question:** Hoa is my only friend at school. She's also the only person I completely trust. Two weeks ago, I told her I was very unhappy and lonely, and that I even wanted to drop out of school. She promised not to tell anyone ... but then she told our teacher about it. We had an argument and I stopped talking to her. Was I right?

(Van Ha)

**Counsellor:** Dear Ha, I understand your feelings. But think of it this way: maybe Hoa was really afraid that you'd drop out of school. She didn't know what to do to help you. I'm sure she just wanted to help you in her own way, even if it's not the way that you wanted. Try to reconcile with Hoa, talk to her about it, and I hope you'll be good friends again. Good luck!

**Question:** In my class, the girls are on good terms with all the boys, except me. The girls just don't even notice me, and the boys make jokes about it. I think that's because I'm short and fat, and girls don't find me attractive. I feel very lonely. Please help me.

(Quang Nam)

**Counsellor:** Well, don't worry too much. Everyone has qualities that make them attractive to other people. A person's true value does not lie in his appearance, but in his achievements and contributions to the community. I don't think it's your physical appearance that makes the girls stay away from you. If you study hard and become an excellent student, girls may notice you and ask you for help. Meanwhile, you should try building up friendships. Take the initiative and engage your classmates in friendly conversations. Ask them questions to find out what they like to talk about – a song, a film or something else – and then discuss that topic. I hope that will help.



**3 Find the words or expressions in the text that have the following meanings and write them in the space below.**

1. be friendly and able to interact well with someone \_\_\_\_\_
2. take an opportunity to act before other people do \_\_\_\_\_
3. have confidence in someone \_\_\_\_\_
4. take part in (a conversation) \_\_\_\_\_
5. stop going to classes before finishing one's studies \_\_\_\_\_

**4 Read the newspaper column again and answer the questions.**

1. What is the relationship between Ha and Hoa?
2. What did Ha tell Hoa two weeks ago?
3. Why did they have an argument?
4. Does the counsellor agree with Ha's reactions?
5. What does Quang Nam think about his own appearance?
6. Why do his male friends make jokes about him?
7. What does the counsellor advise Nam to do?

**5 If you were the counsellor in charge of the advice column, what would you advise Ha and Nam to do? Discuss with a partner.**

## SPEAKING

### Seeking advice

**1 Choose sentences a-f to complete the conversation between two classmates.**

- a. But I have an idea.
- b. What's the problem?
- c. Thanks for your advice.
- d. My parents said no.
- e. So did your parents give you permission?
- f. What should I do?

**Van:** Hi, Chi. You look sad. (1) \_\_\_\_\_.

**Chi:** You know, Van, we were chosen to take part in the English Public Speaking Contest in Da Nang next month ...

**Van:** Yes. Only two students from each class were selected and we need to get our parents' permission.

**Chi:** (2) \_\_\_\_\_.

**Van:** Yes, they did. They felt proud that I was selected. How about yours?

**Chi:** (3) \_\_\_\_\_. They said Da Nang is too far away, and I'll miss the TOEFL test already arranged for next month. But I really want to go.

**Van:** I understand. It's the chance of a lifetime ... (4) \_\_\_\_\_. You can take the test another time. Did you tell your parents about that?

**Chi:** I did. The real problem is that I've never been away from home, and they are worried. (5) \_\_\_\_\_.

**Van:** Let's talk to our teacher. I think she can persuade your parents.

**Chi:** Good idea. (6) \_\_\_\_\_.

**2 Answer the questions.**

1. What is Chi's problem?
2. What does Van advise her to do?

**3 Practise the conversation with a partner.**

**4 Choose one topic. Use the ideas below to make a similar conversation.**

Linda's problem:

- Her best friend, Carol, cheated in the exams, and Linda didn't know how to stop her from cheating.

Linda's father's advice:

- find out the reasons  
- help Carol to revise the lessons and prepare for the exams

John's problem:

- His classmates made fun of him because of his poor grades.

His best friend's advice:

- try to study harder, complete all homework  
- ask the teachers for help when having a problem  
- find a tutor

**5 Work with a partner. Talk about a problem that you have had at school or at home.**

1. What was the problem?
2. How did you deal with it?
3. Who did you ask for help?
4. What advice did they give you?



## LISTENING

### Teenage relationships

- 1** If you have a boyfriend or girlfriend, will you tell your parents about it? Why or why not?



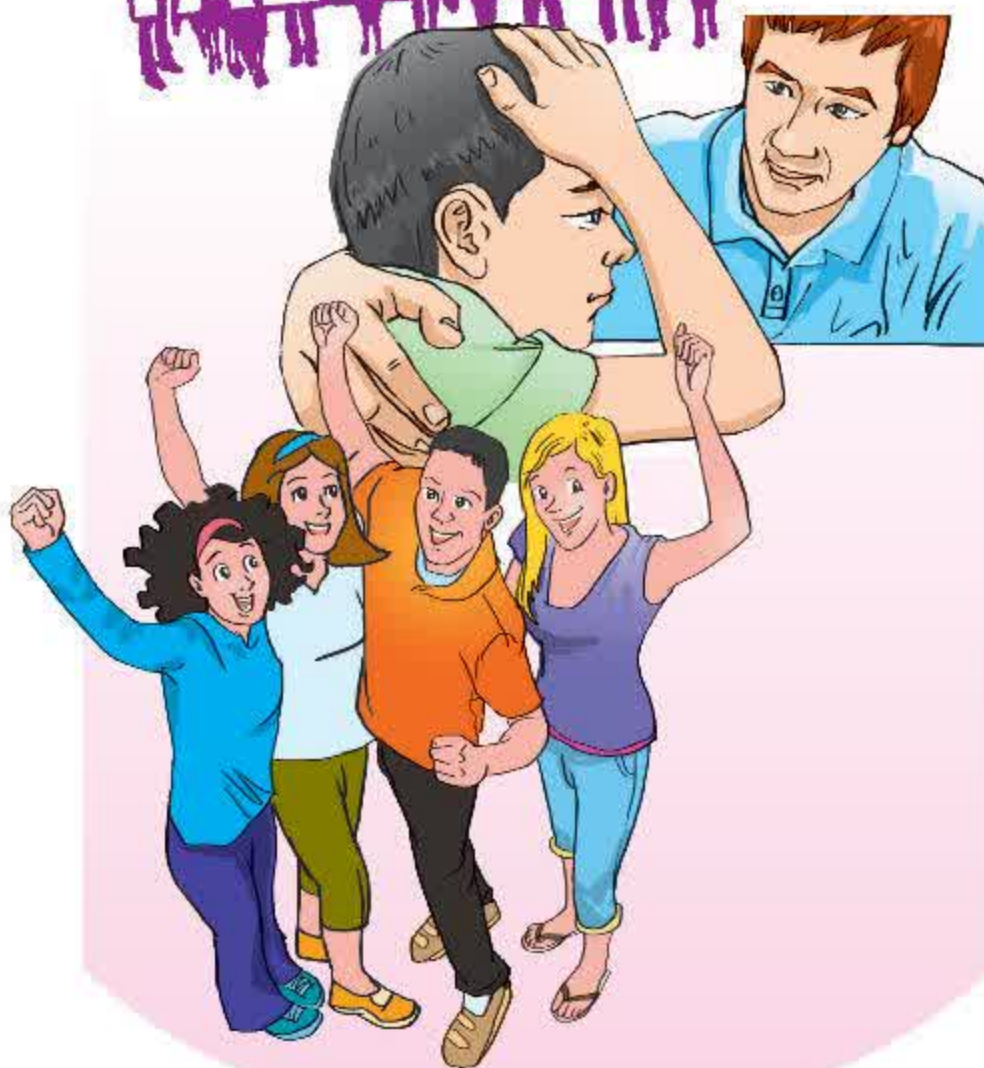
- 2** Listen to a talk show with host Vicky Holmes and guest speaker Dr Dawson. Choose the best answer to complete each statement.

- From \_\_\_\_\_ years of age, many teenagers spend a lot of time thinking or talking about being in a relationship.  
A. 10 to 12  
B. 13 to 14  
C. 15 to 19
- Young people may feel more \_\_\_\_\_ to talk about their relationships in the future if they openly discuss feelings and friendships with their parents.  
A. enthusiastic  
B. confident  
C. upset
- Most parents are willing to \_\_\_\_\_.  
A. talk to a psychologist  
B. talk about romantic relationships  
C. lend a sympathetic ear to their children
- Dr Dawson's last advice to teenagers is that they should \_\_\_\_\_.  
A. respect their parents' views  
B. be friends with their parents  
C. not get too anxious about break-ups

- 3** Listen again. Answer the questions.

- What is the main topic of the talk show?
- What do teenagers need to do to prepare for becoming adults?
- According to Dr Dawson, what should parents do when their children experience break-ups in their relationships?
- Should parents strongly oppose their children's romantic relationships?

## TALK SHOW



- 4** In your opinion, what is the 'right' age for a romantic relationship? Discuss with a partner.





# WRITING

## Teen forum

- 1 Read an online posting on Teen Forum and fill the gaps. Use the words in the box.**

shocked      talented      different  
influence      upset      appearances

### Re: My dad's being unreasonable!

by Lion King >> Tuesday, December 3, 20\_\_ at 8.30 P.M.

Current mood: I'm so (1) \_\_\_\_\_! 😞

This afternoon I had my birthday party and all my close friends came to my house. We were playing some games when Dad came back from work. He looked (2) \_\_\_\_\_ when he saw T's dyed hair and ripped jeans. I think T. felt uncomfortable, so he said goodbye to all of us and left. After the party, Dad told me T. could be a bad (3) \_\_\_\_\_ on me and I should stop being friends with him. He said a good student should not dye his hair and should dress properly. I think Dad is being unreasonable. He should not judge my friends by their looks. T. is one of the best students in my class, but he wants to look (4) \_\_\_\_\_. His dream is to become a famous actor and film director. He is very (5) \_\_\_\_\_ and has already acted in a few films. I can't stop being friends with someone just because my father doesn't like them. I wish Dad stopped judging my friends by their (6) \_\_\_\_\_. How can I make him understand this?



- 2 Put the following parts of the online posting in the correct order.**

- The writer's opinion / feelings about the incident
- The writer's wish for things to be different
- The writer's name
- The writer's mood
- Description of the incident
- Date and time
- Title of the posting

- 3 Choose one of the stories below. Use the ideas to write an online posting of 160-180 words.**

1	Story	– parents work late on weekdays and most weekends; alone at home with the housemaid or tutor; feeling lonely
	Wish	– parents to spend more time with you
2	Story	– best friend dropped out of school and started working; her / his parents can't support her / him; missing your friend at school
	Wish	– help your friend to continue her / his education
3	Story	– friend confided a secret to you; you failed to keep it secret; told it to other people; friend broke up with you; tried to apologise; your apology not accepted; feeling regretful
	Wish	– friend to forgive you; become friends again

- 4 Think of something that happened to you or another person. Write an online posting of 160-180 words.**

#### You can write about:

- what happened, when and where, and who was involved
- how you and the other people felt
- your wish



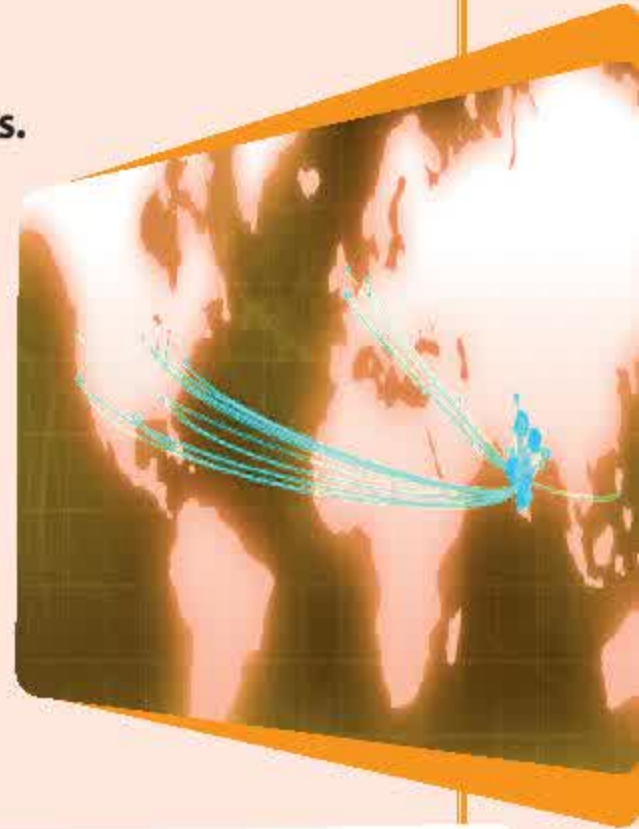
# COMMUNICATION AND CULTURE

## Communication



**1** Listen to Hung's opinions about online friends. Answer the questions.

1. What can Hung learn from his online friends? Why?
2. When can he contact these friends?
3. Why can he save money?
4. What is the most important benefit of having online friends?
5. What does Hung dislike about online friendships?



**2** Discuss the following questions in groups.

Do you have any online friends? If yes, do you want to meet them face to face? If no, do you want to make friends online? Give reasons.





Culture

1 Read the text about dating around the world, and complete the information in the table below.

Search...ForumsGO

HOMENEWSFORUMSARTICLES

Mike CameronStart Post

Write a PostWrite a Reply




### Dating around the world

Having a relationship with someone is important to people around the world; however, dating is different from culture to culture. Here are some examples.

Group dating is popular among young people in Europe and Australia. Groups as large as 30 people take part in events, such as going camping or having a party. This is seen as a safe way to spend time together, and to help to ease tension because people feel more comfortable in the company of friends before deciding whether to go on a one-to-one date.

In Singapore, since many young people stay single, the government has tried its best to encourage dating. Dating services are offered to single people. One of them is speed dating, in which singles will spend a few minutes talking to one person before moving on to meet the next one.

Online dating is a common way of matchmaking in the United States. Internet companies are now offering a service called 'online dating assistant' to help busy people to find a partner. An assistant helps customers to build their profiles, selects potential matches, and then sends several emails to the possible matches until the two people agree to meet face to face.



Kinds of dating			
Where			

2 Read the text again. Decide whether the following statements are true (T), false (F), or not given (NG). Tick the correct box.

	T	F	NG
1 Group dating helps people to feel more at ease.			
2 Australian people don't like one-to-one dating.			
3 The Singaporean government encourages young people to take part in dating events.			
4 One-to-one dating is not popular in Singapore.			
5 Online dating is popular in the United States because it does not cost too much money.			
6 People using the 'online dating assistant' service need to communicate by email before meeting face to face.			

3 Discuss with a partner.

Are group dating, speed dating, and online dating popular in Viet Nam? Why or why not?



## LOOKING BACK

### Pronunciation

**1** Underline the words which could be contracted in these exchanges.

1. A: My teacher will phone to say if she is coming to the party.

B: I hope she is.

2. A: I am not sure if I will pass the exam.

B: But I am. You have worked so hard.

3. A: It would be better for him to talk to his parents about his problems.

B: He cannot because he is living with his grandpa.

4. A: It is difficult to read your handwriting. Our teacher will not accept your paper.

B: I hope she does. I do not have time to type it.



**2** Listen to check your answers.

### Vocabulary

Complete the sentences with the correct form of the words or phrases in the box.

meet face to face      dating  
romantic relationships      break up  
be in a relationship      lend an ear

1. Online \_\_\_\_\_ services have helped lots of single people to find future husbands or wives.

2. When I am in trouble, my close friends are always willing to \_\_\_\_\_ and give me some advice.

3. Teenagers' \_\_\_\_\_ may last only a few weeks or a few months.

4. I don't like to make friends online because we can't \_\_\_\_\_.

5. She felt very upset after she \_\_\_\_\_ with her boyfriend.

6. Jim and Susan must \_\_\_\_\_. They look very happy together.

### Grammar

**1** Put the words in the correct order to make questions.

1. How / feel / broke up / his girlfriend / Peter / with him / when / did / ?

2. How / if / I / look / cut / short / will / I / my hair / ?

3. How / feel / you / did / when / the game / lost / you / ?

4. How / on TV / sound / Martin's / in the live show / voice / did / last night / ?

5. How / taste / your soup / does / ?

6. How / feel / you / had / would / no friends / if / you / ?

**2** Write the answers to the questions in 1, using the suggested words.

1. \_\_\_\_\_ (depressed)

2. \_\_\_\_\_ (attractive)

3. \_\_\_\_\_ (disappointed)

4. \_\_\_\_\_ (awful)

5. \_\_\_\_\_ (great)

6. \_\_\_\_\_ (lonely)

**3** Join the two parts to make cleft sentences.

1. It was me

a. that Sue usually visits her grandmother.

2. It's travelling around the world

b. that is always telling lies.

3. It's on Friday

c. that I got the news from.

4. It's his attitude towards others

d. that has helped me to learn about other cultures.

5. It's John

e. that I started my first romantic relationship.

6. It was my old friend

f. that started arguing with Jim.

7. It was in Paris

g. that really upsets me.



## PROJECT

**1** Your group is going to take part in a storytelling contest organised by your school. Each group member tells a story about friendship or teacher-student relationships. Think about the following questions.

- When and where did it happen?
- What happened to the people in the story?
- What do you like most about the story, or what lessons can you learn from the story?



**2** Your group chooses the best story which meets the following criteria.

- Content: interesting and relevant to the topic; conveying a moral message
- Use of expressive voice, facial expression and gestures, mime, pace, rhythm, eye contact and engagement with the audience

### NOW YOU CAN

- ▶ Talk about relationship problems and how to deal with them
- ▶ Use contracted and full forms correctly
- ▶ Use linking verbs to describe the subject and cleft structures for emphasis
- ▶ Write an online posting about relationship problems



# Unit 3

## BECOMING INDEPENDENT

### GETTING STARTED

#### An independent person

#### This unit includes:

##### LANGUAGE

###### Vocabulary

Words and phrases related to being independent

###### Pronunciation

Sentence stress and rhythm: linking between a consonant and a vowel

###### Grammar

To-infinitives after certain adjectives and nouns

##### SKILLS

- Reading for general ideas and specific information about time-management skills
- Giving opinions about the importance of the skills needed to be independent
- Listening for specific information about how children are raised to become independent
- Writing a letter requesting further information about a course

##### COMMUNICATION AND CULTURE

- What it means to be independent
- American vs. Vietnamese ways of raising children





## 1 Listen and read.

**Mai:** I can see that you and Hoang Minh have become close friends, Lan.

**Lan:** We have. I really like him because he doesn't rely on other people for help and isn't influenced by other people's opinions.

**Mai:** I see. So he's very independent.

**Lan:** Yes. He's also a very responsible student. He always completes his tasks on time, and never needs to be reminded about assignments and other schoolwork.

**Mai:** Right.

**Lan:** He's also reliable. Last week, our group worked on a project and he was assigned the most difficult part of it. He tried very hard and did it well.

**Mai:** It's good to have a friend you can rely on. He seems very determined.

**Lan:** He is. Last month, we were given a very hard Maths problem. While most of us gave up, he spent the whole night on it and solved it in the end.

**Mai:** That's amazing!

**Lan:** Yeah. Even our Maths teacher was very surprised to read his answer. Another good thing about him is that he's self-reliant. He always tries to find solutions to his problems and seldom needs help from others.

**Mai:** His parents must be really pleased to have such a son.

**Lan:** Of course. He also helps around the house a lot. But he still has time to read, so he's well-informed about what's happening around the world. It's interesting to talk to him.

**Mai:** I'll talk to him sometime.

**Lan:** Yes, you should. He's also very confident and decisive. He always believes in himself, and I really admire his ability to make decisions so quickly. He's a very independent person!

**Mai:** That's great! You're lucky to have a close friend like him.

## 2 Answer the questions about the conversation.

1. Why does Lan like Minh?
2. Why does Lan think Minh is a very responsible student?
3. What is an example showing that Minh is very determined?
4. Why does Lan think that Minh is self-reliant?
5. What are the characteristics of an independent person according to Lan and Mai?
6. Which of Minh's characteristics do you have? Which do you like most?

## 3 Read the conversation again. Match the words with their definitions.

1. reliable

a. feeling certain about your own ability to do things and be successful

2. self-reliant

b. able to make decisions quickly

3. decisive

c. strongly motivated to do something and not allowing anyone or any difficulties to stop you

4. determined

d. that can be trusted to do something well; that you can rely on

5. well-informed

e. capable of doing or deciding things by yourself, rather than depending on other people for help

6. confident

f. having a lot of knowledge about current topics or a particular subject

## 4 Find the sentences with to-infinitives after adjectives or nouns in the conversation and write them in the space below.

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## Vocabulary

- 1** Complete the table with words that have the same roots as the adjectives in the first column. Some adjectives do not have all the corresponding word forms. Use a dictionary, if necessary.

	Adjective	Noun	Adverb
1	reliable		
2	confident		
3	independent		
4	self-reliant		
5	decisive		
6	determined		
7	responsible		

- 2** Complete the sentences with some of the words from 1.

*Example:*

Ba is a very determined young man. No one can stop him from achieving his goals.

- Ann is a very \_\_\_\_\_ person. Whenever you ask her to do things for you, you can expect her to do them well.
- You must believe in your abilities and have \_\_\_\_\_ in yourself to succeed.
- To keep \_\_\_\_\_ on current topics, you need to read newspapers and watch the news.
- She has a very \_\_\_\_\_ attitude towards work. She doesn't need to be reminded about her duties.
- Lan has been taught \_\_\_\_\_ from an early age, so she is very independent now.
- In case of emergency, you have to act very \_\_\_\_\_.
- Vietnamese people celebrate their \_\_\_\_\_ Day on September 2<sup>nd</sup>.

## Pronunciation

### Linking between a consonant and a vowel

- 1** Listen and repeat the following sentences, paying attention to the linking between the words.
- He's a new student in our class.
  - He always fulfills sall his tasks on time.
  - He knows a lot about life and the world around.
  - Now it's time for rall of us to celebrate our achievements.
  - An independent person is capable of doing things by herself.
- 2** Listen and link (↪) the consonant sounds and the vowel sounds. Then practise reading the sentences.
- Line up and wait until I tell you what to do.
  - My phone number is oh nine oh eight seven six oh four oh five (0908 760 405).
  - You could earn a lot of money if you write an interesting e-book.
  - Once upon a time, there was a frog that lived in a little pond.
  - Take a box from over there and give it to me.



### DO YOU KNOW...?

#### Consonant to vowel linking

- When we talk naturally, we don't pause between the words. We usually link the end and beginning of some words so that they are easy to say and flow together smoothly.
- Consonant to vowel linking is very common and occurs between words ending with a consonant sound and words beginning with a vowel sound.



## Grammar

### To-infinitives after nouns / adjectives

- 1** Work in pairs. Underline the to-infinitive in the sentences you found in **4** in GETTING STARTED. Pay attention to how the infinitives are used.

#### DO YOU KNOW...?

- We can use the to-infinitive after certain adjectives to give a reason for the adjectives:  
– Noun / Pronoun + linking verb + adjective + to-infinitive  
Adjectives: *glad, happy, lucky, amazed, surprised, proud, determined, pleased, sorry, disappointed, sad, afraid*

##### Example:

- I'm happy to see my former teacher again.
- I'm pleased to hear about your news.

- 2** Rewrite the sentences, using the to-infinitive.

##### Example:

We were happy because we met some interesting people.

⇒ We were happy to meet some interesting people.

1. The little boy was afraid when he jumped into the pool.  
\_\_\_\_\_
2. She is proud that she is the leader of the group.  
\_\_\_\_\_
3. The students were excited when they heard that they had won the competition.  
\_\_\_\_\_
4. My mother was very surprised when she heard I would take part in the storytelling contest.  
\_\_\_\_\_
5. I'm sorry if I may disturb you.  
\_\_\_\_\_

#### DO YOU KNOW...?

- We can use the to-infinitive in structures with *It* and certain adjectives to make a comment or judgement.  
– It + linking verb + adjective (for somebody) + to-infinitive  
Adjectives: *easy, difficult, hard, interesting, boring, nice, great, good, possible, impossible, likely, important, necessary, unreasonable.*

##### Examples:

- It is interesting to talk to him.
- It is important for me to have confidence in myself.

- 3** Combine the sentences, using to-infinitives.

##### Examples:

All of us want to visit the Citadel. It's interesting.

⇒ It's interesting for all of us to visit the Citadel.

Don't bring your umbrella with you. It's unnecessary.

⇒ It's unnecessary to bring your umbrella with you.

1. Don't expect that everybody will understand you. It's unreasonable.  
\_\_\_\_\_
2. We can't guess what will happen. It's impossible.  
\_\_\_\_\_
3. Everyone can learn some simple sentences in English such as *How are you?* or *Thank you.* It's easy.  
\_\_\_\_\_
4. You should take a map with you when travelling in a foreign country. It's necessary.  
\_\_\_\_\_
5. You can finish the project on your own. It's possible.  
\_\_\_\_\_

#### DO YOU KNOW...?

- We can use to-infinitives after certain abstract nouns to say what action they relate to.  
Noun + to-infinitive  
Nouns: *advice, ability, ambition, anxiety, attempt, chance, decision, dream, failure, permission, plan, request, wish, way, demand, determination, effort, offer, willingness*

##### Examples:

- Your dream to become a teacher will come true.
- You should find a way to deal with this problem.

- 4** Rewrite the sentences, using the nouns in brackets and a to-infinitive phrase.

##### Example:

She knows how to solve the problem. (way)

⇒ She knows the way to solve the problem.

1. You are not ill so you don't have to stay in bed. (need)  
\_\_\_\_\_
2. My teacher is able to make complicated things easy to understand. (ability)  
\_\_\_\_\_
3. That he decided to take part in the contest surprised all of us. (decision)  
\_\_\_\_\_
4. I was not allowed to go to the party. (permission)  
\_\_\_\_\_
5. I didn't know that they were going to Nha Trang for the summer holidays. (plan)  
\_\_\_\_\_



## SKILLS

### READING

#### Time-management skills



**1** Work with a partner, ask and answer the questions below.

- Have you ever forgotten to do your homework?
- Do you often have to struggle to meet deadlines?
- How do you manage your time?

**2** Read the text and select the statement that expresses its main idea.

- You need important life skills to become independent.
- Good time-management skills help you to build your confidence and self-esteem.
- Time-management skills are not difficult to develop.
- Mastering time-management skills has many benefits and there are three steps to develop them.

**B**eing independent is being able to take care of yourself, and not having to rely on anyone else. That is what many young people strive for. However, the ability to live independently does not develop naturally: you need a number of life skills to stop relying on your parents and older siblings. Among those skills, time management is probably the most important one. With good time-management skills, you can build your confidence and self-esteem. These skills will also help you to perform your daily tasks, including your responsibilities at school and at home. If you can use your time wisely, you will not feel very stressed when exam dates are approaching. You can act more independently and responsibly, get better grades at school and have more time for your family and friends.

Time-management skills are not difficult to develop. First, make plans for the things you need to do on a planner or an app on your mobile device. Organise them in a schedule so that they can be checked later. Figure out how much time you will need for each of the things, and then put time limits on them. Second, prioritise your activities. If you have so much to do in a day or a week, you may be at a loss as to how to fit everything in. So decide what is important to you and give it the most of your time or add it to the top of your list. Third, develop routines, because once routines are developed, they take less time to do.

Time-management skills cannot be developed in one day. However, when you have them, they can help you to become independent.

**3** Read the text again. Decide whether the sentences are true (T), false (F), or not given (NG).

		T	F	NG
1	Elderly people don't strive for being independent.			
2	The ability to be independent comes naturally to a person when he / she grows up.			
3	Teenagers only need time-management skills to be independent.			
4	When teenagers are able to complete their daily tasks and duties at school and at home, they have more confidence and self-esteem.			
5	Having good time-management skills means you can use your time wisely.			

**4** Answer the following questions.

- What are the benefits of having good time-management skills?
- How can you make plans for the things you need to do?
- Why should you schedule the things you need to do?
- How can you prioritise your activities?
- Why should you develop routines?

**5** Work in groups. Discuss the questions.

Which of the time-management skills mentioned in the text do you have? Which do you need to develop?



## SPEAKING

### Skills you need to be independent



**1** The table below presents the skills teens need to develop in order to become independent, and the reasons why those skills are necessary. Work in pairs. Discuss and match the skills with the appropriate reasons.

Skills	Reasons
1. Finding information	a. Activities such as doing the laundry or cleaning the house are important daily routines.
2. Getting around on your own	b. You gain confidence in your ability to make good decisions and don't avoid issues.
3. Coping with loneliness	c. You communicate effectively and get along well with people around you.
4. General housekeeping	d. You think independently and make informed decisions.
5. Health and hygiene	e. Lacking these skills may make you feel depressed and you may make the wrong decisions about your life.
6. Problem solving	f. You don't depend on others to go to places and take responsibility for being late.
7. Interpersonal communication	g. Keeping your body healthy and clean will make you feel happy and more confident.



**2** Lan and Minh are talking about what they think are the most important skills they need in order to be independent. Use the words in the box to complete their conversation. Then practise it in pairs.

loneliness      decisions  
communicate      interpersonal communication

**Lan:** Minh, which of the life skills do you think are the most important?

**Minh:** In my opinion, coping with (1) \_\_\_\_\_ is the most important skill.

**Lan:** Really? Why do you think so?

**Minh:** Because lacking this skill may make me feel depressed and I may make the wrong (2) \_\_\_\_\_ about my life. What about you? Which of the skills are the most important for you?

**Lan:** (3) \_\_\_\_\_ skills. Because they can help me to (4) \_\_\_\_\_ effectively and get along well with people around me.



**3** If you want to be independent, which of the skills in **1** are the most important for you? Work in pairs. Use the ideas in **1** to have a similar conversation as the one in **2**.



## LISTENING

### How parents help you become independent

#### 1 Look at the photo and answer the questions:



- What are the people in the photo doing?
- Do you think the boy needs his father's assistance to learn to ride a bicycle independently?

#### 2 Listen to an interview on *Life Skills*, the most popular radio show for teens and parents, and match the statements with the speakers.

Speakers	Statements
1. Long	a. He has to fulfill all his responsibilities, and is punished if he fails.
2. Tuan	b. His parents tend to be very protective of him.
3. Minh	c. He has to do household chores and follow a set routine.
	d. One of his responsibilities is to look after his grandparents.
	e. He has been taught to make his own decisions.
	f. He is encouraged to express his opinions.



#### 3 Answer the questions.

1. Why does Long think his parents are overprotective of him?
2. What do Long's parents often encourage him to do?
3. What do Tuan's parents focus on teaching him?
4. How do Tuan's parents keep him motivated?
5. What does Minh have to do?
6. What can Minh do about his clothes, books, or toys?

#### 4 Work in groups. Tell your group members whether you were brought up in the same way as Long, Tuan, or Minh.

## WRITING

### Writing a letter requesting information

#### 1 Read the advertisement for life skills courses in *Teenage Magazine* below and answer the questions.

**★ ★ ★ BLUE STAR LIFE SKILLS TRAINING CENTRE ★ ★ ★**

**SKILLS YOU NEED TO BECOME INDEPENDENT**

★ **Wish to be independent?**

★ **Want to be able to live on your own successfully?**

▶ **Then take our courses and we'll teach you the skills you need.**

▶ **We have different courses for you:**

Coping with loneliness

Stress management

Interpersonal skills

Goal setting

Time management

And more ...

**Enrol today and get the early bird rate.**

For more information, write to:  
Ms. Angela Brown, Blue Rose Rd, Chanel, FL 32924

1. What courses are advertised?
2. Who are the courses for?
3. What skills do you think you will be taught if you take the 'Coping with loneliness' course?
4. What will you get if you enrol early?
5. What can you do if you need more information about the courses?



- 2** Denise is interested in the life skills courses. Below is her letter asking for further information, but the parts are jumbled-up. Put them in the right order according to the template below.

April 21<sup>st</sup>, 2013

Dear Ms Brown,

a) I am a first year student and live away from home. Although I have close friends, I miss my family very much. I don't like being alone and I always need someone to be around me. I don't know how to overcome the feeling of loneliness so I can become more independent.

(b) I would also like to know how much the tuition fee will be if I enrol early.

(c) Thank you very much for your time. I look forward to hearing from you.

(d) I am writing to enquire about the life skills courses you advertised in Teenage Magazine.

(e) I hope that your answers to my questions will help me to make the right decision about the course.

(f) Could you advise me which of the courses I should take?

Sincerely,

*Denise*

### Letter template:

**Date**

**Greeting**

**Content**

1. Stating the reason for writing the letter and / or giving reference
2. Giving background information
3. Requesting advice based on the background information
4. Requesting further information
5. Expressing hope
6. Thank-you note and formal closing

**Signature**



- 3** Match each problem with its sign. Then discuss with a partner.

#### Problems

1. Lacking time-management skills

2. Suffering from stress

3. Lacking interpersonal communication skills

#### Signs

a. Can't concentrate and have memory problems

b. Don't feel comfortable when talking to people or working in a group

c. Can't schedule tasks effectively

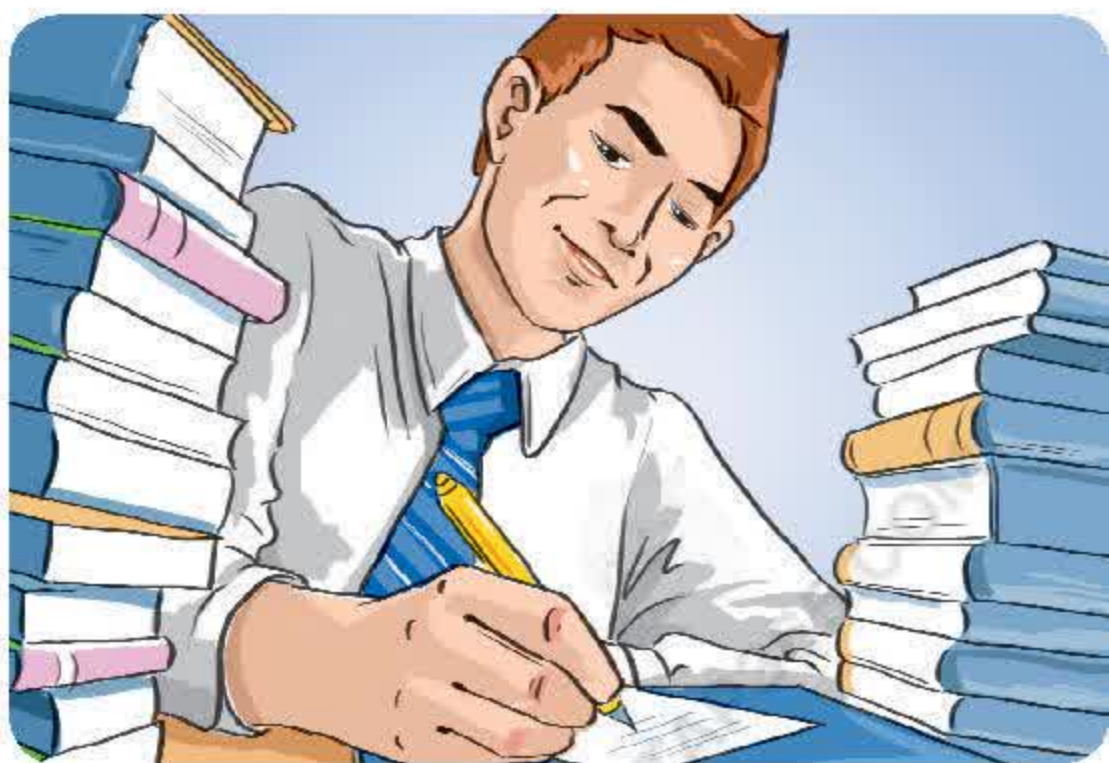
d. Don't know how to prioritise tasks

e. Always feel worried and can't sleep well at night

f. Have difficulty in communicating ideas or opinions

- 4** Imagine that you have one of the problems above. Write a letter similar to the one in 2 to Ms Brown for advice on a suitable course and get further information about:

- course duration
- lecturer / trainer
- starting date
- certificate, etc.





# COMMUNICATION AND CULTURE

## Communication

### What it means to be independent

A father tells his son:

*Don't ever let someone tell you that you can't do something. Not even me. You got a dream, you gotta protect it. When people can't do something themselves, they're gonna tell you that you can't do it. You want something, go get it.*

**Work in groups. Discuss the extract and prepare a short talk expressing your group's opinion about it. You can use the following questions to guide you.**

1. What kind of person does the father want his son to grow up to be?
2. What does the father mean by saying: *You got a dream, you gotta protect it.* and *You want something, go get it?* Do you agree with him? Why / Why not?
3. What's your dream? How do you protect it and make sure it will come true one day?



## Culture

- 1 Read the two passages about how American and Vietnamese parents raise their children and answer the questions.

### Ways of raising children

#### In the US

For many Americans, a parent's most important task is to teach their children to live independently. From an early age, most children get their own rooms and never sleep with their parents.

American parents help their kids to become self-reliant by making them do things such as washing, cleaning, and cooking for themselves from the time they are very small. To help to develop their children's confidence, American parents always show respect for them and let them voice their opinions on family issues.

Right after children finish school, most of them will move out of the family home and start a truly independent life.

#### In Viet Nam

Many Vietnamese parents think their most important role is to protect their children and provide them with a happy and wealthy childhood. Babies often sleep with their parents, and many children do not get to sleep in their own beds until they finish primary school.

While many children in rural areas have to work to contribute to the household expenses, most children in urban areas do not have to do anything but study. In both urban and rural areas, parents seldom ask for their children's opinions before making family choices.

Children do not move out of the family home before they get married. Even then, many parents still want the couple to live with them in the same house.





1. According to many Americans, what is the most important task of parents?
2. What do Vietnamese parents think their role is?
3. How do American parents help their kids to become self-reliant?
4. Are Vietnamese children allowed to join their parents in making family choices?
5. How do American parents help to develop their children's confidence?
6. When do Vietnamese children move out of their parents' home?



**2 Make some comparisons between the two ways of child raising using *while*, *whereas*, *different from*.**

**Example:**

**While** most Vietnamese children sleep with their parents until they go to primary school, most American children get their own rooms from an early age.





## LOOKING BACK

### Pronunciation

- 1** Listen and repeat these sentences. Then listen again and link (◡) the final consonants and initial vowels.

1. He's a teacher of English in an urban school.
2. My brother is well-informed about local issues.
3. Most Americans use some forms of discipline for their children.
4. The goal of American parents is to help their children to become independent.
5. Her parents even ask for her opinions before they make important decisions.

- 2** Read the paragraph below and link (◡) the final consonants and initial vowels. Then listen and check your answers.

Being independent is being able to take care of yourself, and not having to rely on anyone else. That is what many young people strive for. However, the ability to live independently does not develop naturally: you need a number of life skills to stop relying on your parents and older siblings.

### Vocabulary

Complete the sentences with the words in the box.

reliability	decision	well-informed
determined	responsibly	independent
confident	decisiveness	

1. When Lan was small, she was encouraged to speak out her opinions. That's why she's so \_\_\_\_\_ now.
2. He tries to keep himself \_\_\_\_\_, so he reads most of the local newspapers and also gets a lot of information from the Internet.
3. Whenever she wants something, she tries her best to get it and doesn't let anyone discourage her. She's so \_\_\_\_\_.
4. Before making a \_\_\_\_\_ he often considers different options.
5. Her \_\_\_\_\_ makes her a good leader.
6. Everyone should act \_\_\_\_\_ in order to protect our environment.
7. \_\_\_\_\_ is necessary for a good friendship.
8. You need to have a number of life skills to become \_\_\_\_\_.

### Grammar

- 1** Combine the sentences, using to-infinitives.

1. Denis received a letter from his mother. He was happy.  
\_\_\_\_\_
2. Ann passed the exam. She was so lucky.  
\_\_\_\_\_
3. You can't learn a foreign language in one day. It's impossible.  
\_\_\_\_\_
4. The students will take part in the 'Green Day' activities. They are very keen.  
\_\_\_\_\_
5. You should develop habits that will keep your body healthy and clean. It's necessary.  
\_\_\_\_\_
6. We've heard that Helen is feeling better now. We are relieved.  
\_\_\_\_\_
7. We can't guess what will happen. It's difficult.  
\_\_\_\_\_
8. You should learn how to get from one place to another. It's important.  
\_\_\_\_\_
9. You should learn how to cope with loneliness. It's important.  
\_\_\_\_\_
10. Dave received a birthday gift from an old friend. He was very surprised.  
\_\_\_\_\_

- 2** Rewrite the sentences, using the nouns in brackets and to-infinitives without changing the meanings of the sentences.

1. They want to win the first prize, but that seems unrealistic. (**goal**)  
\_\_\_\_\_
2. Nobody knew that he had always wanted to become a doctor. (**dream**)  
\_\_\_\_\_
3. She didn't obey the school rules and that upset her parents very much. (**failure**)  
\_\_\_\_\_
4. It's amazing that Tania can speak three foreign languages. (**ability**)  
\_\_\_\_\_
5. Tom tried hard to persuade his parents to allow him to join the club, but he failed. (**attempt**)  
\_\_\_\_\_
6. He tried hard to overcome any difficulties by himself. (**effort**)  
\_\_\_\_\_



## PROJECT

### HOW INDEPENDENT ARE YOU?

- 1 Complete the questionnaire. Tick the number based on how accurate each statement is for you. The number you tick represents the point(s) you get for each item.

- 1 very inaccurate
- 2 inaccurate
- 3 neutral
- 4 accurate
- 5 very accurate

1

You can cook for yourself.

Very inaccurate 1 2 3 4 5 very accurate

2

You don't feel sad, helpless and uncomfortable when alone.

Very inaccurate 1 2 3 4 5 very accurate

3

You always take the initiative and start your own projects.

Very inaccurate 1 2 3 4 5 very accurate

4

You have good daily habits and keep your body healthy and clean.

Very inaccurate 1 2 3 4 5 very accurate

5

You can make decisions about everyday matters quickly.

Very inaccurate 1 2 3 4 5 very accurate

Add up all the points. The more points you get means the more independent you are.

- 2 Work in groups of ten. Make questions from the statements in the questionnaire. Then use the question to interview students in your group. Find out how independent they are. Report the results to the class.

### NOW YOU CAN

- ▶ Use words and phrases to describe the characteristics of an independent person
- ▶ Link consonant and vowel sounds in a sentence
- ▶ Use the *to*-infinitive after certain adjectives and nouns in sentences
- ▶ Talk about the skills needed to be independent
- ▶ Write a formal letter requesting further information about a course



## LANGUAGE

### Vocabulary

- 1** Form compound nouns with the words in the box. Then complete the sentences, using the correct ones.

care   child   friend   girl   grand  
house   parents   point   view   work

1. She spent all morning doing \_\_\_\_\_.
2. There are many different \_\_\_\_\_ options available to mothers returning to work.
3. Parents should try to see things from a teenager's \_\_\_\_\_.
4. I have lived with my \_\_\_\_\_ since I was born.
5. He can't come because he's taking his \_\_\_\_\_ on a date.



- 2** Complete the sentences with correct words from the box.

independent   reconciled   argument  
self-reliant   relationship

1. She has a close \_\_\_\_\_ with her parents.
2. He broke the glass vase during a(n) \_\_\_\_\_ with his cousin.
3. We were finally \_\_\_\_\_ after he apologised.
4. My little cousin is becoming more \_\_\_\_\_ so my aunt has more time for herself.
5. Teaching secondary school students to be independent and \_\_\_\_\_ is important for their personal development.



### Pronunciation

- 3** Listen and link (◡) the final consonants and initial vowels in the sentences. Then read them aloud.

1. Kate is a teacher of English in an upper secondary school.
2. Look at these pictures and answer my questions in English.
3. Tom used to live in his parents' house, but he's moved into a new flat with some friends.
4. Can I have a cup of apple tea?
5. Don't forget to turn off the lights when you leave after the party.







## Grammar

**4** Complete these sentences with *should* / *shouldn't* / *ought to* / *ought not to* / *must* / *mustn't* / *have to* / *has to*.

1. It's a great film. You \_\_\_\_\_ go and see it.
2. You don't look well. You \_\_\_\_\_ go out. It's cold outside.
3. It's late. I \_\_\_\_\_ go now or I will miss the last train.
4. Students \_\_\_\_\_ use mobile phones in class.
5. The government really \_\_\_\_\_ do something about unemployment.

**5** Rewrite the following sentences to emphasise the underlined parts, using *It is* / *was ... that ...*



1. The first Olympic Games were held in Greece.
2. Nam won the first prize in the English speaking contest.
3. I am making a chocolate cake for my best friend's birthday party.
4. Scotland's most famous poet Robert Burns was born in 1759.
5. Working on a computer gives me headaches.

**6** Write new sentences with a similar meaning. Use the *to*-infinitive after the adjective.

1. It's quite easy to find our school.  
Our school is \_\_\_\_\_.
2. It's difficult to translate the paragraph.  
The paragraph \_\_\_\_\_.
3. I am happy that I work for the school library.  
I am delighted \_\_\_\_\_.
4. She was amazed that she saw him at the party.  
She was very surprised \_\_\_\_\_.
5. I was sad when I heard your grandma was ill.  
I was sorry \_\_\_\_\_.





## SKILLS

### Reading

- 1** Read and complete the text with the words from the box.

possibility	unemployment	practical
decisions	hopefully	straight
advantage	qualifications	

#### THE MOST IMPORTANT DECISION

Around the age of seventeen, you have to make one of the most important (1) \_\_\_\_\_ in your life. Do you stay on at school and (2) \_\_\_\_\_ go to university later? Or do you leave school to start work or a training course?

This is your decision, but you should remember two things: there is more (3) \_\_\_\_\_ among young people who have not been to university, and people with the right skills have a big (4) \_\_\_\_\_ in the job market. If you make the decision to go (5) \_\_\_\_\_ into a job, there are many opportunities for training. While you are earning, you can also take evening classes to gain (6) \_\_\_\_\_, which will help you to get ahead in your career more quickly. Another (7) \_\_\_\_\_ is that you start work and take a break to study when you are older. This is the best way to save up money for your studies, and get (8) \_\_\_\_\_ experience.

- 2** Read the text again and answer the questions.

1. When do you have to make one of the biggest decisions in your life?
2. What are the job prospects for people who haven't been to university?
3. What is the advantage of having the right skills?
4. What opportunities are there for you if you decide to go straight into a job?

### Speaking

- 3** Work with your partner. Make a conversation about your friend's problem and give them advice. Use your own ideas or the suggestions below.

#### *Your friend's problem:*

- getting bad exam results

#### *Your advice:*

- spend less time surfing the Internet for pleasure
- spend more time searching information for assignments
- work harder
- ask a teacher for extra tuition





## Listening

- 4** Listen to the recording about relationship problems between parents and teenage children. Decide whether the following statements are true (T) or false (F) according to the speaker.

		T	F
1	Parents sometimes find it hard to talk to their teenage children.		
2	Teenagers always like talking about their school work.		
3	Teenagers hate questions that aim to check up on them.		
4	Parents should push their teenage children to talk about school, work and future plans, if necessary.		
5	Parents should watch for danger signs in some teenagers who may smoke or try using drugs or alcohol.		




## Writing

- 5** Read the advertisements and choose one of the language schools you want to attend to improve your English.

**ENGLISH LANGUAGE CENTRE**

Why not learn to speak English with native speakers? We have well-qualified teachers and offer classes in the evening and at weekends.



For more information, write to:  
Ms Helen Smith, 218 Tay Son St. Ha Noi

## ACADEMY OF FOREIGN LANGUAGES

Study English, French, Chinese or Japanese in the morning & evening.

Places available in elementary / pre-intermediate/ intermediate classes.

For further information, contact us:

Phone: (04) 55555339

Address: Mr Bill Weston, 26 Thai Ha St. Ha Noi



- 6** Write a letter requesting more information about the language courses. You can ask about the starting date, course duration, teachers' experience, fees and course certificate.



# Unit 4

## CARING FOR THOSE IN NEED

### GETTING STARTED

Helping students  
in need

#### This unit includes:

##### LANGUAGE

###### Vocabulary

Words and phrases related to people with disabilities and how to support them

###### Pronunciation

Elision of weak vowels before /l/, /n/ and /r/

###### Grammar

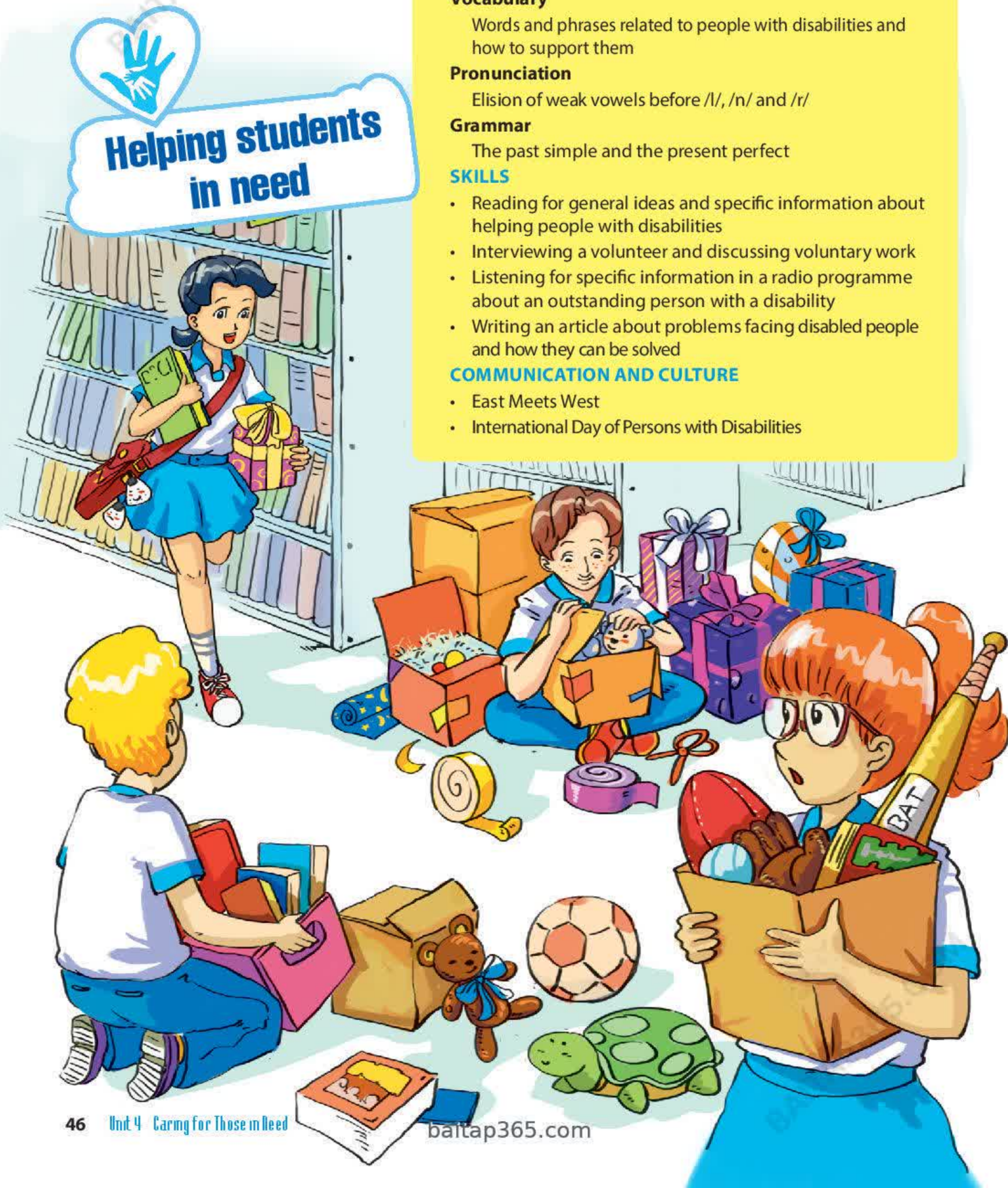
The past simple and the present perfect

##### SKILLS

- Reading for general ideas and specific information about helping people with disabilities
- Interviewing a volunteer and discussing voluntary work
- Listening for specific information in a radio programme about an outstanding person with a disability
- Writing an article about problems facing disabled people and how they can be solved

##### COMMUNICATION AND CULTURE

- East Meets West
- International Day of Persons with Disabilities





## 1 Listen and read.

**Mai:** Hi, what's up? Why are there so many boxes in the library?

**Maria:** I'm preparing some Christmas gifts for secondary students with disabilities in the school we visited two months ago. These are students with various visual, hearing, physical and cognitive impairments.

**Mai:** Cognitive impairments?

**Maria:** That's learning difficulties.

**Kevin:** I have a neighbour who is blind, deaf and dumb, and needs a lot of help to get around.

**Maria:** Well, you shouldn't use words like 'dumb' or 'deaf'. It's disrespectful.

**Mai:** I agree. There are so many students with a disability who have talents and skills.

**Maria:** That's right. And we need to help them to become independent, integrate in the community and achieve success at school.

**Mai:** So what are these Christmas gifts?

**Maria:** Last month, the Youth Union in our school had a meeting, and decided to start a 'Special Christmas Gifts' campaign to collect gifts for local charities. So far, the students in our school have donated more than 100 gifts.

**Mai:** That's great! Can students from other schools join your campaign?

**Maria:** Sure! A few other schools have already joined us. They have sent us textbooks, dictionaries, CD players, batteries...

**Kevin:** I have an idea for a gift! A talking pen for learning foreign languages.

**Maria:** Great idea! What a meaningful gift!

**Mai:** Thanks, Maria. I'll talk to my classmates and see what we can do.

## 2 Read the conversation again. Decide if the following statements are true (T), false (F), or not given (NG). Tick the correct box.

		T	F	NG
1	Maria is preparing some gifts for students with disabilities.			
2	Only students at Maria's school can join the campaign.			
3	Local charities will send the gifts to different schools.			
4	Kevin will donate an educational toy for learning languages.			
5	Maria will plan a visit to a school for children with disabilities.			

## 3 How do you think non-disabled people perceive and treat people with disabilities?

### Example:

*I think non-disabled people used to think that people with disabilities always need to be looked after. However, attitudes have changed. People with disabilities are now perceived as valued members of society.*





# LANGUAGE

## Vocabulary

### 1 Match each word with its meaning.

1. disrespectful (adj)

a a series of actions intended to achieve a goal

2. impairment (n)

b showing a lack of respect for someone or something

3. integrate (v)

c give money, books, etc. to help a person or an organisation

4. donate (v)

d join a group of people or community and be accepted by them

5. campaign (n)

e a condition in which a part of a person's body or mind does not work well because of physical or mental damage

### 2 Complete the following sentences with the appropriate words from the box.

cognitive      donation      hearing  
blind      physical

- The Braille alphabet was created by Louis Braille, who went \_\_\_\_\_ after an accident. It has been one of the greatest inventions in human history.
- People with \_\_\_\_\_ impairments often have difficulty understanding new things and, therefore, cannot learn quickly. That is why we should break down the information for them.
- We can help people in need by making a \_\_\_\_\_ to a charity.
- People with a \_\_\_\_\_ disability may find it difficult to get out of bed or get around without help.
- Many experts believe that noise is the cause of approximately half of all cases of \_\_\_\_\_ loss.

## Pronunciation

### Elision of vowels

#### 1 Listen and repeat. Pay attention to the vowels in bold.

secondary	deafening	preferable
dictionary	frightening	battery
history	restaurant	police
library	family	

### DO YOU KNOW...?

- Weak vowels, especially the schwa /ə/ may be left out (elided) to help us to speak faster.
- They are often elided before /l/, /n/, and /r/.

#### 2 Listen and repeat the following sentences. Pay attention to the vowels in bold.

- Last week, we discussed a visit to a secondary school for children with disabilities.
- They really like studying English and history.
- I couldn't hear anything but the deafening noise of the drums.
- Before you use this talking pen, remember to check the batteries first.
- It would be preferable to donate Braille books, not large-print books.





## Grammar

### 1 Choose the correct form of the verbs in brackets to complete the sentences.

1. Last month we (*launched / have launched*) a campaign to help students with disabilities.
2. At our last meeting, we (*decided / have decided*) to organise a football match to raise money for charity.
3. At the end of the meeting, we (*invited / have invited*) all students to come to a football match.
4. Since our last meeting, students' attitudes towards people with disabilities (*completely changed / have completely changed*).
5. So far we (*collected / have collected*) more than 150 gifts of all kinds.

### 2 Complete each sentence, using the past simple or present perfect form of the verb in brackets.

1. In October, we \_\_\_\_\_ (decide) to start a 'Special Christmas Gifts' campaign.
2. About 30 students from other schools \_\_\_\_\_ (join) us since last month.
3. I \_\_\_\_\_ (volunteer) at a special school twice since I finished Grade 10.
4. I \_\_\_\_\_ (present) an action plan to the school principal when I was at the meeting.
5. So far, people \_\_\_\_\_ (donate) more than 100 gifts.
6. Last month, I \_\_\_\_\_ (talk) to some students about how to learn English effectively.
7. They \_\_\_\_\_ (send) some textbooks and dictionaries recently.
8. I'm preparing some Christmas gifts for the students with disabilities in the school we \_\_\_\_\_ (visit) two months ago.

### DO YOU KNOW...?

- **The past simple** is used to talk about an action that happened at a specific point in the past.

#### Example:

*At our last meeting, we decided to launch this campaign.*

- **The present perfect** is used to talk about an action that happened in the past without referring to the exact time.

#### Example:

*We have decided to launch this campaign.*





## SKILLS

### READING

#### Helping each other

- 1** Look at these symbols. They are used to indicate access for people with disabilities. Write who each symbol is for.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

- 2** Match each of the words with its meaning. Use a dictionary, if necessary.

1. energetic

**a** to invite or to make someone participate in an activity

2. enthusiastically

**b** having a lot of energy and enthusiasm

3. slogan

**c** encouragement or practical help

4. involve

**d** in a way showing a lot of excitement

5. support

**e** a word or group of words often used in campaigns to attract people's attention

- 3** Read a school magazine report on some interviews with class monitors. Choose the appropriate heading for each paragraph.

- Set a record on Christmas Day
- Friends' support brings joy
- Happiness comes from giving to others

#### HELP YOUR COMMUNITY

By Nguyen Mai

The students at Nguyen Van Troi School are now preparing Christmas gifts for students with disabilities in Ho Chi Minh City. We have asked three energetic class monitors about how they plan to make this Christmas unforgettable for their friends with disabilities. Here are their answers.

1. \_\_\_\_\_  
'We believe that students with disabilities should be offered support to do the things they like,' said

Huynh Mai Lien, the monitor of Class 11A. After their visit to a special school, Lien made friends with some students with reading disabilities. She realised that they enjoy reading as much as she does. So she has decided to record popular books for these students. 'I hope they'll enjoy listening to these talking books over the Christmas holidays!' said Lien enthusiastically.

2. \_\_\_\_\_  
'A gift for everyone!' is the campaign slogan of Class 11B, led by Tran Nam. 'We've agreed to involve disabled students in our Santa Claus activities for children in the neighbourhood.' Even if some of them have mobility impairments, they can still dress up as Santa Claus and help to give gifts to the kids. 'Giving makes people happy and useful. People with a disability can still participate fully in our community's life!' said Nam.

3. \_\_\_\_\_  
'We want to make a special Yule Log cake. People have already started donating money so we can buy all the ingredients,' said Hoa, the monitor of Class 11C. 'Everyone has a problem, no one is perfect. With the support of the students from the special school, we think we can create something amazing,' Hoa added. Her class wants to make a 'record-breaking' Yule Log cake: the longest ever and created by the most students. 'On Christmas Day, we will invite all the kids in the neighbourhood to join our Christmas party and make the longest Yule Log!'

- 4** Complete these sentences with no more than three words.

- The students at Nguyen Van Troi School will give the gifts to \_\_\_\_\_ in Ho Chi Minh City.
- One class monitor has decided to \_\_\_\_\_ for students with reading disabilities.
- Another class monitor believes that disabilities should not prevent people from \_\_\_\_\_ our community's life.
- Another class monitor has thought of an interesting activity, where students will make a \_\_\_\_\_ Yule Log cake to celebrate Christmas.
- The three class monitors will try to make \_\_\_\_\_ for their friends with disabilities.

- 5** Discuss with a partner how you can help children with disabilities in your community.



## SPEAKING

### Get involved!

**1** Read the following phrases. Write R if it expresses a reason why people volunteer and A if it expresses a voluntary activity.

1	improve yourself	_____
2	coach children who want to do a sport	_____
3	meet interesting people	_____
4	change people's lives	_____
5	organise extracurricular activities	_____

**2** The principal of a special school is interviewing a potential volunteer. Complete the interview, using the words in the box. Then practise it with a partner.

special school                      change people's lives  
clearly and effectively        volunteer position  
in the past                        improve coordination

**Principal:** Good morning, Minh. I understand that you'd like to work as a volunteer?

**Minh:** That's right.

**Principal:** So what interests you about this (1) \_\_\_\_\_?

**Minh:** I like working with children and meeting interesting people. I think this would be a good opportunity for me to help people with disabilities and improve myself.

**Principal:** What do you know about our school and students?

**Minh:** From your website, I know that this is a (2) \_\_\_\_\_ for children with cognitive impairments. These children may have difficulty in learning basic skills like reading, writing or problem solving.

**Principal:** That's right. You're well-informed. So, why do you want to volunteer?

**Minh:** I want to pay back to our community. Volunteering is the most rewarding way to get involved and (3) \_\_\_\_\_.

**Principal:** Did you volunteer (4) \_\_\_\_\_?

**Minh:** Oh yes. Last year I volunteered at a sports club and coached children who wanted to do a sport.

**Principal:** Great! Playing football and doing sports are excellent ways for disabled children to get exercise and (5) \_\_\_\_\_. What skills do you think you can offer?

**Minh:** I have strong communication skills. I can explain information and activities (6) \_\_\_\_\_. I'm also very good at organising extracurricular activities.

**Principal:** Great! Let's meet again next Monday. I'll introduce you to the other volunteers, and we'll discuss your timetable and tasks.

**Minh:** Thank you very much for your time.

**Principal:** You're welcome.



**3** Read the information about two special schools in Viet Nam. Choose one of them. Work in pairs and make a similar interview as in 2. Ask why your partner wants to volunteer, what skills he / she can offer and how he / she can help.

#### Nguyen Dinh Chieu School, Ho Chi Minh City

- Providing care and education for visually impaired children in Ho Chi Minh City and other provinces;
- Providing primary and secondary education.



#### Nhan Chinh School, Ha Noi

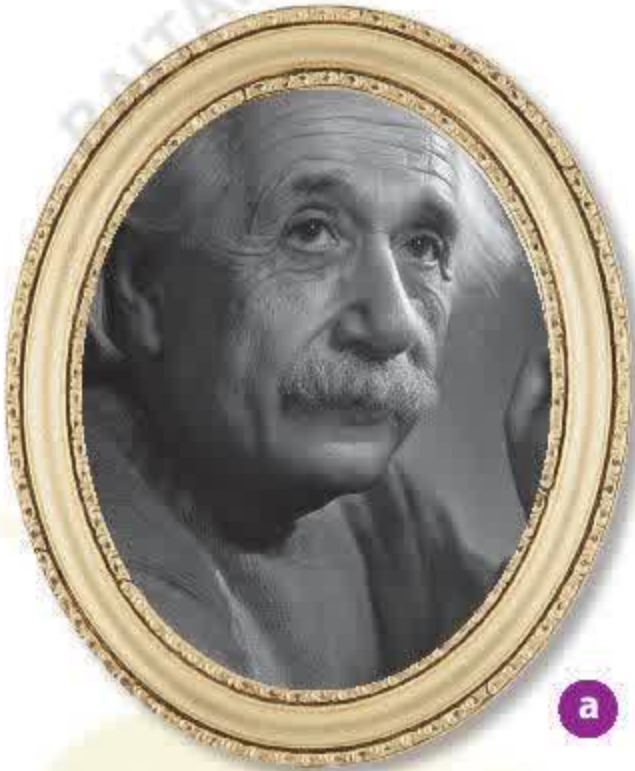
- Providing care and education for children with hearing impairments in Ha Noi and other provinces;
- Providing mainly primary education and vocational training.



## LISTENING

### Outstanding people with disabilities

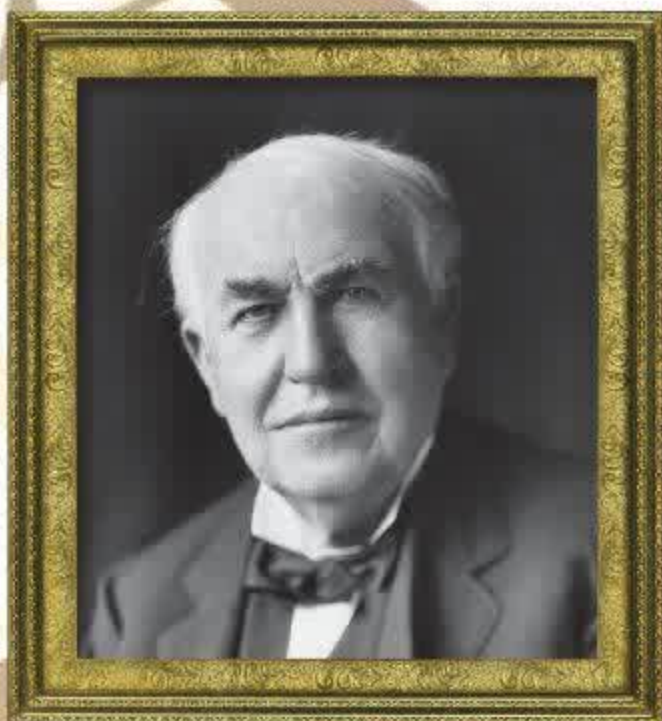
- 1** Look at the pictures. Can you recognise the people? What disabilities do you think they had?



a



b



c

- 2** Listen to a radio programme about a famous youngster with a disability and fill in the information.

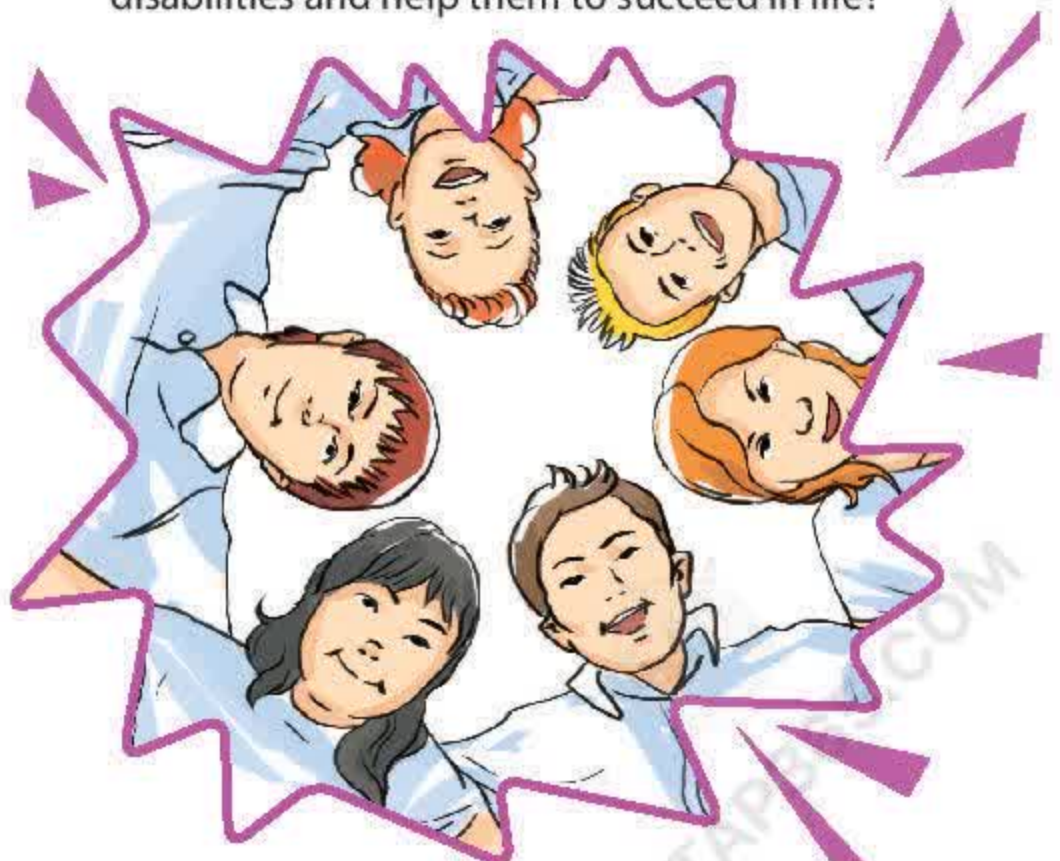
Name \_\_\_\_\_  
Nationality \_\_\_\_\_  
Kind of disability \_\_\_\_\_  
Interests \_\_\_\_\_  
Title honoured by UNICEF \_\_\_\_\_

- 3** Listen again and complete the sentences with no more than four words or numbers.

1. The programme is called \_\_\_\_\_.
2. The girl has suffered fractured bones \_\_\_\_\_ and has to use a wheelchair.
3. She has worked with *Voice of Viet Nam* in \_\_\_\_\_ to rural villagers.
4. She feels lucky because she has \_\_\_\_\_ friends and teachers.
5. The lesson we can learn from her story is that everyone can succeed if they are trusted and \_\_\_\_\_.

- 4** Work in groups. Ask and answer the question.

What can you do to support people with disabilities and help them to succeed in life?





## WRITING

### Practical solutions

**1** Read a student's article about a problem facing children with cognitive impairments, and the solutions she proposes. Put the phrases (a-c) in the appropriate spaces (1-3).

- a. children with disabilities are still treated unfairly
- b. we will recognise each other's limitations and discover hidden talents
- c. people should learn more about children with cognitive impairments

In developing countries, there are many children with cognitive impairments. In addition to lack of medical care and economic hardships, these children face a lot of discrimination in life. They are treated less fairly because of their disabilities and many non-disabled people have negative attitudes towards them.

How can we solve this problem and help these children? First, (1)\_\_\_\_\_. They have different learning difficulties, but that does not mean that they cannot learn. For example, Einstein, the father of modern physics, could not read until he was eight, but that did not stop him from becoming one of the great scientists of our time. Understanding cognitive disabilities will change people's attitudes and make them support these children better.

Second, there should be more contacts between people with cognitive impairments and other non-disabled people. Study groups or group work can bring them together and will help to build their self-esteem. When working together, (2)\_\_\_\_\_. This will also unite people from different backgrounds under a common goal and strengthen our community.

(3)\_\_\_\_\_ and are offered fewer opportunities in life. However, they are part of our society and should be integrated in our communities. Better understanding of cognitive impairments and more contacts between non-disabled and disabled people will change attitudes and reduce discrimination in life.

**2** Read the article in **1** again and complete the following outline.

#### Introduction

State the problem  
(supported with facts and examples to show why this is a problem)

#### Main body

Solution 1  
(supported with examples and reasons)  
Solution 2  
(supported with examples and reasons)

#### Conclusion

State the problem again and summarise the two solutions

**3** Choose one of the following problems and write an article of 160-180 words, using the outline in **2**. You can use the suggestions below.

Problem	Solution
Many students with visual impairments in regular schools; cannot fully participate in school activities; often left behind	<ul style="list-style-type: none"> <li>Specialised materials and tools such as Braille or large print books, and talking computers; materials with large print</li> <li>Become part of study group; create atmosphere of friendliness, respect and acceptance during all activities</li> </ul>
No pedestrian facilities for people with visual impairments in my neighbourhood	<ul style="list-style-type: none"> <li>Traffic lights with audible 'beeping' signals</li> <li>Different types of ground surfaces to indicate where the road starts</li> </ul>



# COMMUNICATION AND CULTURE

## Communication

### East Meets West

- 1 Listen to an introduction to a charitable organisation. Complete the table.

Name of the organisation	<i>East Meets West</i>
Year it was founded	(1) _____
Type of the organisation	(2) _____
Aim(s)	- To provide health care, education, (3) _____ - To help people in Asia (4) _____
Programmes	<i>Inspire Sports;</i> (5) _____

- 2 Work in groups. Your class wants to get involved in *East Meets West*'s work. Prepare a campaign to support it. Discuss your campaign's:

- aims
- funding
- volunteers
- cooperation with other organisations
- message
- events

## Culture

### International Day of Persons with Disabilities

- 1 Look at these logos. What do you think they represent? How often is this special day celebrated? What is its purpose?



- 2 Quickly read the text to check your guesses.

Promoted by the United Nations, the *International Day of Persons with Disabilities* (originally called 'International Day of Disabled Persons') has been celebrated on December 3 since 1992. The aim is to further raise awareness of disability issues and to call for world-wide support for the rights and well-being of disabled people. Although this day has a different theme each year, its general theme is equal opportunities and full integration of people of disabilities in society.

The following are some recent themes:

Year	Theme
2010	Keeping the promise: Mainstreaming disability in the Millennium Development Goals towards 2015 and beyond
2011	Together for a better world for all: Including persons with disabilities in development
2012	Removing barriers to create an inclusive and accessible society for all
2013	Break barriers, open doors: for an inclusive society and development for all





According to WHO (World Health Organisation), at least one-tenth (1/10) of the world's population live with a disability. Many disabled people still face challenges, discrimination, poverty and limited access to education, employment and health care. The percentage of disabled children not attending school varies between 65 and 85 percent in some African countries. That is why it is important that people with disabilities receive the right support to perform the best they can.

The way we think about disability has also changed. Disabled people are citizens like everyone else and have the same rights.



### 3 Read the text again and answer the questions.

1. Who promoted the *International Day of Persons with Disabilities*?
2. What is the aim of this special day?
3. What are the problems that many disabled people are still facing?
4. What is your suggestion for the theme for next year? Explain your answer.



## LOOKING BACK

### Pronunciation

#### 1 Listen and underline the syllable with vowel elision.

1. You can look up this word in your **dictionary**.
2. **Police** are protecting people with physical disabilities.
3. We are collecting books for the local **library**.
4. The noise from that factory is **deafening**.
5. We like reading books about Viet Nam's **history**.

#### 2 Listen and tick the sentences that are read with elision of weak vowels.

1	This special school provides primary and secondary education.	
2	This special school provides primary and secondary education.	
3	The noise from that factory is quite deafening.	
4	The noise from that factory is quite deafening.	
5	This camera needs only one battery.	
6	This camera needs only one battery.	





## Vocabulary

Complete the sentences, using the correct form of the words in brackets.

1. Nowadays, there are many organisations and individuals that can help people with \_\_\_\_\_ find employment (impair).
2. Both disabled and \_\_\_\_\_ people can contribute to our community by doing voluntary work. (disable)
3. The topic of the next seminar is 'The \_\_\_\_\_ of persons with disabilities at the workplace'. (integrate)
4. We should not use \_\_\_\_\_ language to talk about people with disabilities. (disrespect)
5. We should get \_\_\_\_\_ in charity work to help people in need. (involve)
6. \_\_\_\_\_ of clothes, toys and books are always needed at the local charity shop. (donate)



## Grammar

1 Complete the sentences, using the correct form of the verbs in brackets.

1. The Convention for the Rights of Persons with Disabilities (CRPD) \_\_\_\_\_ (come) into force on 3 May 2008.
2. So far more than 87 countries officially \_\_\_\_\_ (agree) on the Convention, and more than 145 countries \_\_\_\_\_ (sign) it.
3. In Singapore, the Convention \_\_\_\_\_ (come) into effect since August 2013.
4. According to the US Department of Labour, thousands of people with disabilities \_\_\_\_\_ (start) successful small businesses this year.
5. Thomas Edison (1847–1931), one of the world's greatest inventors, \_\_\_\_\_ (have) difficulty with words and speech.

2 Complete the sentences with the verbs in the box. Use the correct tense and form. Write one word in each blank.

volunteer	be	invent
record	visit	support
work	coach	organise

1. Kevin \_\_\_\_\_ never \_\_\_\_\_ at a school for students with disabilities.
2. Since Louis Braille \_\_\_\_\_ Braille in 1829, it has been an effective means of communication for visually impaired people.
3. Maria \_\_\_\_\_ 20 interesting stories for students with reading difficulties since she \_\_\_\_\_ the special school.
4. So far Nam \_\_\_\_\_ two of the organisation's campaigns.
5. \_\_\_\_\_ you ever \_\_\_\_\_ with disabled people as a volunteer?  
- Yes. Last year, I \_\_\_\_\_ art activities for students with hearing impairments.  
I \_\_\_\_\_ also \_\_\_\_\_ children with physical impairments who want to play tennis.

## THE BRAILLE ALPHABET

a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

### NUMBERS

#	0	1	2	3	4	5	6	7	8	9
#	0	1	2	3	4	5	6	7	8	9

Literary Code  
Nemeth Code



## PROJECT

### 1 Do a survey. Find out:

1. how many students in your class have taken part in voluntary work
2. what their reasons to volunteer were
3. what they did
4. what they would like to do in the future if they haven't taken part in voluntary work so far

**Report your findings to your class / group.**

### 2 Prepare an action plan for voluntary work in your neighbourhood. Present it to the class.



### NOW YOU CAN

- ▶ Use words and phrases related to people with disabilities and how to support them
- ▶ Understand and pronounce words with vowel elision
- ▶ Use the past simple and the present perfect
- ▶ Discuss voluntary work that helps students in need
- ▶ Write an article about problems facing disabled people and how they can be solved



# Unit 5

## BEING PART OF ASEAN

### GETTING STARTED

#### ASEAN and the ASEAN Charter



#### This unit includes:

##### LANGUAGE

###### Vocabulary

Words and phrases related to ASEAN, its aims, member states and activities

###### Pronunciation

Falling and rising intonation

###### Grammar

- Gerunds
- State verbs in continuous forms

##### SKILLS

- Reading for general ideas and specific information about ASEAN
- Talking about ASEAN member states
- Listening for general ideas and specific information about the ASEAN Schools Games
- Writing a short brochure introducing an ASEAN member state

##### COMMUNICATION AND CULTURE

- Singapore Scholarship and ASEAN Scholarships
- Lamvong – a traditional Lao dance







## 1 Listen and read.

**Bao Thy:** Dad, I'm thinking of participating in a competition on ASEAN and the ASEAN Charter. I can see that my classmates have practised answering the questions. They know a lot more and are more confident than me.

**Mr Lam:** Oh, is that why you look worried? I can help you. First, what is ASEAN?

**Bao Thy:** Well, I know that ASEAN stands for the Association of Southeast Asian Nations and it was formed on August 8<sup>th</sup> 1967.

**Mr Lam:** Correct. How many members does it have?

**Bao Thy:** As of 2010, it consists of ten member states, but may get bigger because other countries have applied to join the bloc.

**Mr Lam:** Well done. Do you know its aims and purposes?

**Bao Thy:** I know that it focuses on improving member states' economies and maintaining regional peace and stability. But Dad, how do ASEAN members help each other?

**Mr Lam:** Well, they do what they can. Singapore, for example, offers the Singapore Scholarship and the ASEAN Scholarships to students from other ASEAN countries.

**Bao Thy:** Thanks, Dad. I'll try to remember that. I think that ASEAN also holds sports activities like the Southeast Asian Games, the ASEAN Para Games for athletes with disabilities and the ASEAN Schools Games.

**Mr Lam:** Good job. How about the ASEAN Charter? Do you remember its main principles?

**Bao Thy:** Hold on a minute. Mmm ... is that the 'Right to live without external interference'?

**Mr Lam:** Yes, but there are still other principles. I suggest reading through the Charter again. I'll continue quizzing you tonight after work.

**Bao Thy:** Great! Thanks, Dad. I'm now hoping to win a prize!

## 2 What is the conversation about? Choose the best answer.

- Preparation for a competition on ASEAN and the ASEAN Charter
- Discussion about the ASEAN Scholarships
- The importance of ASEAN and its Charter

## 3 Match each word with its definition. Then practise reading the words aloud.

1. stability

**a** keep (something) in a particular condition; enable something to continue

2. maintain

**b** an organised group of people who have common interests, activities or purposes

3. charter

**c** the written description of the fundamental principles and aims of an organisation

4. association

**d** a group of countries or parties with similar political interests

5. bloc

**e** the quality of being steady and not changing

## 4 Read the conversation again and answer the questions.

- Why does Bao Thy look worried?
- How many members does ASEAN have?
- What are its aims and purposes?
- How does Singapore help other ASEAN countries?
- What does Mr Lam want Bao Thy to tell him about the ASEAN Charter?
- When will Mr Lam continue quizzing his daughter?

## 5 Underline the phrases with the -ing form in the conversation. Compare the answers with your partner's.



## Vocabulary

**1 Complete the sentences (1-6), using the words in the box.**

solidarity	cooperation	dominate
constitution	principle	scholarship

1. A \_\_\_\_\_ is the system of basic laws by which a country or an organisation is governed.
2. A payment awarded to a student because of his or her academic or other achievements is called a \_\_\_\_\_.
3. When a group of people show \_\_\_\_\_, they support each other or another group.
4. A \_\_\_\_\_ is a basic truth, rule or theory that something is based on.
5. The process of working or acting together for a common goal or benefit is \_\_\_\_\_.
6. To \_\_\_\_\_ means to be more successful or powerful than others in a game or competition.

**2 Use the words in 1 to complete the sentences.**

1. As the \_\_\_\_\_ of ASEAN, the Charter sets out the rules for closer cooperation among the member states.
2. Bao Thy's father asked her about the main \_\_\_\_\_ of the ASEAN Charter.
3. ASEAN started a programme of economic \_\_\_\_\_ in the late 1970s.
4. I hope that Vietnamese athletes will \_\_\_\_\_ the next ASEAN Schools Games.
5. ASEAN follows the \_\_\_\_\_ of democracy and the rule of law.
6. Several talented students have been awarded the Singapore \_\_\_\_\_ and will have a chance to study at universities in Singapore.

## Pronunciation

**1 Listen and repeat.**

1. Noy is a boy from Laos.
2. Is Noon a girl from Thailand?
3. Ha Noi is Viet Nam's capital city.
4. Is Ho Chi Minh City the largest city in Viet Nam?
5. Viet Nam gained its independence in 1945.
6. Was ASEAN formed on 8 August 1967?

## DO YOU KNOW...?

**Intonation** is the rise and fall of a speaker's voice, and is important in communication.

- Speakers usually use **falling intonation** at the end of statements. Falling intonation communicates certainty and finality.

*Example: Nam lives in Ha Noi.*

- Speakers often use **rising intonation** at the end of yes / no questions. Rising intonation can signal uncertainty and doubt.

*Example: Does Nam live in Ha Noi?*

**2 Listen and repeat with the correct intonation. Then practise saying the sentences with a partner.**

1. Mai applied for the Singapore Scholarship.
2. Is Tom looking for information about ASEAN?
3. Jane was invited to stay with a local family in Laos.
4. Does Kevin want to take a trip to Bali, Indonesia?
5. Quang took many pictures of beautiful coral reefs in the Philippines.
6. Brunei joined ASEAN as its sixth member in 1984.

## Grammar

### Gerunds

**1 Choose the correct gerund (the -ing form) to fill each gap.**

playing	becoming	sharing
building	volunteering	promoting

1. \_\_\_\_\_ at the local hospital was one of the activities suggested by the School Youth Union.
2. The main goal of the ASEAN Youth Volunteer Programme (AYVP) is \_\_\_\_\_ youth volunteer work and community development.
3. \_\_\_\_\_ responsibilities keeps the other volunteers in the group motivated.
4. Our government is committed to \_\_\_\_\_ friendly relations with the other ASEAN countries.
5. Since my cousin Sang started university in Malaysia, \_\_\_\_\_ Sepak takraw has become his passion.
6. My sister dreams of \_\_\_\_\_ Miss ASEAN.



## 2 Complete the sentences with the correct form of the verbs in brackets.

1. All ASEAN member states have agreed \_\_\_\_\_ (take) part in the conference.
2. My father's work involves \_\_\_\_\_ (travel) to the member states of ASEAN.
3. Lan can't wait \_\_\_\_\_ (go) to the airport to meet her pen pal from Malaysia.
4. Students from Viet Nam who want \_\_\_\_\_ (apply) for the ASEAN Scholarships must be approved by the Ministry of Education and Training.
5. Would you mind \_\_\_\_\_ (prepare) the quiz questions on ASEAN and the ASEAN Charter?
6. I really enjoy \_\_\_\_\_ (participate) in the activities organised by the ASEAN Youth Volunteer Programme.

### DO YOU KNOW...?

A **gerund** is the **-ing** form of a **verb** that functions as a **noun**.

- It can be used as the **subject** of a sentence:

**Example:**

*Applying for the ASEAN Scholarships is difficult.*

- It can be used as an **object** after some verbs, verbs and prepositions, and phrases:

**Verbs:** avoid, consider, dislike, enjoy, finish, forgive, imagine, involve, practise, suggest, mind, encourage, permit, risk, recommend, regret

**Example:**

*My father's work involves travelling around the region.*

**Verbs and prepositions:** agree with, apologise for, concentrate on, depend on, dream of, insist on, rely on, succeed in, focus on, carry on

**Example:**

*ASEAN focuses on improving member states' economies.*

**Phrases:** can't help, can't stand, feel like, be worth, no use / good

**Example:**

*It's worth visiting Hoi An Ancient Town in Viet Nam.*

## State verbs

### 3 Choose the correct answers in brackets to complete the sentences.

1. I (regret / am regretting) missing the first event of the ASEAN Para Games last night.
2. ASEAN is an organisation which (consists / is consisting) of ten countries located in Southeast Asia.

3. He (didn't realise / wasn't realising) that it was so late because he was busy surfing the Internet for information about ASEAN.
4. (Do you know / Are you knowing) when Viet Nam became an official member of ASEAN?
5. My brother (likes / is liking) travelling to Thailand very much because he made many friends during his studies there.
6. He (sees / is seeing) his classmates in an hour to discuss their brochure about the ASEAN member states.

### 4 Use the simple or continuous form of the verbs in brackets to complete the sentences.

1. Viet Nam \_\_\_\_\_ (be) the first Indochinese country to join ASEAN.
2. The chef \_\_\_\_\_ (taste) the Pho broth when I entered the kitchen.
3. I \_\_\_\_\_ (hope) to spend my holiday scuba-diving in the Philippines.
4. Why \_\_\_\_\_ you \_\_\_\_\_ (smell) the roses, Linh? They're plastic.
5. Tomorrow we \_\_\_\_\_ (have) a discussion on Viet Nam and ASEAN during one of our English classes.
6. Most of the time you're clever, but you \_\_\_\_\_ (be) silly today!

### DO YOU KNOW...?

- **State verbs** describe a **state** or **condition** which is **unchanging** and lasts for some time. State verbs are **not** normally used in continuous tenses.

**Example:**

*I know that ASEAN stands for the Association of Southeast Asian Nations.*

- **Common state verbs:**

- Connected with thinking and opinions: believe, think, know, remember, doubt, guess, regret, realise, understand
- Connected with feelings and emotions: like, hope, love, prefer, want, wish, desire, seem, feel
- Used to describe senses: see, smell, hear, taste, sound
- Others: be, have, consist, belong, concern, depend, deserve, include, matter, own, owe

- However, some state verbs are sometimes used in the **continuous** form to describe a **temporary** situation or something happening for a period of time round the present.

**Example:**

*I'm thinking of participating in a competition on ASEAN and the ASEAN Charter.*



## READING

### The Association of Southeast Asian Nations

- 1 Match the countries with their national flags.**  
**Check the answers with a partner.**

a 	1. Brunei Darussalam	f 
b 	2. Cambodia	g 
c 	3. Indonesia	h 
d 	4. Laos	i 
e 	5. Malaysia	j 
	6. Myanmar	
	7. The Philippines	
	8. Singapore	
	9. Thailand	
	10. Viet Nam	

- 2 The following text has five paragraphs.**  
**Read it first, and then match the headings (1-5) with the paragraphs (A-E).**

1. Cultural and sports activities	Paragraph A ____
2. Aims and motto	Paragraph B ____
3. Charter	Paragraph C ____
4. Area, population and economies	Paragraph D ____
5. History and membership	Paragraph E ____

- A.** ASEAN stands for the Association of Southeast Asian Nations, which was formed on August 8<sup>th</sup> 1967, in Bangkok, Thailand by Indonesia, Malaysia, the Philippines, Singapore and Thailand. Brunei Darussalam became the sixth member in 1984, right after its independence. In 1995, Viet Nam became the seventh member. Laos and Myanmar joined the bloc in 1997, and Cambodia joined two years later.
- B.** The bloc has a land area of 4.46 million km<sup>2</sup> and a population of about 600 million people. Its sea area is about three times larger than its land area. ASEAN would rank as the eighth largest economy in the world if it were a single country. Indonesia, Thailand, Malaysia, Singapore, the Philippines and Viet Nam are called the six majors. These countries are the six largest economies in the region.
- C.** ASEAN aims at promoting economic growth, social progress and cultural development. At the same time, it focuses on protecting regional peace and stability, and providing opportunities for its

member states to discuss differences peacefully. The bloc's motto is: 'One Vision, One Identity, One Community'.

- D.** The ASEAN Charter came into force on 15 December 2008. It is the Constitution of ASEAN and the ten member states must act in accordance with it. After entering into force on December 15<sup>th</sup> 2008, the Charter has become a legal agreement among the ten ASEAN member states. Its main principles include respect for the member states' independence and non-interference in their internal affairs.
- E.** ASEAN organises different projects and activities to integrate its members. These include educational awards, and various cultural and sports activities. Examples of these are the Singapore-sponsored ASEAN Scholarships, the Southeast Asian Games, the ASEAN Para Games, the ASEAN Schools Games and the ASEAN Football Championship.

- 3 Find the words or expressions in the text that have the following meanings. Write them in the correct space.**

1	the Constitution of ASEAN	_____
2	a policy of not getting involved in other countries' disputes	_____
3	a short sentence or phrase used to express a principle, goal, or ideal of a person or an organisation	_____
4	an act of showing proper acceptance, consideration or appreciation	_____

- 4 Read the text again and answer the questions.**

- Which were the first five members of ASEAN?
- When did the other states join the bloc?
- How big is ASEAN?
- What are the six majors?
- What is ASEAN's motto?
- What are the main principles of the ASEAN Charter?
- How does the bloc integrate its state members?

- 5 Work in groups of five. Each student in the group focuses on one paragraph and tries to remember as many details as possible. Then close your book and quiz each other to see how much you have remembered.**



## SPEAKING

### ASEAN member states

- 1** Match each country with its capital city and listen to check your answers.

#### ASEAN countries

1. Brunei Darussalam

2. Cambodia

3. Indonesia

4. Laos

5. Malaysia

6. Myanmar

7. Philippines

8. Singapore

9. Thailand

10. Viet Nam

#### Capital cities

a Kuala Lumpur

b Singapore

c Manila

d Bandar Seri Begawan

e Bangkok

f Ha Noi

g Nay Pyi Taw

h Phnom Penh

i Vientiane

j Jakarta

- 2** Listen to a brief introduction to an ASEAN member state and complete the text with the correct numbers.

Indonesia is a country in Southeast Asia with an area of one million, nine hundred and four thousand, five hundred and sixty-nine square kilometres (1,904,569 km<sup>2</sup>). It has a population of two hundred and (1) \_\_\_\_\_, four hundred and (2) \_\_\_\_\_, three hundred and (3) \_\_\_\_\_ people (2 \_\_\_\_\_, 4 \_\_\_\_\_, 3 \_\_\_\_\_).



- 3** Work in pairs. Student A uses the table below and student B uses the table on page 69. Ask each other questions to fill the gaps in your table.

#### Example:

**Student A:** Can you tell me what the population of Laos is?

**Student B:** It's six million, four hundred and seventy-seven thousand, two hundred and eleven people. And what is the area of Laos?

**Student A:** It's two hundred and thirty-six thousand, eight hundred square kilometres.

#### Student A

Countries	Area (km <sup>2</sup> )	Population	Currency	Official languages
Laos	236,800	(1) _____	Lao kip	Lao
Malaysia	(2) _____	27,565,821	Malaysian ringgit	Malaysian
Philippines	300,000	92,337,852	Philippine peso	Filipino, (3) _____
Thailand	(4) _____	66,720,153	baht	Thai
Singapore	(5) _____	5,076,700	Singapore dollar	Malay, (6) _____ English, Tamil



- 4** Work in groups. Use the information in 1, 2, 3 and in READING to talk about one ASEAN country. Report to the class.

#### Example:

**Student A:** Laos is a country in Southeast Asia. It has an area of 236,800 square kilometres.

**Student B:** Its population is 6,477,211. Vientiane is the capital city.

**Student C:** The currency unit in Laos is the Lao kip and its official language is Lao.

**Student D:** And the country joined ASEAN in 1997.



## LISTENING

### ASEAN Schools Games

**1** Match the words (1-6) with the words and phrases (a-f) to form compounds or meaningful phrases. Compare with a partner.

- |                |                                       |
|----------------|---------------------------------------|
| 1. host (n)    | a council                             |
| 2. host (v)    | b on top of the medal table           |
| 3. sports (n)  | c home empty-handed                   |
| 4. finish (v)  | d solidarity and mutual understanding |
| 5. go (v)      | e the ASEAN School Games              |
| 6. promote (v) | f country                             |

**2** Listen to a sports instructor's talk. What is he talking about? Tick the correct box.

- |  |                          |
|--|--------------------------|
| a. The rules of the ASEAN Schools Games          | <input type="checkbox"/> |
| b. The countries that hosted ASEAN Schools Games | <input type="checkbox"/> |
| c. Five ASEAN Schools Games                      | <input type="checkbox"/> |
| d. Records set at the ASEAN Schools Games        | <input type="checkbox"/> |

**3** Listen again and decide if the statements are true (T) or false (F).

		T	F
1	ASG stands for ASEAN Schools Games, an event that is organised every two years in one of the ASEAN member states.		
2	The organisation that supports the ASG is the ASEAN Schools Sports Council (ASSC).		
3	The ASG aims to establish and promote friendship among ASEAN students.		
4	The ASG offers the ASEAN youth a chance to discuss current issues in the region.		
5	Some of the teams went home empty-handed.		



**4** Listen again and complete the following ASG medal table.

Year	ASG	Host country	First (Gold medals)	Second (Gold medals)
2009	I	Thailand	Thailand (72)	1. _____
2010	II	Malaysia	2. _____	Thailand (32)
2011	III	Singapore	Thailand (29)	3. _____
2012	IV	Indonesia	Thailand (38)	4. _____
2013	V	Viet Nam	5. _____	Malaysia (25)

**5** Find out information about a sports activity held at your school or in your community. Share your information with a partner.

## WRITING

### ASEAN member states: brief introductions

**1** Read the following information about Viet Nam. Fill the gaps with the correct words or phrases in the box.

family values	Heritage Sites	Vovinam
land area	income	

#### The Socialist Republic of Viet Nam

- shape of elongated S, (1) \_\_\_\_\_ : 331,212 km<sup>2</sup>; population: about 93,000,000, most speak Vietnamese; capital: Ha Noi
- economy: develops rapidly; leading agricultural exporter: main export products – crude oil, marine products, rice and coffee; lower-middle (2) \_\_\_\_\_ country
- sports: football, cycling, boxing, swimming, badminton, tennis, aerobics, (3) \_\_\_\_\_; athletes compete regionally, internationally, hold high ranks in many sports
- one of the oldest cultures, known for ancestor worship; appreciate (4) \_\_\_\_\_ and education; home to 54 ethnic groups with their own languages, lifestyles, customs
- visitors from around the world; attractions: World (5) \_\_\_\_\_ (Ha Long Bay, Hoi An); beautiful sights: Sa Pa, Mui Ne, Ha Noi, contribute to country's magic charm





- 2 Read the extract from a short brochure introducing Viet Nam. Match the subheadings (1-5) with the paragraphs (a-e).**

**The Socialist Republic of Viet Nam**

a. Shaped like an elongated S, Viet Nam covers a <b>land area</b> of 331,212 km <sup>2</sup> . Its <b>population</b> is about 93,000,000 million people, most of whom speak Vietnamese. The capital is Ha Noi.	<b>1. Tourist attractions</b>
b. Viet Nam's economy has developed rapidly. Becoming a leading <b>agricultural exporter</b> , its main export products include crude oil, marine products, rice, and coffee. Currently, Viet Nam is a lower-middle income country.	<b>2. Sports</b>
c. Popular sports in Viet Nam are football, cycling, boxing, swimming, badminton, tennis, aerobics and <i>Vovinam</i> . Vietnamese athletes compete regionally and internationally and hold <b>high ranks</b> in many sports.	<b>3. Culture</b>
d. Being one of the <b>oldest</b> cultures in the region, Viet Nam is known for ancestor worship. The Vietnamese appreciate family values and education. Viet Nam is home to <b>54</b> ethnic groups with their own languages, lifestyles, and customs.	<b>4. Area and Population</b>
e. Viet Nam attracts millions of visitors from around the world. Tourist attractions include not only <b>World Heritage Sites</b> like Ha Long Bay and Hoi An Ancient Town. The beautiful sights in Sa Pa, Mui Ne and Ha Noi all contribute to the country's magic charm.	<b>5. Economy</b>

- 3 Brochures are often used to inform people and include information texts. Read some features of an information text and the brochure above. Work with a partner and find examples of each feature.**

- a. An information text consists of several paragraphs.
- b. It uses impersonal language and present tenses to describe precise facts and figures.
- c. Each paragraph has a subheading and deals with a different aspect of the topic.
- d. Important information is highlighted to attract the readers' attention.

- 4 Write a short brochure (160-180 words) introducing an ASEAN country. Use the information about Indonesia below or a different ASEAN country of your choice.**

**The Republic of Indonesia**

- a. islands: about 17,508; land area: 1,904,569 km<sup>2</sup>; population: over 237 million: world's fourth **most populous** country; capital: Jakarta, official language: Indonesian
- b. the **largest economy** in Southeast Asia; tourism: big role in economy; 2013: tourist sector contributed about US\$9 billion; Singapore, Malaysia, Australia, China, Japan: top five sources of visitors
- c. sports: generally **male-orientated**; most popular: badminton, football; traditional sports: *Sepak Takraw, Pencak Silat*
- d. **diverse** culture: over 300 ethnic groups; influenced by Chinese, European, Indian, and Malay cultures; Western cultures' influences: seen in science, technology, modern entertainment.
- e. tourist attractions: **islands**, beautiful views; popular destinations: beaches of Bali, Lombok, wonderful islands of Java, Sumatra, Kalimantan; museums, monuments, gardens in capital





# COMMUNICATION AND CULTURE

## Communication

### Singapore Scholarships and ASEAN Scholarships

**1** Read the school notice about the *Singapore Scholarship* and the *ASEAN Scholarships*. Use the words or phrases to fill the gaps. Check with a partner.

- a. air ticket
- b. bad behaviour
- c. or four years
- d. English skills
- e. academic results
- f. renewed annually



The school board would like to inform students that applications for the Singapore Scholarship and the ASEAN Scholarships for Viet Nam are now open.

The Scholarships are offered by the Singapore Government to students from nine ASEAN member countries (except Singapore). The length of the Scholarship is three (1) \_\_\_\_\_, depending on the programmes.

#### SINGAPORE SCHOLARSHIP

Scholarship winners will study in selected universities in Singapore. Applicants are chosen based on their (2) \_\_\_\_\_ and performance in school activities. In addition, candidates must have excellent English skills. The scholarship is renewed every year and may be stopped if the students have poor academic records or (3) \_\_\_\_\_.

#### ASEAN SCHOLARSHIPS

The ASEAN Scholarships provide opportunities for studies in selected Singapore schools and are (4) \_\_\_\_\_. Scholarship holders who have satisfactory academic performance are awarded the Singapore-Cambridge General Certificate of Education 'Advanced' (GCE A-Level) certificate. Applicants for the scholarship must have very good grades and excellent (5) \_\_\_\_\_.

The scholarships cover full tuition fees, living expenses and accommodation fees. The students are provided with one return (6) \_\_\_\_\_ from their home country to Singapore for the duration of studies.

Please contact Ms Van Anh, Rm. 314, Building B during office hours for more information.

**2** Create a list of FAQs (Frequently Asked Questions) about the *Singapore Scholarship* and the *ASEAN Scholarships* in **1**. Work with a partner to think of as many questions as you can. Then ask each other the questions.

#### Example:

**Student A:** When is the Singapore Scholarship open for application?

**Student B:** How are applicants for the Singapore Scholarship chosen?





## Culture

- 1 Look at the pictures. Do you know anything about this dance? Tell your partner.



- 2 Read the text about *Lamvong* and decide whether the following statements are true (T), false (F), or not given (NG). Tick the correct box.

### *Lamvong* – a traditional Lao dance

Lao People's Democratic Republic, or Laos, has a long tradition of folk dancing. The most popular folk dance is *Lamvong* ([lám wón]), which means 'circle dance'.

*Lamvong* involves many people dancing continuously in a circle, slowly moving their arms and legs and bending their fingers to the music. Dancers move their hands in opposite directions, one to the left and one to the right.

*Lamvong* is a slow and graceful social dance with men forming an inner circle and women an outer circle. Couples dance around each other while moving in their own circles and being circled by others in the group.

Dancers usually invite any foreign visitors to join in *Lamvong* to make them feel welcome. Guests may find *Lamvong* difficult at first, but they quickly get used to the hand and foot movements of the dance. It is the slow and delicate gestures that make *Lamvong* so special.

		T	F	NG
1	<i>Lamvong</i> , which means 'circle dance', is a modern dance.			
2	To dance <i>Lamvong</i> you move continuously in a circle, slowly moving arms and legs, and bending fingers to the music.			
3	<i>Lamvong</i> dancers stand on one leg and move their hands in opposite directions, one to the left and one to the right.			
4	It is believed that after a heavy meal, dancing <i>Lamvong</i> will help you to digest the food.			
5	<i>Lamvong</i> is a fast moving, but graceful social dance, with men forming an inner circle and women an outer circle.			
6	Foreigners quickly get used to the hand and foot movements of <i>Lamvong</i> .			

- 3 Talk with a partner about one of the popular folk dances of Viet Nam or any other ASEAN country. Use the following questions.


How popular is the dance? How do people practise the dance? What makes the dance special?





## LOOKING BACK

### Pronunciation

 Listen and practise saying the following sentences. Mark the intonation: rising (↗) or falling (↘).

1. The Constitution of ASEAN is the ASEAN Charter.
2. Did the Charter come into force on December 15<sup>th</sup>, 2008?
3. The Charter is a legal agreement among the ten ASEAN member states.
4. Does the Charter set out the basic guiding principles for its member states?
5. One of the Charter's principles is the 'Right to live without external interference'.

### Vocabulary

Complete the sentences with the words (a-f).

- |                |              |             |
|----------------|--------------|-------------|
| a. charter     | b. bloc      | c. member   |
| d. association | e. stability | f. maintain |

1. ASEAN aims to promote peace, security and \_\_\_\_\_ in the region.
2. We try our best to attract new members to our \_\_\_\_\_ every year.
3. An agreement between China and ASEAN created the third largest trading \_\_\_\_\_ in the world.
4. An ASEAN Scholarship holder has to \_\_\_\_\_ good academic performance to keep the scholarship.
5. Viet Nam received assistance from ASEAN \_\_\_\_\_ states even before the country joined the bloc.
6. The ASEAN \_\_\_\_\_ entered into force after the ten members signed it.

### Grammar

**1 Choose the correct verb form in brackets to complete each sentence.**

1. Nam expects (to win / winning / win) in the coming competition on ASEAN and the ASEAN Charter.
2. The authorities in Cambodia do not permit (to enter / entering / enter) the country's eco-regions without an official guide.
3. Doctors and nurses risk (to catch / catching / catch) infectious diseases from patients.
4. My parents promised (to take / taking / take) us to Angkor Wat.
5. I recommend (to visit / visiting / visit) the Royal Regalia Museum in the capital city of Brunei.

**2 Complete the sentences with the verbs in the box. Use the correct forms.**

complete    speak    find    dance    swim

1. Tim dreams of \_\_\_\_\_ in the beautiful waters of Ha Long Bay in Viet Nam.
2. I suggest \_\_\_\_\_ *Lamvong* if you are in Laos because it is a good way to relax and make friends.
3. Our English teacher encourages \_\_\_\_\_ about places of interest in ASEAN countries.
4. Quang practised \_\_\_\_\_ in front of his parents so he can prepare for his presentation on ASEAN sports activities.
5. Tuan concentrated on \_\_\_\_\_ his project on ASEAN last week and was able to submit it on time.

**3 Choose the correct verb form to complete each of the sentences.**

1. I (feel / am feeling) I should go to Ha Long Bay to relax. I'm too stressed.
2. Can you hear the music? His class (has / is having) a rehearsal for tomorrow's meeting with the ASEAN Youth Delegation.
3. I (look / am looking) out of the window, but can't see him in the street.
4. I can see him at the market. He (smells / is smelling) the fish now.
5. The doctor (feels / is feeling) the boy's leg to see if it is broken.

**4 Use the simple or continuous form of the verbs in brackets to complete the sentences.**

1. Many Vietnamese parents believe that their children study English because they \_\_\_\_\_ (recognise) its importance.
2. I \_\_\_\_\_ (know) that the beaches in Bali, Indonesia, are always full of tourists who are attracted by their beauty.
3. Ven Keo, my pen pal in Laos, changed his mind again. Now he \_\_\_\_\_ (think) of studying at a university in Viet Nam, not in Singapore.
4. \_\_\_\_\_ you \_\_\_\_\_ (remember) visiting the Chocolate Hills, one of the top tourist attractions in the Philippines?
5. 'How \_\_\_\_\_ you \_\_\_\_\_ (feel) now, Mai?'  
'Oh, much better. Thanks a lot, Dr Lam.'



## PROJECT

**1 Work in two groups. Each group should choose a different set of questions. Do some research and find out the following:**

**Set A:** Which ASEAN member state

- is landlocked?
- has the largest / smallest population?
- uses the dollar as the currency unit?
- has the largest number of islands?

**Set B:** Which ASEAN member state

- uses English as one of their official languages?
- is called 'the land of golden pagodas'?
- is known as 'the land of smiles'?
- has the largest / smallest area?



**2 Present your findings to the whole class.**

### NOW YOU CAN

- ▶ Use words and phrases related to ASEAN, its aims, member states and activities
- ▶ Say statements and yes / no questions with appropriate intonation
- ▶ Use gerunds after verbs and phrases, and state verbs in continuous forms
- ▶ Talk about ASEAN member states
- ▶ Write a short brochure introducing an ASEAN member state

## SPEAKING

**3 Work in pairs. Student B uses the table below and student A uses the table on page 63. Ask questions to fill the gaps.**

**Example:**

**Student A:** Can you tell me what the population of Laos is?

**Student B:** It's six million, four hundred and seventy-seven thousand, two hundred and eleven people. And what is the area of Laos?

**Student A:** It's two hundred and thirty-six thousand, eight hundred square kilometres.

**Student B**

Countries	Area (km <sup>2</sup> )	Population	Currency	Official languages
Laos	(1) _____	6,477,211	Lao kip	Lao
Malaysia	329,847	(2) _____	Malaysian ringgit	Malaysian
Philippines	(3) _____	92,337,852	Philippine (4) _____	Filipino, English
Thailand	513,115	(5) _____	baht	Thai
Singapore	707.1	(6) _____	Singapore dollar	Malay, Mandarin, English, Tamil



### LANGUAGE

#### Vocabulary

**1** Complete these sentences, using the correct form of the words in brackets.

1. People with \_\_\_\_\_ should be given the same opportunities as non-disabled people. (disable)
2. Students with \_\_\_\_\_ impairments may need Braille textbooks. (vision)
3. You can give a cash \_\_\_\_\_ to the charity or do some voluntary work for them. (donate)
4. Using \_\_\_\_\_ language can make disabled people feel insecure. (respect)
5. The school provides \_\_\_\_\_ aids for deaf children. (hear)



**2** Complete these sentences with suitable words in the box.

member bloc	Association Charter	stability
----------------	------------------------	-----------

1. The \_\_\_\_\_ of Southeast Asian Nations was founded in 1967 in Bangkok, Thailand.
2. Viet Nam became the seventh \_\_\_\_\_ of ASEAN in 1995.
3. One of ASEAN's main goals is to promote peace and \_\_\_\_\_ in the region.
4. The right to freedom of expression and information is included in the United Nations \_\_\_\_\_.
5. A \_\_\_\_\_ is a group of countries, parties, or groups sharing a common purpose.





## Pronunciation

**3** Listen and circle the sentences spoken with falling intonation. Then read them aloud.

1. Manila is the capital of the Philippines.
2. Are Malay, English and Tamil used in Malaysia?
3. Tom took many pictures of beautiful islands in Ha Long Bay.
4. The Braille alphabet was invented by Louis Braille.
5. Have you collected the gifts for disadvantaged children?
6. Students with disabilities should be offered support to do the things they like.



THE BRAILLE ALPHABET																									
a		b		c		d		e		f		g		h		i		j		k		l		m	
n		o		p		q		r		s		t		u		v		w		x		y		z	
NUMBERS																									
0		1		2		3		4		5		6		7		8		9		Literary Code					
0		1		2		3		4		5		6		7		8		9		Numerical Code					



## Grammar

**4** Put the verbs in brackets in the correct tenses.

1. Linda was born in London. She \_\_\_\_\_ (live) there all her life.
2. My grandparents \_\_\_\_\_ (get) married in Ho Chi Minh City.
3. Albert Einstein \_\_\_\_\_ (develop) the general theory of relativity.
4. Now that we \_\_\_\_\_ (reach) an agreement, we can relax.
5. The weather \_\_\_\_\_ (be) very nice recently, don't you think?

**5** Complete these sentences, using the correct form of the verbs in the box.

have    post    go    hear    watch

1. She enjoys \_\_\_\_\_ TV in her free time.
2. Would you like \_\_\_\_\_ to the birthday party?
3. He felt very hungry after work so he suggested \_\_\_\_\_ dinner early.
4. Don't forget \_\_\_\_\_ the letter I gave you.
5. I look forward to \_\_\_\_\_ from you soon.



**6** Choose the correct form of the verbs in brackets.

1. I (think / am thinking) you're right.
2. You look worried. What (do you think / are you thinking) about?
3. Jane (is tasting / tastes) the soup. She thinks it (is tasting / tastes) delicious.
4. We (see / are seeing) Mr Smith tomorrow at his office.
5. I (am seeing / see) what you mean.



## SKILLS

### Reading

#### 1 a. Read the text.

#### HOW TECHNOLOGY CAN HELP DISABLED PEOPLE TO LEAD A BETTER LIFE

Today, people with disabilities can lead a better life with the help of technology. Devices that help them to perform an activity are called assistive technology.

A telephone may not be attractive to persons with hearing impairments, but it can help them to send text messages over a phone line with the use of a teleprinter. This will enable them to send and receive messages like non-disabled people and communicate quickly and effectively.

People with visual impairments can have documents read out loud electronically on their computer. Speech recognition programmes allow people to give voice commands to their computer or have their words turned into print.

To make shared reading possible, children's books can have both Braille and print text. This way, parents of a child with visual impairment can read the same book out loud while the child reads with fingers.

#### b. Match the words in A with their definitions in B.

A	B
1. assistive	a. giving assistance
2. teleprinter	b. paper, form, book, etc. giving information about something; evidence or proof of something
3. document	c. the ability of a machine to identify and respond to spoken language
4. speech recognition	d. a machine that prints messages written on a machine somewhere else and sent along telephone lines



#### 2 Answer the following questions.

1. What is assistive technology?
2. How can people with hearing impairments communicate quickly?
3. How can visually impaired people 'read' documents?
4. Why should children's books be printed in both Braille and print text?
5. What can assistive technology do for people with disabilities?

### Speaking

#### 3 Work in pairs. Read the information below.

##### Universities in Singapore

- **National University of Singapore (NUS)**
  - ranks 24<sup>th</sup> in the world (2013)
  - subjects ranked within the top 10 worldwide: mechanical engineering, geography, law, computer science, accounting and finance, pharmacy, communication and media studies
- **Nanyang Technological University (NTU)**
  - ranks in the top 50 in the world
  - a lot of focus on research
  - enrolls undergraduate and postgraduate students in the colleges of engineering, business, science and humanities, arts & social sciences.
- **Singapore University of Technology and Design**
  - a new university developed in partnership with Massachusetts Institute of Technology, USA, and Zhejiang University, China.

#### 4 Answer these questions. Discuss with a partner.

1. Which university do you want to go to?
2. Why do you want to study there?



## Listening

- 5 Listen to the conversation between Mr Long and his daughter Mai. Decide whether the following statements are true (T) or false (F).

		T	F
1	Mai is writing an essay about the different cultures in the ASEAN countries.		
2	The ASEAN region has the largest number of people speaking English in the world.		
3	About 50 million people speak English in the ASEAN region.		
4	The people in the ASEAN region share the same culture.		
5	There are over 50 ethnic groups in Viet Nam.		



## Writing

- 6 Write an introduction to Thailand, using the facts below. Add more information, if necessary.

### THAILAND: INTRODUCTION

**Capital:** Bangkok

**Area:** 513,120 km<sup>2</sup>

**Official language:** Thai

**Population:** (2014 estimate) 67,149,778

**Currency:** Thai baht

**Ethnic groups:** Thai (75%); Others: Chinese, Lao, Khmer

**Economy:** based on agri-food production; major exports: Thai rice, textile and footwear, fishery products and electronic products

**Tourist attractions:** Ko Tarutao and Ko Chang as beautiful islands, with sandy beaches and clean water; Ayuthaya as an old and beautiful city, with temples and palaces made of stone

**Culture:** shaped by many influences from Indian, Lao, Cambodian and Chinese cultures; famous festivals: Thai New Year (water fights) and Loy Kratong, a festival of lights and lanterns

**Sports:** very popular 'Thai boxing'; others: rugby, golf, football, etc.



### Example:

Thailand has a total area of 513,120 square kilometres. Its capital is Bangkok. It has a population of 67,149,778 (2014 estimate). The official language used in Thailand is Thai. ...



# GLOSSARY

## Abbreviations

adj adjective

adv adverb

con conjunction

idm idiom

n noun

pre preposition

pro pronoun

v verb

Word	Transcription	Meaning	Unit
access (v)	/ˈækses/	tiếp cận, sử dụng	Unit 4
accessible (adj)	/əkˈsesəbl/	có thể tiếp cận, sử dụng	Unit 4
afford (v)	/əˈfɔːd/	có khả năng chi trả	Unit 1
argument (n)	/ˈɑːɡjʊmənt/	tranh cãi	Unit 2
assistance (n)	/əˈsɪstəns/	sự giúp đỡ	Unit 5
association (n)	/əˌsəʊʃiˈeɪʃn/, /əˌsəʊsiˈeɪʃn/	hội, hiệp hội	Unit 5
attitude (n)	/ˈætɪtjuːd/	thái độ	Unit 1
barrier (n)	/ˈbæriə(r)/	rào cản, chướng ngại vật	Unit 4
be in a relationship	/bi ɪn ə riˈleɪʃnʃɪp/	đang có quan hệ tình cảm	Unit 2
be reconciled (with someone)	/bi ˈrekənsaɪld/	làm lành, làm hoà	Unit 2
behaviour (n)	/biˈheɪvjə/	tư cách đạo đức, hành vi, cách ứng xử	Unit 5
bend (v)	/bend/	uốn cong	Unit 5
benefit (n)	/ˈbenɪfɪt/	lợi ích	Unit 5
bles (v)	/bles/	cầu nguyện	Unit 1
blind (adj)	/blaɪnd/	mù, không nhìn thấy được	Unit 4
bloc (n)	/blɒk/	khối	Unit 5
brand name	/brænd neɪm/	hàng hiệu	Unit 1
break up (with someone)	/breɪk ʌp/	chia tay, kết thúc mối quan hệ	Unit 2
brochure (n)	/ˈbrəʊʃə/	sách mỏng (thông tin / quảng cáo về cái gì)	Unit 5
browse (v)	/braʊz/	tìm kiếm thông tin trên mạng	Unit 1
burden (n)	/ˈbɜːdn/	gánh nặng	Unit 1
campaign (n)	/kæmˈpeɪn/	chiến dịch	Unit 4
care (n) – (v)	/keə(r)/	(sự) chăm sóc, chăm nom	Unit 4
casual (adj)	/ˈkæʒuəl/	thường, bình thường, thông thường	Unit 1
change one's mind (idm)	/tʃeɪndʒ wʌnz maɪnd/	thay đổi quan điểm	Unit 1
charity (n)	/ˈtʃærəti/	hội từ thiện	Unit 4



Word	Transcription	Meaning	Unit
charm (n)	/tʃɑ:m/	sự quyến rũ	Unit 5
charter (n)	/ˈtʃɑ:tə/	hiến chương	Unit 5
childcare (n)	/ˈtʃaɪldkeə(r)/	việc chăm sóc con cái	Unit 1
cognitive (adj)	/ˈkɒɡnətɪv/	liên quan đến nhận thức	Unit 4
comfortable (adj)	/ˈkʌmfətəbl / ˈkʌmfətəbl/	thoải mái, dễ chịu	Unit 1
community (n)	/kəˈmjʊ:nəti/	cộng đồng (toàn thể người dân ở một khu vực)	Unit 4
compare (v)	/kəmˈpeə(r)/	so sánh	Unit 1
compassion (n)	/kəmˈpæʃn/	lòng thương, lòng trắc ẩn, lòng thương cảm	Unit 1
confident (adj)	/ˈkɒnfɪdənt/	tự tin	Unit 3
conflict (n)	/ˈkɒnflɪkt/	xung đột	Unit 1
conservative (adj)	/kənˈsɜ:vətɪv/	bảo thủ	Unit 1
constitution (n)	/ˌkɒnstɪˈtju:ʃn/	hiến pháp	Unit 5
control (v)	/kənˈtrəʊl/	kiểm soát	Unit 1
coordination (n)	/kəʊˌɔ:diˈneɪʃn/	sự hợp tác	Unit 4
cope with (v)	/kəʊp wɪð/	đương đầu với	Unit 3
counsellor (n)	/ˈkaʊnsələ(r)/	người tư vấn	Unit 2
curfew (n)	/ˈkɜ:fju:/	hạn thời gian phải về nhà, lệnh giới nghiêm	Unit 1
current (adj)	/ˈkʌrənt/	ngày nay, hiện nay	Unit 1
date (n)	/deɪt/	cuộc hẹn hò	Unit 2
deaf (adj)	/def/	điếc, không nghe thấy được	Unit 4
decisive (adj)	/dɪˈsaɪsɪv/	quyết đoán	Unit 3
delicate (adj)	/ˈdelɪkət/	mềm mại, thanh nhã	Unit 5
determined (adj)	/dɪˈtɜ:mɪnd/	quyết tâm	Unit 3
digest (v)	/daɪˈdʒest/	tiêu hóa	Unit 5
disability (n)	/ˌdɪsəˈbɪləti/	sự ốm yếu, tàn tật	Unit 4
disabled (adj) – (n)	/dɪsˈeɪblɪd/	không có khả năng sử dụng chân tay; người tàn tật	Unit 4
disapproval (n)	/ˌdɪsəˈpru:vl/	(sự) không tán thành, (sự) phản đối, (sự) chê	Unit 1
discrimination (n)	/dɪˌskrɪmɪˈneɪʃn/	sự phân biệt đối xử	Unit 4
disrespectful (adj)	/ˌdɪsrɪˈspektfl/	thiếu tôn trọng	Unit 4
donate (v)	/dəʊˈneɪt/	quyên góp, tặng	Unit 4
dumb (adj)	/dʌm/	câm, không nói được	Unit 4
dye (v)	/daɪ/	nhuộm	Unit 1



Word	Transcription	Meaning	Unit
economic (adj)	/,i:kə'nɒmɪk/	(thuộc về nền) kinh tế	Unit 5
economy (n)	/ɪ'kɒnəmi/	nền kinh tế	Unit 5
elegant (adj)	/ˈelɪɡənt/	thanh lịch, tao nhã	Unit 1
elongated (adj)	/ˈi:lɒŋɡeɪtɪd/	thon dài	Unit 5
experienced (adj)	/ɪk'spɪəriənst/	có kinh nghiệm	Unit 1
extended family	/ɪk'stendɪd ˈfæməli/	gia đình đa thế hệ	Unit 1
external (adj)	/ɪk'stɜːnl/	ở ngoài, bên ngoài	Unit 5
extracurricular (adj)	/,ekstrəkə'rɪkjələ(r)/	ngoại khoá, thuộc về ngoại khoá	Unit 1
fashionable (adj)	/ˈfæʃnəbl/	thời trang, hợp mốt	Unit 1
financial (adj)	/faɪ'nænʃl / fə'nænʃl/	thuộc về tài chính	Unit 1
flashy (adj)	/ˈflæʃi/	diện, hào nhoáng	Unit 1
follow in one's footsteps	/ˈfɒləʊ ɪn wʌnz ˈfʊtsteps/	theo bước, nối bước	Unit 1
forbid (v)	/fəˈbɪd/	cấm, ngăn cấm	Unit 1
force (v)	/fɔːs/	bắt buộc, buộc ...phải	Unit 1
fracture (n) – (v)	/ˈfræktʃə(r)/	(chỗ / sự) gãy (xương)	Unit 4
frustrating (adj)	/frʌˈstreɪtɪŋ/	gây khó chịu, gây bực mình, bực dọc	Unit 1
fund (n)	/fʌnd/	quỹ	Unit 4
generation gap	/,dʒenə'reɪʃn ɡæp/	khoảng cách giữa các thế hệ	Unit 1
govern (v)	/ˈɡʌvən/	cai trị, cầm quyền	Unit 5
graceful (adj)	/ˈɡreɪsfl/	duyên dáng	Unit 5
hairstyle (n)	/ˈheəstaɪl/	kiểu tóc	Unit 1
healthcare (adj)	/ˈhelθ keə(r)/	với mục đích chăm sóc sức khỏe	Unit 4
hearing (n)	/ˈhɪərɪŋ/	thính giác, nghe	Unit 4
housekeeping (n)	/ˈhaʊskiːpɪŋ/	công việc gia đình / việc nhà	Unit 3
humanitarian (n) - (adj)	/hjuːˌmænɪˈteəriən/	(người theo chủ nghĩa) nhân đạo	Unit 4
identity (n)	/aɪˈdentəti/	bản sắc	Unit 5
impaired (adj)	/ɪmˈpeəd/	bị làm hỏng, bị làm suy yếu	Unit 4
impairment (n)	/ɪmˈpeəmənt/	sự suy yếu, hư hại, hư hỏng	Unit 4
impose (v) on sb	/ɪmˈpəʊz/	áp đặt ... lên ai đó	Unit 1
in accordance with	/ɪn əˈkɔːdnz wɪð/	phù hợp với	Unit 5
independent (adj)	/,ɪndɪˈpendənt/	độc lập, không phụ thuộc	Unit 4
infectious (adj)	/ɪnˈfekʃəs/	lây nhiễm	Unit 5



Word	Transcription	Meaning	Unit
inner (adj)	/ˈɪnə/	bên trong	Unit 5
integrate (v)	/ˈɪntɪɡreɪt/	hòa nhập, hội nhập	Unit 4
interact (v)	/ˌɪntərˈækt/	tương tác, giao tiếp	Unit 1
interference (n)	/ˌɪntəˈfɪərəns/	sự can thiệp	Unit 5
interpersonal (adj)	/ˌɪntəˈpɜːsənl/	liên nhân	Unit 3
involve (v)	/ɪnˈvɒlv/	đề tâm trí vào việc gì	Unit 4
judge (v)	/dʒʌdʒ/	phán xét, đánh giá	Unit 1
junk food	/ˈdʒʌŋk fuːd/	đồ ăn vặt	Unit 1
legal (adj)	/ˈliːgl/	(thuộc) pháp lí, hợp pháp	Unit 5
lend an ear	/lend ən ɪə(r)/	lắng nghe	Unit 2
maintain (v)	/meɪnˈteɪn/	duy trì	Unit 5
mature (adj)	/məˈtʃʊə(r) / məˈtjʊə(r)/	trưởng thành, chín chắn	Unit 1
mobility (n)	/məʊˈbɪləti/	tính di động, lưu động	Unit 4
motivated (adj)	/ˈməʊtɪveɪtɪd/	có động lực, có động cơ, tích cực	Unit 3
motto (n)	/ˈmɒtəʊ/	khẩu hiệu, phương châm	Unit 5
multi-generational (adj)	/ˈmʌlti ˌdʒenəˈreɪʃənl/	đa thế hệ, nhiều thế hệ	Unit 1
norm (n)	/nɔːm/	sự chuẩn mực	Unit 1
nuclear family	/ˈnjuːkliə(r) ˈfæməli/	gia đình hạt nhân	Unit 1
obey (v)	/əˈbeɪ/	vâng lời, tuân theo	Unit 1
objection (n)	/əbˈdʒekʃn/	sự phản đối, phản kháng	Unit 1
official (adj)	/əˈfɪʃl/	chính thức	Unit 5
open-minded (adj)	/ˈəʊpən ˈmaɪndɪd/	thoáng, cởi mở	Unit 1
outer (adj)	/ˈaʊtə/	bên ngoài	Unit 5
outweigh (v)	/ˌaʊtˈweɪ/	vượt hơn hẳn, nhiều hơn	Unit 1
physical (adj)	/ˈfɪzɪkl/	(thuộc về) cơ thể; thể chất	Unit 4
pierce (v)	/pɪəs/	xâu khuyên (tai, mũi ...)	Unit 1
prayer (n)	/preə(r)/	lời cầu nguyện, lời thỉnh cầu	Unit 1
pressure (n)	/ˈpreʃə(r)/	áp lực, sự thúc bách	Unit 1
principle (n)	/ˈprɪns(ə)pl/	nguyên tắc	Unit 5
prioritise (v)	/praɪˈɒrətaɪz/	ưu tiên	Unit 3
privacy (n)	/ˈprɪvəsi/	(sự) riêng tư	Unit 1
progress (n)	/ˈprəʊɡres/	sự tiến bộ	Unit 5



Word	Transcription	Meaning	Unit
project (n)	/ˈprɒdʒekt/	đề án, dự án ; kế hoạch	Unit 5
protective (adj)	/prəˈtektɪv/	che chở, bảo vệ	Unit 3
quiz (v)	/kwɪz/	kiểm tra, đố	Unit 5
rank (n)	/ræŋk/	thứ hạng	Unit 5
relaxation (n)	/ˌrɪːləkˈseɪʃn/	sự nghỉ ngơi, sự giải trí	Unit 1
reliable (adj)	/rɪˈlaɪəbl/	có thể tin cậy được	Unit 3
respect (v)	/rɪˈspekt/	tôn trọng	Unit 1
respectful (adj)	/rɪˈspektfl/	có thái độ tôn trọng	Unit 1
responsible (adj)	/rɪˈspɒnsəbl/	có trách nhiệm	Unit 1
right (n)	/raɪt/	quyền, quyền lợi	Unit 4
romantic relationship	/rəʊˈmæntɪk rɪˈleɪʃnʃɪp/	mối quan hệ tình cảm lãng mạn	Unit 2
rude (adj)	/ruːd/	thô lỗ, lỗ mãng	Unit 1
self-discipline (n)	/self ˈdɪsəplɪn/	tinh thần tự giác	Unit 3
self-esteem (n)	/self ɪˈstiːm/	tự trọng, tự tôn	Unit 3
self-reliant	/self rɪˈlaɪənt/	tự lực	Unit 3
sibling (n)	/ˈsɪblɪŋ/	anh / chị / em ruột	Unit 1
skinny (of clothes) (adj)	/ˈskɪni/	bó sát, ôm sát	Unit 1
soft drink	/ˈsɒft drɪŋk/	nước ngọt, đồ uống có ga	Unit 1
solution (n)	/səˈluːʃn/	giải pháp, cách giải quyết	Unit 4
spit (v)	/spɪt/	khạc nhổ	Unit 1
stability (n)	/stəˈbɪləti/	sự ổn định	Unit 5
state-owned (adj)	/ˈsteɪt əʊnd /	thuộc về nhà nước	Unit 1
strive (v)	/straɪv/	cố gắng, nỗ lực	Unit 3
studious (adj)	/ˈstjuːdiəs/	chăm chỉ, siêng năng	Unit 1
stuff (n)	/stʌf/	thứ, món, đồ	Unit 1
suffer (v)	/ˈsʌfə(r)/	trải qua hoặc chịu (cái gì khó chịu)	Unit 4
support (v) - (n)	/səˈpɔːt/	(sự) ủng hộ, khuyến khích	Unit 4
swear (v)	/sweə(r)/	thề, chửi thề	Unit 1
sympathetic (adj)	/ˌsɪmpəˈθetɪk/	cảm thông	Unit 2
table manners	/ˈteɪbl ˈmænə(r)z/	cung cách	Unit 1
talent (n)	/ˈtælənt/	tài năng, người có tài	Unit 4
taste (n) in	/teɪst ɪn/	thị hiếu về	Unit 1



Word	Transcription	Meaning	Unit
theory (n)	/ˈθiəri/	học thuyết, lí thuyết	Unit 5
tight (adj)	/taɪt/	bó sát, ôm sát	Unit 1
time management (n)	/taɪm ˈmænɪdʒmənt/	quản lí thời gian	Unit 3
top (n)	/tɒp/	chóp, đỉnh	Unit 1
treat (v)	/tri:t/	đối xử, đối đãi, điều trị	Unit 4
trend (n)	/trend/	xu thế, xu hướng	Unit 1
unite (v)	/juˈnaɪt/	thống nhất, đoàn kết	Unit 4
upset (adj)	/ʌpˈset/	không vui, buồn chán, lo lắng, bối rối	Unit 1
value (n)	/ˈvæljuː/	giá trị	Unit 1
viewpoint (n)	/ˈvjʊ:pɔɪnt/	quan điểm	Unit 1
vision (n)	/ˈvɪʒn/	tầm nhìn	Unit 5
visual (adj)	/ˈvɪʒuəl/	(thuộc về) thị giác, có liên quan đến thị giác	Unit 4
volunteer (n)	/ˌvɒləntiə(r)/	người tình nguyện	Unit 4
well-informed (adj)	/wel ɪnˈfɔ:md/	thạo tin, hiểu biết	Unit 3
wheelchair (n)	/ˈwi:lʃeə(r)/	xe lăn	Unit 4
wisely (adv)	/ˈwaɪzli/	(một cách) khôn ngoan	Unit 3
work out (phr v)	/ˈwɜ:k aʊt/	tìm ra	Unit 1



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Sách được biên soạn, biên tập, thiết kế với sự cộng tác của Tập đoàn Xuất bản Giáo dục Pearson.  
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**Bản quyền thuộc Nhà xuất bản Giáo dục Việt Nam – Bộ Giáo dục và Đào tạo,  
Tập đoàn Xuất bản Giáo dục Pearson.**

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## **TIẾNG ANH 11 – SÁCH HỌC SINH – TẬP MỘT**

**Mã số sách :** CH128T2

In ..... bản, (QĐ ....) khổ 19 x 27 cm.

Đơn vị in : ..... địa chỉ .....

Cơ sở in : ..... địa chỉ .....

Số ĐKXB : 1 - 2022/CXBIPH/439 - 1820/GD.

Số QĐXB : ..... /QĐ - GD ngày ... tháng ... năm 2022

In xong và nộp lưu chiểu tháng ... năm 2022.

Mã số ISBN : Tập một : 978-604-0-28644-4

Tập hai : 978-604-0-28645-1