

BỘ GIÁO DỤC VÀ ĐÀO TẠO

# Tiếng Anh

# 11

## NÂNG CAO



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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BỘ GIÁO DỤC VÀ ĐÀO TẠO

TỬ ANH (Tổng Chủ biên kiêm Chủ biên)  
PHAN HÀ – HUỲNH ĐÔNG HẢI – HUỲNH THỊ KIM HOA  
VŨ THỊ LAN – LƯƠNG THỊ LÝ – SONG PHÚC – MAI VI PHƯƠNG

# Tiếng Anh

# 11

## NÂNG CAO

*(Tái bản lần thứ hai)*

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

baitap365.com



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

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## LỜI NÓI ĐẦU

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Sách **Tiếng Anh 11 nâng cao** được biên soạn theo chương trình Tiếng Anh nâng cao Trung học phổ thông của Bộ Giáo dục và Đào tạo, tiếp theo các sách **Tiếng Anh 6, 7, 8, 9** và **10**. Chương trình Tiếng Anh Trung học phổ thông, cũng giống như chương trình Tiếng Anh Trung học cơ sở, được xây dựng theo chủ đề (*thematic*); nghĩa là các chủ đề giao tiếp được lấy làm cơ sở để lựa chọn nội dung ngữ liệu và các hoạt động học tập trong lớp.

Sách **Tiếng Anh 11 nâng cao** gồm 16 bài học (*unit*) và 4 bài ôn tập (*consolidation*). Các bài học thể hiện những chủ điểm: *Friendship; Personal Experience; Parties; Volunteer Work and Literacy Programs; Competitions; Population; Celebrations; Postal and Telecommunications Services; Nature in Danger; Sources of Energy; The Asian Games; Hobbies; Entertainment; Space Conquest; Wonders of the World; An English-Speaking World*.

– Mỗi bài học (*unit*) gồm:

- + **Tựa** (thể hiện chủ điểm theo chương trình)
- + **Reading** cung cấp thông tin qua một hay nhiều văn bản (*text*) nhằm giúp học sinh luyện các kỹ năng đọc như đọc lướt, đọc lấy thông tin nhanh, đọc để nhận ra cách dàn ý, tùy theo yêu cầu của mỗi bài học. Phần này cũng giúp cung cấp và mở rộng vốn từ và nâng cao trình độ ngữ pháp của học sinh.

Mục **Before You Read** ở đầu phần **Reading** là phần thông tin gợi mở kiến thức nên có liên quan đến chủ điểm để chuẩn bị chuyển sang bài học. Phần này có thể là các hoạt động ghép tranh/ ảnh với thông tin, trả lời một số câu hỏi liên quan đến kinh nghiệm và kiến thức của học sinh gắn với chủ điểm, v.v.

- + **Listening** gồm các bài tập luyện nghe hiểu (*listening comprehension*) có nội dung thể hiện chủ điểm bài học. Phần này yêu cầu học sinh nghe một đoạn hội thoại (*dialogue*) hay một văn bản hoàn chỉnh hoặc chưa hoàn chỉnh, sau đó để học sinh tự kiểm tra mức độ hiểu qua nhiều hình thức như : đánh dấu (*check*) vào ô cho sẵn, liệt kê (*list*), điền chi tiết đã nghe vào chỗ trống (*complete*), trả lời (*answer*) câu hỏi cho sẵn, v.v.

- + **Speaking** gồm các hoạt động luyện nói theo các chức năng ngôn ngữ và theo chủ điểm bài học. Phần này được trình bày qua nhiều hình thức như thảo luận nhóm (*group discussion*), thực tập theo nhóm đôi (*pair work*), trình bày quan điểm cá nhân (*individual presentation*), mô tả (*description*), v.v. theo các thông tin gợi ý hoặc hướng dẫn.
- + **Writing** gồm các bài tập phát triển kỹ năng viết của học sinh. Nhiều hình thức viết được đưa vào như : viết một đoạn tóm tắt (*summary*), viết thư yêu cầu (*letter of request*), viết thư giới thiệu (*letter of recommendation*), v.v.
- + **Language Focus** thống kê và trình bày các vấn đề liên quan đến từ (*Word Study*) và ngữ pháp (*Grammar*) trong bài học và một số bài luyện để minh họa.

– Mỗi bài ôn tập (*Consolidation*) gồm:

- + **Pronunciation** với các câu trắc nghiệm khách quan, giúp học sinh ôn lại và mở rộng các vấn đề phát âm.
- + **Listening Comprehension** giúp học sinh nghe hiểu, ôn lại các nội dung đã học trong các bài học. Dạng trắc nghiệm khách quan được sử dụng nhằm giúp học sinh làm quen với hình thức kiểm tra này.
- + **Vocabulary** với các câu trắc nghiệm khách quan, giúp học sinh ôn lại từ ngữ và các vấn đề liên quan đến từ ngữ đã học.
- + **Grammar and Structure** với các câu trắc nghiệm khách quan, giúp học sinh ôn lại các nội dung ngữ pháp và cấu trúc đã học trong các bài học.
- + **Reading** dùng để kiểm tra khả năng đọc hiểu văn bản của học sinh qua một số kỹ năng đọc.
- + **Writing** kiểm tra khả năng viết của học sinh.

Cuối sách có **Bảng từ ngữ mới** và **Phụ lục các kí hiệu phiên âm** dùng trong sách.

Tập thể các tác giả mong rằng sách **Tiếng Anh 11 nâng cao** sẽ giúp cho các em học sinh vui học và thực hành tiếng Anh có kết quả. Chúng tôi rất mong nhận được sự góp ý của các thầy cô giáo và các em học sinh.

**CÁC TÁC GIẢ**

# CONTENTS

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|                          |   |     |
|--------------------------|---|-----|
| <b>BOOK MAP</b>          |   | 6   |
| UNIT 1                   | <b>FRIENDSHIP</b>                             | 14  |
| UNIT 2                   | <b>PERSONAL EXPERIENCE</b>                    | 24  |
| UNIT 3                   | <b>PARTIES</b>                                | 34  |
| UNIT 4                   | <b>VOLUNTEER WORK AND LITERACY PROGRAMS</b>   | 45  |
| <i>CONSOLIDATION 1</i>   |   | 57  |
| UNIT 5                   | <b>COMPETITIONS</b>                           | 64  |
| UNIT 6                   | <b>POPULATION</b>                             | 77  |
| UNIT 7                   | <b>CELEBRATIONS</b>                           | 91  |
| UNIT 8                   | <b>POSTAL AND TELECOMMUNICATIONS SERVICES</b> | 105 |
| <i>CONSOLIDATION 2</i>   |   | 118 |
| UNIT 9                   | <b>NATURE IN DANGER</b>                       | 126 |
| UNIT 10                  | <b>SOURCES OF ENERGY</b>                      | 139 |
| UNIT 11                  | <b>THE ASIAN GAMES</b>                        | 151 |
| UNIT 12                  | <b>HOBBIES</b>                                | 163 |
| <i>CONSOLIDATION 3</i>   |   | 172 |
| UNIT 13                  | <b>ENTERTAINMENT</b>                          | 179 |
| UNIT 14                  | <b>SPACE CONQUEST</b>                         | 191 |
| UNIT 15                  | <b>WONDERS OF THE WORLD</b>                   | 199 |
| UNIT 16                  | <b>AN ENGLISH-SPEAKING WORLD</b>              | 211 |
| <i>CONSOLIDATION 4</i>   |   | 221 |
| <b>GLOSSARY</b>          |   | 228 |
| <b>GLOSSARY OF NAMES</b> |   | 247 |
| <b>APPENDICES</b>        |   | 252 |
|                          | <i>Abbreviations</i>                          |     |
|                          | <i>Pronunciation Symbols</i>                  |     |

# BOOK MAP

| UNIT  | FUNCTION   | READING  | LISTENING   |
|---|--|--|---|
| <b>1</b><br><b>Friendship</b>                           | – Talking about friendship                           | Reading about friendship: scanning for details; checking true and false; completing sentences          | Listening for physical characteristics and personalities; questions and answers |
| <b>2</b><br><b>Personal Experience</b>                  | – Talking about senses and personal experiences      | Reading about personal experiences: checking true and false; scanning for details; listing information | Listening to a personal experience: checking true and false; checking words     |
| <b>3</b><br><b>Parties</b>                              | – Talking about different kinds of parties           | Reading about table manners: table filling; word explanation; finding word meanings                    | Listening to parties: checking true and false; giving short answers             |
| <b>4</b><br><b>Volunteer Work and Literacy Programs</b> | – Talking about volunteer work and literacy programs | Reading about volunteer work: checking facts; scanning for details                                     | Listening to volunteer work: checking information; gap filling                  |

| SPEAKING                                      | WRITING  | LANGUAGE FOCUS   |
|---|--|--|
| Making friends                                | Writing a narrative                                    | <ul style="list-style-type: none"> <li>– Descriptive adjectives</li> <li>– Verb form review</li> <li>– Linking words</li> </ul>  |
| Talking about activities with the senses      | Writing a personal letter describing a past experience | <ul style="list-style-type: none"> <li>– Sense verbs</li> <li>– Modal perfect</li> <li>– Verb form review</li> </ul>   |
| Planning a party                              | Writing a letter of invitation and a response          | <ul style="list-style-type: none"> <li>– Compound nouns:<br/>noun + noun</li> <li>– Base form of verb or<br/><i>to</i> + base form of verb</li> <li>– Base form of verb or<br/><i>-ing</i> form of verb</li> </ul> |
| Expressing gratitude and responding to thanks | Writing a thank-you letter                             | <ul style="list-style-type: none"> <li>– Adjectives derived from nouns</li> <li>– Reported speech</li> </ul>   |

| UNIT  | FUNCTION   | READING   | LISTENING   |
|---|--|---|---|
| <b>5</b><br><b>Competitions</b>                           | <ul style="list-style-type: none"> <li>– Talking about different types of competitions</li> </ul>                              | Reading about beauty contests: questions and answers; checking true and false   | Listening to the introductory part of a quiz show: table filling; taking notes  |
| <b>6</b><br><b>Population</b>                             | <ul style="list-style-type: none"> <li>– Talking about population</li> <li>– Understanding statistics on population</li> </ul> | Reading about population trend in China: checking true and false; choosing charts and graphs; scanning for details              | Listening for specific information about Brunei and its people; table filling; questions and answers                                |
| <b>7</b><br><b>Celebrations</b>                           | <ul style="list-style-type: none"> <li>– Talking about celebrations in Viet Nam and some other countries</li> </ul>            | Reading about New Year's celebrations around the world and in Viet Nam: table filling; questions and answers; making inferences | Listening to songs: numbering; gap filling  |
| <b>8</b><br><b>Postal and Telecommunications Services</b> | <ul style="list-style-type: none"> <li>– Talking about different postal and telecommunications services</li> </ul>             | Reading about the Internet: matching subheadings with paragraphs; checking true and false                                       | <ul style="list-style-type: none"> <li>– Listening and correcting mistakes</li> <li>– Listening for specific information</li> </ul> |

| SPEAKING   | WRITING   | LANGUAGE FOCUS   |
|--|---|--|
| Expressing personal opinions about types of competitions | Writing a letter to ask for and give information about competitions | <ul style="list-style-type: none"> <li>– Nouns derived from verbs</li> <li>– Gerund and present participle</li> <li>– Perfect gerund and perfect participle</li> </ul> |
| Stating points of view                                   | Describing trends in graphs   | <ul style="list-style-type: none"> <li>– Fractions</li> <li>– Restrictive relative clauses (Review)</li> <li>– Non-restrictive relative clauses (Review)</li> </ul>    |
| Talking about celebrations                               | Writing a proposal for a celebration activity                       | <ul style="list-style-type: none"> <li>– Genitive 's</li> <li>– Conditional sentences</li> </ul>   |
| Giving instructions on how to do something               | Writing a letter of complaint                                       | <ul style="list-style-type: none"> <li>– Words used in computing and telephoning</li> <li>– Pronouns</li> <li>– Indirect speech with conditional sentences</li> </ul>  |

| UNIT   | FUNCTION   | READING  | LISTENING   |
|--|--|--|---|
| <p><b>9</b></p> <p><b>Nature in Danger</b></p>   | <p>– Talking about natural beauty resources and natural resorts and threats to the environment</p> | <p>Reading about Mt. Everest - its environmental problems and solutions: choosing a suitable title; questions and answers; finding word meanings</p> | <p>Listening to the effects of ecotourism: checking true and false; gap filling</p>           |
| <p><b>10</b></p> <p><b>Sources of Energy</b></p> | <p>– Talking about sources of energy</p>   | <p>Reading about sources of energy for the poor: choosing a suitable title; scanning for details; questions and answers</p>                          | <p>Listening to sources of energy and biomass: checking information; completing a diagram</p> |
| <p><b>11</b></p> <p><b>The Asian Games</b></p>   | <p>– Talking about the Asian Games</p>   | <p>Reading about the 15th Asian Games: table filling; questions and answers</p>  | <p>Listening to a report of the Asian Games: matching; multiple choices</p>                   |
| <p><b>12</b></p> <p><b>Hobbies</b></p>           | <p>– Talking about hobbies and preferences</p>   | <p>Reading about hobbies and some types of collection: questions and answers; table filling</p>  | <p>Listening for specific information: taking notes; completing sentences</p>                 |

| SPEAKING                          | WRITING                                     | LANGUAGE FOCUS  |
|-----------------------------------|---|---|
| Giving explanations of actions    | Describing tables – comparison and contrast | <ul style="list-style-type: none"> <li>– Suffix <i>-al</i></li> <li>– Reduced relative clauses (Review)</li> </ul>  |
| Alternative ways of saying things | Writing about places                        | <ul style="list-style-type: none"> <li>– Word formation with <i>bio-</i></li> <li>– Relative clauses with prepositions</li> </ul>                                       |
| Reporting a sporting event        | Writing a report                            | <ul style="list-style-type: none"> <li>– Compound nouns formed from phrasal verbs</li> <li>– Omission of relative pronouns</li> </ul>                                   |
| Talking about preferences         | Writing about hobbies                       | <ul style="list-style-type: none"> <li>– Word derivation</li> <li>– Cleft sentences</li> <li>– <i>Both ... and ...;</i><br/><i>Not only ... but also ...</i></li> </ul> |

| UNIT  | FUNCTION   | READING  | LISTENING  |
|---|--|--|--|
| <b>13</b><br><b>Entertainment</b>             | – Talking about different forms of entertainment | Reading about entertainment in the United States: matching; checking true and false  | Listening to a letter: checking true and false; questions and answers                                |
| <b>14</b><br><b>Space Conquest</b>            | – Talking about space conquest and space tourism | Reading about space tourism: checking true and false; questions and answers  | Listening to a talk about astronaut selection: table filling; gap filling                            |
| <b>15</b><br><b>Wonders of the World</b>      | – Talking about wonders of the world             | Reading about wonders of the world and the tallest buildings in the world: multiple choices; questions and answers; scanning for details | Listening to the story of the Taj Mahal: checking true and false; questions and answers; gap filling |
| <b>16</b><br><b>An English-Speaking World</b> | – Talking about the English-speaking world       | Reading about English: matching; checking true and false; checking facts   | Listening to American ways of offering gifts: checking true and false; gap filling                   |

| SPEAKING   | WRITING                                      | LANGUAGE FOCUS   |
|--|--|--|
| <ul style="list-style-type: none"> <li>- Expressing agreement and disagreement about holiday activities</li> <li>- Explaining reasons</li> </ul> | <p>Writing about holiday activities</p>      | <ul style="list-style-type: none"> <li>- Words related to entertainment</li> <li>- Cleft sentences in the passive</li> <li>- <i>Either ... or ...</i></li> <li>- <i>Neither ... nor ...</i></li> <li>- <i>Both</i></li> <li>- Agreement of subject and verb</li> </ul> |
| <p>Talking about possibility</p>   | <p>Writing a report</p>                      | <ul style="list-style-type: none"> <li>- Compound nouns</li> <li>- Modal auxiliaries: <i>can, could, be able to</i></li> </ul>   |
| <p>Asking for and giving information</p>   | <p>Writing a biography</p>                   | <ul style="list-style-type: none"> <li>- Compound adjectives</li> <li>- The passive construction:<br/><i>It is said that ...</i><br/><i>He is said ...</i></li> </ul>  |
| <p>Expressing optimism or pessimism</p>  | <p>Writing a report about a famous place</p> | <ul style="list-style-type: none"> <li>- Words related to people and cities</li> <li>- Comment tags / comment clauses and question tags</li> <li>- Conditional sentences (Review)</li> </ul>   |

# 1

## FRIENDSHIP



### READING

#### Before You Read

*Most people have old school photos or address books that remind them of their old friends.*



*Think for a minute or two about a friend you remember well but haven't seen for a long time. Tell another student*

- when you last saw him/her.
- what he/she was doing then.
- what he/she was like.
- where he/she is now. (Guess if you don't know.)
- if you would like to get in touch with him / her again. (Why? / Why not?)

## Reading Text

Read the texts and do the tasks that follow.

A

John is an American eleventh grader. The following are his opinions on “friendship” during his school years.

- In eighth grade, your idea of a good friend was the person who helped you pack up your stuffed animals and old soccer stuff, but didn’t laugh at you when you were finished and broke out into tears.
- In ninth grade, your idea of a good friend was the person who stood beside you through thick and thin and no matter even though you were the biggest loser ever.
- In tenth grade, your idea of a good friend was the person who let you cheat off them during a math test, even though you both ended up in detention every day for two months.

B

Having a best friend to confide in can bring a positive effect on our emotional health. An evening out with the closest friend may be the best guarantee of a good time. In fact, our best friend can prevent us from developing serious psychological problems such as depression and anxiety.

Best friendship evolves with time – we cannot go out and pick our best friend. We become friends with people who share common interests – at school or through hobbies, for example.

Best friends have usually known each other for years and stuck together through good and bad times. If you do not have one, perhaps you are being too distant from people, or focusing too much on your work.

- a) Match the grades with the opinions. Then write full sentences. Begin your sentences like this: *In eighth grade, your idea of a good friend is someone who ...*

| Grades    | Opinions on a Good Friend                                      |
|-----------|--|
| 1. Eighth | a. let you copy his/her paper in an exam                       |
| 2. Ninth  | b. be on your side through good and bad times                  |
| 3. Tenth  | c. pack up toys and old stuff; empathize with you in bad times |

- b) Check (✓) whether the following statements are true (T) or false (F) according to text B. Then correct the false sentences.

|  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1. A close friend shares joy and sadness with us.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Close friends don't need to share common interests.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. We can go out and choose a good friend easily.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. We often have satisfaction being with a close friend. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. An unsociable person may not have a close friend.     | <input type="checkbox"/> | <input type="checkbox"/> |

- c) Complete the sentences. Use words from the above texts.

- Being scolded by his mother, the child \_\_\_\_\_.
- Those students were sent to the \_\_\_\_\_ room for their cheating at the exam.
- Lack of interest is a \_\_\_\_\_ of failure.
- He tried to \_\_\_\_\_ his parents that he had not taken part in a motorbike race.
- To \_\_\_\_\_ means to develop gradually.

- d) Work in pairs. Discuss the answers to these questions.

- What is your own idea of a good friend?
- "A friend in need is a friend indeed." Explain the proverb.



## LISTENING

a) Read the list below and find five words which best describe you. Check (✓) the words and add more of your own. Then discuss your list with a partner.

- |                                       |                                    |       |
|---------------------------------------|------------------------------------|-------|
| <input type="checkbox"/> athletic     | <input type="checkbox"/> lazy      | _____ |
| <input type="checkbox"/> reserved     | <input type="checkbox"/> practical | _____ |
| <input type="checkbox"/> fat          | <input type="checkbox"/> skinny    | _____ |
| <input type="checkbox"/> enthusiastic | <input type="checkbox"/> relaxed   | _____ |
| <input type="checkbox"/> stout        | <input type="checkbox"/> sensitive | _____ |
| <input type="checkbox"/> romantic     | <input type="checkbox"/> dynamic   | _____ |
| <input type="checkbox"/> late         | <input type="checkbox"/> punctual  | _____ |

b) You're going to listen to a letter from Jack, Sinh's pen pal, writing about Mai Tran, his new Vietnamese friend, living in Sacramento, California. Listen and check (✓) what is true about Mai.

- |  |   |
|--|---|
| 1. <input type="checkbox"/> reserved     | <input type="checkbox"/> sociable         |
| 2. <input type="checkbox"/> well-dressed | <input type="checkbox"/> casually dressed |
| 3. <input type="checkbox"/> punctual     | <input type="checkbox"/> late             |
| 4. <input type="checkbox"/> conservative | <input type="checkbox"/> enthusiastic     |
| 5. <input type="checkbox"/> practical    | <input type="checkbox"/> sympathetic      |
| 6. <input type="checkbox"/> athletic     | <input type="checkbox"/> skinny           |
| 7. <input type="checkbox"/> attractive   | <input type="checkbox"/> boring           |
| 8. <input type="checkbox"/> sensitive    | <input type="checkbox"/> indifferent      |

c) Listen again and answer the following questions.

1. On what occasion did Jack meet Mai Tran?

\_\_\_\_\_

2. Where is Mai Tran going this summer?

\_\_\_\_\_

d) Work in pairs. Discuss what your decision would be if you were Jack and explain the reasons.



## SPEAKING

### Making Friends



a) Work in pairs. Check (✓) the expressions that you may use to start a conversation in a multi-school party.

- What are friends for?
- Hi! My name's ...
- Hello! Have we met before?
- It's a great party, isn't it?
- Hi! You look familiar. Have you been in Grape County School?
- I don't think we've met. My name's Ali.
- Haven't I seen you at Alice's party?
- You're from Malaysia, aren't you?

b) Work in pairs. Complete the dialogues. Then practice them.

1. Sinh: (1)\_\_\_\_\_ Sinh, by the way.  
Susan: And I'm Susan. Hi!  
Sinh: Hi! (2)\_\_\_\_\_ one of these cheese biscuits. They're really tasty.  
Susan: Thanks. Mm! (3)\_\_\_\_\_ good, (4)\_\_\_\_\_? (5)\_\_\_\_\_ something to drink?

2. Jack: (6)\_\_\_\_\_ great music, (7)\_\_\_\_\_?

Mai: Yes. It sounds good.

Jack: (8)\_\_\_\_\_ you somewhere before? At Sinh's, for instance?

Mai: No. I've never been there.

Jack: So (9)\_\_\_\_\_ Lan's?

Mai: No. I'm her cousin.

- c) *Work in groups. Act out a party situation in which you meet many young people that you haven't known before.*

### Useful Expressions

#### Introducing yourself

- Hello! / Hi! I'm ... I'm from ...
- My name's ..., by the way.
- How do you do? I'm ... Nice to meet you.

#### Checking if you know someone

- Well, I don't think we've met. My name's ...
- Haven't I seen you at ...'s?
- You're a friend of ...'s, aren't you?

#### Making offers

- How about ...?
- Can I get you something to drink? / Could I get you a drink?
- Would you like something to eat?

#### Commenting on the situation

- It's a great party, isn't it?
- Isn't it a great / lovely party?
- The music sounds great, doesn't it?



## WRITING

### Writing a Narrative

- a) *Work in pairs. Complete the passage with words from the box. Some words can be used more than once.*

|       |            |          |           |
|-------|------------|----------|-----------|
| tall  | controlled | vicious  | crazy     |
| slim  | shy        | timid    | terrified |
| short | appearance | imbecile | smart     |

How could I ever forget a classmate of mine in the fourth grade, Poisonous Bin? He was our age but very (1)\_\_\_\_\_ and (2)\_\_\_\_\_ with black hair cut very (3)\_\_\_\_\_. All the guys in the class were completely fascinated by his (4)\_\_\_\_\_ and particularly, the way he looked so self-(5)\_\_\_\_\_. He was really (6)\_\_\_\_\_ but (7)\_\_\_\_\_. He had a way of criticizing you that made everyone else in the class laugh at you. I must confess that I was really (8)\_\_\_\_\_ and (9)\_\_\_\_\_ then because I was the youngest boy at home. I can't remember the number of times he reduced me to tears. Every time I hear the word "(10)\_\_\_\_\_" I still think of him. "You are an (11)\_\_\_\_\_. You will never amount to much. You are an (12)\_\_\_\_\_." And everyone giggled. I was (13)\_\_\_\_\_ of him, but in a funny sort of way, I really loved being near him because he would be very nice to you if he was in a good mood, and you would learn a lot from him!



- b) *Number each sentence to show its order in the piece of writing. The first one has been done for you.*

- During the party, she was always surrounded by a cheerful and noisy crowd.
- I must say that Trang is one of my best friends now.
- Unfortunately, my family had to move to a big city.

- She looked athletic in blue jeans and a T-shirt, and she danced beautifully at the party.
- It was her cheerful face with the two dimples on her cheeks that attracted me at first sight.
- She was a decisive and smart player at the game.
- I met Trang at my cousin's birthday party two years ago.
- Furthermore, she was an interesting playmate because she was able to help me improve my playing strategies.
- However, we still keep in touch through e-mails.
- After the party, we met each other quite often because we shared a common interest – playing chess.

c) Write within 130 – 150 words about one of your friends. The words and expressions in tasks a) and b) can help you.



## LANGUAGE FOCUS

### Word Study

#### Descriptive Adjectives

a) Underline the adjectives in the following sentences.

1. He believes in true friendship and fair play.
2. My best friend is a responsible and honest girl.
3. Mr. Linh is not only a devoted but also an excellent teacher.
4. We have been best friends for many years.
5. Na is both sociable and kind.
6. He worked hard so that he could gain a prosperous life.
7. It is very kind of you to wish me a prosperous and long life.
8. The bus driver was smart and quick enough to avoid a collision with a very fast truck traveling in the opposite direction.

b) Read the text. Fill in the blanks with words from the box.

|            |        |               |                    |       |
|------------|--------|---------------|--------------------|-------|
| persistent | poor   | unforgettable | afraid of          | bushy |
| young      | wooden | poisonous     | long loud piercing |       |

He is a (1)\_\_\_\_\_ man living in the countryside. Yet he has been (2)\_\_\_\_\_ snakes because he got an (3)\_\_\_\_\_ experience of them. One day he went into the forest in his neighborhood with two of his playmates to gather (4)\_\_\_\_\_ sticks for sale. While they were going through a (5)\_\_\_\_\_ area, a deadly (6)\_\_\_\_\_ snake bit one of the boys. The (7)\_\_\_\_\_ boy uttered a (8)\_\_\_\_\_ sound and fell to the ground. Since then he has had a (9)\_\_\_\_\_ phobia of snakes.

c) Rearrange the words in each sentence to make it grammatically correct. The first one has been done for you.

1. the / small / there / bottles / five / green / are / table / on

→ There are five green bottles on the small table.

2. made / he / fatal / so / mistakes / far / has / many

3. submarine / son / ugly / yellow / my / large / an / has

4. silk / blue / bought / a / she / has / collapsible / umbrella

5. village / children / having approached / ragged / the / saw / of / we / a / lot / screaming

## Grammar

### Verb Form Review

Complete the passage with the correct form of the verbs in parentheses. The first one has been done for you.

Ninh and I (0) *used* (use) to be best friends and do crazy things together. One of the days I still (1)\_\_\_\_\_ (remember) best was when he was struck by lightning. We (2)\_\_\_\_\_ (not, have) class on that day because there was no school. All the teachers (3)\_\_\_\_\_ (have) to attend an important meeting with local authorities. Ninh and I

(4)\_\_\_\_\_ (go) swimming in the river with some village children because the weather (5)\_\_\_\_\_ (be) so hot for several days. The sky was so blue and high. There (6)\_\_\_\_\_ (be) a few clouds far in the east. We (7)\_\_\_\_\_ (use, have) a lot of fun with this small river because after our swimming we (8)\_\_\_\_\_ (use, climb) up the



trees along the river banks for their fruits. As usual, Ninh and I climbed up the tallest tree because we (9)\_\_\_\_\_ (can, see) the whole village from there. While we (10)\_\_\_\_\_ (be, bite) into some sour guavas the wind suddenly (11)\_\_\_\_\_ (blow) harder and harder. Suddenly a thunder (12)\_\_\_\_\_ (come) along with a great flash of lightning. I was so scared and (13)\_\_\_\_\_ (fall) down the tree and became unconscious. When I opened my eyes, I was in my bed, surrounded by my parents and relatives. Later on, I (14)\_\_\_\_\_ (be, tell) that Ninh (15)\_\_\_\_\_ (be, burn) badly by the lightning but he was still alive.

From that day up to now I (16)\_\_\_\_\_ (keep) away from the river and the trees along its banks, and Ninh (17)\_\_\_\_\_ (get) the nickname the “lightning-god-spared boy.”

### Linking Words

Match one line in column A with one in column B. Then use the correct linking words in the box to fill in the blanks.

| and      or      but      either      neither |  |
|---|--|
| A   | B  |
| 1. He packed his suitcase                     | a. nor their teachers have prepared for the excursion. |
| 2. Does it mean he's going to recover         | b. or send him a fax.                                  |
| 3. I thought it was late                      | c. _____ stay unconscious?                             |
| 4. I'll _____ make a call                     | d. _____ it was still very early.                      |
| 5. _____ the students                         | e. _____ went out to the minibus.                      |

# 2

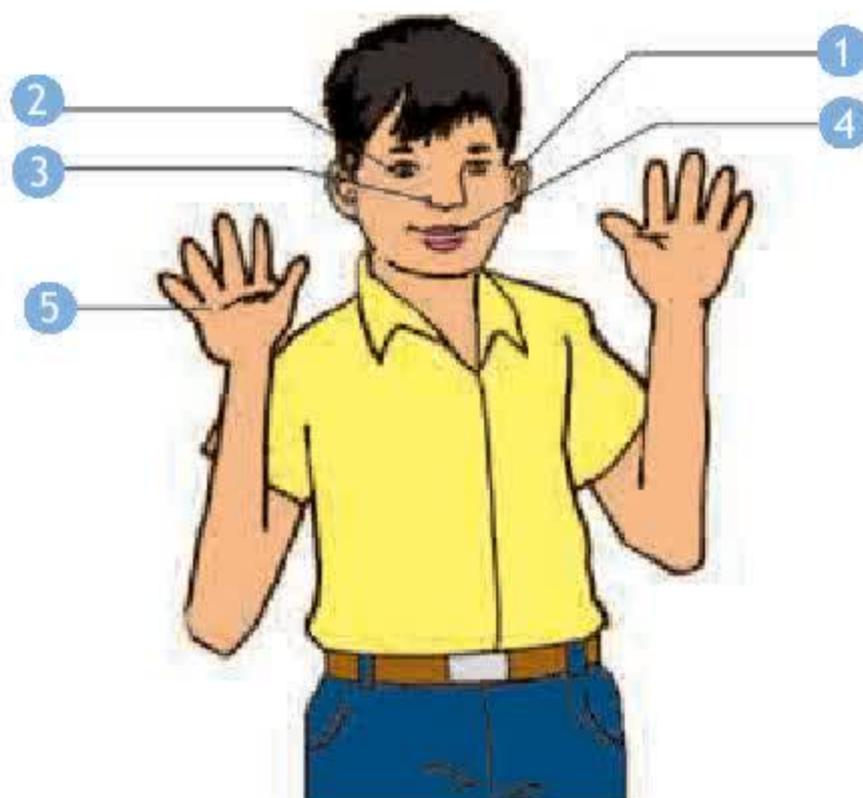
## PERSONAL EXPERIENCE



### READING

#### Before You Read

a) Work in pairs. Look at the picture and name the five senses.



b) Work in groups. Write the senses which help you know about the following things.

1. The softness of a leather briefcase
2. The fragrance of a rose
3. The color of a new shirt
4. The sound of a doorbell
5. The flavor of a birthday cake

Senses

---

---

---

---

---

c) Have you ever felt embarrassed? What was your most embarrassing experience?

## Reading Text

Read the following extract and do the tasks that follow.



### The First Party

He arrived at his relative's house for dinner and found the room full of people he did not know. He saw many people talking merrily and there was a pause in the conversation as he passed by. He thought: "Everyone is looking at me." This made him nervous. When he heard someone ask him his name, he thought: "They must all have noticed how nervous I am." So he avoided catching anyone's eye and looked around for someone he knew, but in vain. He wondered if he would ever be able to think of anything to say and started to feel uncomfortably hot. The louder people talked the more he thought: "I really don't belong here," and "Nothing I could think of to say would interest these people." This made it harder for him to join in the conversation, so he kept quiet and retreated into his shell, aware of how inept he had to be in other people's eyes. He looked out for a way of leaving early, hoping that he could slip away without drawing too much attention to himself.

The next day he could not stop thinking about how he must have appeared to the other people there. Images came to mind and brought back all the embarrassment and nervousness. He decided that he would never do that again. Other thoughts also went through his mind, about how hard it was to make friends, and how inadequate he felt compared to other people. He wondered if he could ever change, as he had always been shy. Other shy people seemed to have managed to grow out of it, so he also asked himself whether there was something wrong with him. The longer this train of thoughts went on, the more dispirited and sadder he felt many days after his first party experience.

a) Check (✓) whether the following statements are true (T) or false (F). For the false statements, write the true information.

|  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1. The character in the text was a sociable person.      | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. He felt nervous and embarrassed among other people.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. To him, making friends was easy.                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. He was able to grow out of his shyness.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The dinner party had an impact on him for a few days. | <input type="checkbox"/> | <input type="checkbox"/> |

b) Read the first paragraph and list

- two pieces of information related to the sense of sight.

---

---

- one piece of information related to the sense of hearing.

---

---

c) Read the second paragraph. Pick out the information which expresses the writer's feelings during and after the party.

d) Work in groups. Discuss what advice you would give the writer in order to overcome such an experience.



## LISTENING

a) Fill in the blanks with the words from the box.

|              |                   |          |
|--------------|-------------------|----------|
| embarrassing | presentation      | standing |
| ashamed      | absent-mindedness |          |

- I believe that everyone has had \_\_\_\_\_ experiences in their life.
- Everything seemed so nice until I noticed that I had left the storybook with which I had the duty to do an oral \_\_\_\_\_ to the club members.
- I saw the book on a shelf not very far from the place we were \_\_\_\_\_.
- My face was hot and I felt extremely \_\_\_\_\_ of myself.
- My friend had an opportunity to laugh at my \_\_\_\_\_.

b) Listen to a student's experience. Check (✓) whether the following statements are true (T) or false (F). For the false statements, write the true information.

- |   | T                        | F                        |
|---|--------------------------|--------------------------|
| 1. The embarrassing experience happened on one Saturday.                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The weather was nice on his way to the club meeting.                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. He went into a bookstore to find the novel he collected.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. He put his bicycle in front of the store.                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. He felt ashamed of his carelessness for having taken someone else's bicycle. | <input type="checkbox"/> | <input type="checkbox"/> |

c) Listen to the story again. Check (✓) the adjectives that you think are appropriate to the student's experience in the story in a).

- |                 |                          |                |                          |
|-----------------|--------------------------|----------------|--------------------------|
| 1. funny        | <input type="checkbox"/> | 5. reserved    | <input type="checkbox"/> |
| 2. careful      | <input type="checkbox"/> | 6. careless    | <input type="checkbox"/> |
| 3. sociable     | <input type="checkbox"/> | 7. fearful     | <input type="checkbox"/> |
| 4. embarrassing | <input type="checkbox"/> | 8. forgettable | <input type="checkbox"/> |

d) Work in groups. Retell the story.



## SPEAKING

### Talking about Activities with the Senses



a. A dog



b. A falcon



c. A bat



d. A taster



e. A smoke detector



f. A heat-seeking missile

a) *Work in pairs. Match the pictures with activities with the senses.*

1. \_\_\_\_\_ sees from a long distance.
2. \_\_\_\_\_ discovers fire in a room.
3. \_\_\_\_\_ discovers and follows a heating source.
4. \_\_\_\_\_ tastes alcoholic drinks to differentiate them.
5. \_\_\_\_\_ hears from a long distance.
6. \_\_\_\_\_ smells in order to search for something.

b) *Talk about activities with the senses.*



Example

A: What do you think dogs are good at?

B: Well, I guess they are good at smelling in order to search for something.

c) *Work in groups. Talk to your partners what you can do with one of the five senses.*



## WRITING

### Writing a Personal Letter Describing a Past Experience

a) Complete the following letter with the words from the box.

|        |          |         |        |             |          |
|--------|----------|---------|--------|-------------|----------|
| thanks | social   | luckily | abroad | carefully   | dish     |
| mutual | together | funny   | host   | embarrassed | happened |

Hue, March 22, 20\_\_

Dear John

Well, I'm fine, and thanks a lot for the photos. You look great at the commencement exercises. You want to know my latest news? OK. A (1)\_\_\_\_\_ thing happened to me last weekend. I had a (2)\_\_\_\_\_ gathering with one of my best friends coming back to the country from another one. I was the (3)\_\_\_\_\_ of a reunion dinner at a restaurant in my neighborhood. I had also invited a few of our (4)\_\_\_\_\_ friends and we had been having a really good time (5)\_\_\_\_\_ talking about our old school days and future plans until we finished the last (6)\_\_\_\_\_. My friend from (7) \_\_\_\_\_ was the first to say goodbye because he had to get up early the next morning for a long trip to Ha Long Bay. Then the remaining friends stood up to say (8)\_\_\_\_\_ and goodbye to me. It was the time that I had to pay the bill, and you know what (9)\_\_\_\_\_? I could not find the money that I had (10)\_\_\_\_\_ put in the pocket before I left for the dinner.

I felt extremely (11)\_\_\_\_\_ and confused. I called my sister. (12)\_\_\_\_\_, she was still awake and she quickly came to solve the problem. Later on, I found out that I had put the money in the pocket of another pair of pants! Well, it was a really embarrassing experience, wasn't it? Have you ever had such an experience? Write to me when you have time, OK?

Nam

b) Now write a letter to tell your friend the most embarrassing experience of yours in the same way.



## LANGUAGE FOCUS

### Word Study

#### Sense Verbs

a) Make questions with the words provided and answer them. Give explanations. The first one has been done for you.

1. eyes

A: *What do you use your eyes for?*

B: *I see with my eyes. Without my eyes, I couldn't see colors, things, and people around me.*

2. ears

3. skin

4. tongue

5. nose

b) Answer the quiz, using sense verbs.

1. What are dogs good at?

---

2. How can a blind person read?

---

3. How does a chef test his cooking?

---

4. Can a deaf person listen to music? Why or why not?

---

5. Can a blind person watch TV? Why or why not?

---

## Grammar

### Modal Perfect: Modal + *have* + Past Participle

#### Example

A: You looked so pale when you entered the exam room.

B: Yeah. You *might have noticed* that I was very anxious and nervous then.

*Find explanations for the following statements.*

1. A: She did not come to the party yesterday.

B: She might have \_\_\_\_\_

2. A: I could not find my book.

B: You could have \_\_\_\_\_

3. A: I smelled something burning when I passed her kitchen.

B: She could have \_\_\_\_\_

4. A: They said he did not answer the phone call.

B: He might have \_\_\_\_\_

5. A: I saw a lot of vehicles in front of his house.

B: They could have \_\_\_\_\_

6. A: The soup tasted sweet.

B: The chef could have \_\_\_\_\_

### Verb Form Review

*Read the texts and put the verbs in parentheses in the correct form.*

- a) When I (1)\_\_\_\_\_ (be) a little boy I (2)\_\_\_\_\_ (use) to wander in the woods by the river flowing through my village. In spring, I (3)\_\_\_\_\_ (love) watching a variety of bushes and plants (4)\_\_\_\_\_ (grow) in the sunlight and (5)\_\_\_\_\_ (listen) to newly-born birds (6)\_\_\_\_\_ (chirp) in their nests high on the trees. In summer, I (7)\_\_\_\_\_ (use) to watch different kinds of kites (8)\_\_\_\_\_ (fly) high in the blue sky and listen to buffalo boys (9)\_\_\_\_\_ (play) their bamboo flutes when they (10)\_\_\_\_\_

(ride) their water buffaloes. In winter, I (11)\_\_\_\_\_ (use) to sit with my dad by the river and (12)\_\_\_\_\_ (watch) him fish for hours.

**b)** I (1)\_\_\_\_\_ (live) in a big city now. I (2)\_\_\_\_\_ (stop, see) bushes and plants (3)\_\_\_\_\_ (grow) in the woods, and the kites (4)\_\_\_\_\_ (fly) high in the sky. Every day I (5)\_\_\_\_\_ (see) people (6)\_\_\_\_\_ (pass) by me in a hurry and different kinds of vehicles (7)\_\_\_\_\_ (travel) to and fro on the way to my office and back home. I (8)\_\_\_\_\_ (stop, listen) to the birds (9)\_\_\_\_\_ (sing) and the buffalo boys (10)\_\_\_\_\_ (play) their bamboo flutes but the traffic (11)\_\_\_\_\_ (sound) noisily and people (12)\_\_\_\_\_ (talk) and (13)\_\_\_\_\_ (chat). I (14)\_\_\_\_\_ (watch) people (15)\_\_\_\_\_ (catch) fish on TV instead of my dad by the river. Sometimes I (16)\_\_\_\_\_ (feel) lost and nostalgic.

# 3

## PARTIES



### READING

#### Before You Read



*You have attended parties several times so far. As a Vietnamese, are you sure you have had courtesy manners at a party table? Add two more Vietnamese table manners that you should observe at a party in your locality.*

1. The blunt ends of the chopsticks are sometimes used to transfer food from a common dish to your own plate or bowl (never to your mouth).
2. Decide what to pick up before reaching it with chopsticks. Do not hover or poke around looking for special ingredients. After you have picked up an item, do not put it back in the dish.
3. \_\_\_\_\_
4. \_\_\_\_\_

## Reading Text

Read the extract and do the tasks that follow.

### Table Manners

A party is a social gathering intended primarily for celebration and recreation. Parties provide numerous opportunities for social interaction of various kinds, depending on the participants and their understanding of the accepted behavior for a given occasion. As a result, they tend to reinforce cultural standards. The purpose of a party is to bring together a group of people in a congenial atmosphere. All personal relationships are made pleasanter by simple good manners. This is especially true of table manners, a type of etiquette used when eating. Different cultures have different standards for table manners. The following are a few basic British table manners.

- Chew with the mouth closed, and do not talk while chewing.
- Elbows must not rest upon the table while any food is present.
- If at all possible, refrain from coughing or sneezing at the table, and, if need be, excuse yourself.
- Soup is to be lifted by the spoon in movements away from yourself, not toward.
- Fingers are not to be used except in the case of bread and other similar foods.
- While you are still eating your meal, put your cutlery to the side of your plate at the four and eight o'clock positions, on opposite sides of the plate, then the waiter won't remove your plate. Put your cutlery at the twelve o'clock position when you have finished.
- After cutting the food and carrying it to the mouth, cross the cutlery diagonally on the plate and place your hands on your lap until the mouthful is completely finished. Preparing the next mouthful while still eating the one before is unacceptable.
- The fork is used to carry any solid food to the mouth.
- The teaspoon must be removed from the cup before drinking.
- Do not lick your knife.
- The napkin is kept on the lap and never tucked into the collar.

- a) Complete the table with what you should observe and what you shouldn't when attending a British-hosted party. The first one has been done for you.

|    | Do's                        | Don'ts              |
|----|-----------------------------|---------------------|
| 1. | Chew with the mouth closed. | Talk while chewing. |
| 2. |                             |                     |
| 3. |                             |                     |
| 4. |                             |                     |
| 5. |                             |                     |
| 6. |                             |                     |
| 7. |                             |                     |
| 8. |                             |                     |
| 9. |                             |                     |

- b) Read the extract again. Explain what the italicized words in the following sentences refer to.

1. As a result, *they* tend to reinforce cultural standards.
2. This is especially true of table manners, *a type of etiquette* used when eating.
3. *The following* are a few basic British table manners.

- c) Find words or phrases in the extract that express meanings similar to those provided.

1. raised \_\_\_\_\_
2. protocol \_\_\_\_\_
3. knives, forks, spoons \_\_\_\_\_
4. friendly and sociable \_\_\_\_\_

- d) Work in groups. Discuss some common Vietnamese table manners you should explain to a foreign guest.



### LISTENING

a) Match the pictures with the words.

a



b



c



d



e



- 1. soft drink \_\_\_\_\_
- 2. birthday cake \_\_\_\_\_
- 3. gifts \_\_\_\_\_
- 4. buffet \_\_\_\_\_
- 5. savories \_\_\_\_\_

b) Listen to the first part of the recording. Check (✓) whether the following statements are true (T) or false (F).

- |   | T                        | F                        |
|---|--------------------------|--------------------------|
| 1. There were approximately 6.54 billion people on Earth as of July 2005.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. There would be a birthday celebration every 0.005 second.                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. A child's party usually consists of soft drinks and sweet foods as well as savories. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Adults' parties are often held in restaurants with delicious dishes.                 | <input type="checkbox"/> | <input type="checkbox"/> |

c) Listen to the second part of the recording. Give short answers to the following questions.

1. What are birthday parties in the USA often accompanied by?
2. What does the person whose birthday is celebrated do before blowing out the candles on the birthday cake?

d) Work in groups. Plan a New Year party. The following are helpful to your preparation: invitations, foods and drinks, games.

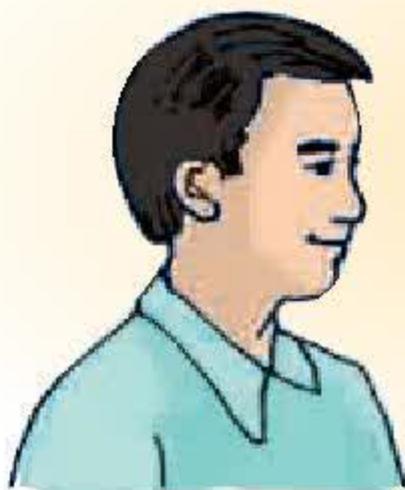


## SPEAKING

### Planning a Party

What should we do for our farewell party?

We need to decide on the guest list, and then the way to serve foods and drinks.



- a) *Work in groups. Read the following helpful list of things for a party preparation and add two more things that you think necessary.*

**Helpful list of things for a party preparation**

- Deciding on the guest list
- Deciding on the way to serve foods and drinks: buffet (guests can make their own selection) or a sit-down meal (fixed menu)
- Planning entertainments: playing games, listening to records, watching video / TV shows, etc.
- Arranging some persons to keep the party moving smoothly: greeting guests, disposing of wraps, answering telephone calls, introducing guests, etc.

- b) *Work in pairs. Practice the dialogue.*

A: What is our plan for the farewell party?

B: Well, we'll invite about a dozen guests and have a sit-down meal.

A: How about entertainment?

B: We're going to have some music and a video show.

A: And everyone's duty?

B: All right, you'll greet the guests and show them to their seats. Hoa will be in the kitchen with me. I'll be the chef. Mai and Minh will serve the foods and drinks. Nam will take care of the guests' vehicles.

- c) *Work in pairs. Plan your coming birthday party.*



## WRITING

### Writing a Letter of Invitation and a Response

a) Read the following letters. What kind of letter is each one?

1

*Ha Noi, December 10, 20\_\_*

*Dear Minh*

*My English-Speaking Club is giving a buffet at the following address – 81 Tran Hung Dao Street, Ha Noi, Sunday, December 23, from 3 p.m. to 5 p.m., to welcome the three American guest speakers.*

*Your presence at the event is highly appreciated.*

*Bring along some of your friends who can speak English if you want to.*

*Please let me know if you will join us.*

*Affectionately*

*Mary*

2

*Ha Noi, December 14, 20\_\_*

*Dear Mary*

*I am very happy to accept your kind invitation to the buffet at 81 Tran Hung Dao Street, Ha Noi, Sunday, December 23, from 3 p.m. to 5 p.m., to welcome the three American guest speakers.*

*I'm going to take two of my friends with me. We look forward to the occasion with pleasure.*

*Sincerely yours*

*Minh*

3

Hồ Chí Minh City, December 16, 20\_\_

Dear Mary

You are very sweet to invite me to the buffet at 81 Tran Hung Dao Street, Ha Noi, Sunday, December 23, from 3 p.m. to 5 p.m., to welcome the three American guest speakers.

But my cousins, who live in the USA, are coming in on that day and we have made our plans to go out of the city.

Thank you very much for your invitation, and I hope we can get together on other occasions.

Sincerely

Minh

- Letter 1 \_\_\_\_\_
- Letter 2 \_\_\_\_\_
- Letter 3 \_\_\_\_\_

b) Read the tips on writing letters of invitation and responses. Identify the points in the letters in a) by putting notes in the margins of the letters.

#### Letters of invitation should include:

- reason for party
- address
- date and day of week
- time to arrive
- time to leave
- if a special activity is planned
- request for a reply

#### Letters of acceptance should:

- confirm attendance at the event
- thank for the invitation
- show interest in the event
- promise to come

**Letters of refusal should:**

- thank for the invitation
- express regret for not attending the event
- explain the reason
- promise to participate in other events in the future

- c) 1. You are going to celebrate your birthday. Write a letter of invitation. State the event, place, time, and special activities if available.
2. Imagine you receive the above letter of invitation to a birthday party. Write a letter of acceptance or refusal.



**LANGUAGE FOCUS**

**Word Study**

**Compound Nouns: Noun + Noun**

- a) Read the definitions and write equivalent compound nouns. The first one has been done for you.

- |  |                         |
|--|-------------------------|
| 1. a party to celebrate one's birthday | <u>a birthday party</u> |
| 2. a motorbike used as a taxi          | _____                   |
| 3. a station from which trains leave   | _____                   |
| 4. a card that gives invitation        | _____                   |
| 5. a pot containing flowers            | _____                   |
| 6. clothes for working in              | _____                   |
| 7. a desk giving information           | _____                   |

- b) Match a noun in column A with one in column B to form a compound noun. Then make sentences with these compound nouns. For some items, more than one combination is possible.

- | A           | B           |       |
|-------------|-------------|-------|
| 1. milk     | a. station  | _____ |
| 2. car      | b. guest    | _____ |
| 3. birthday | c. driver   | _____ |
| 4. house    | d. race     | _____ |
| 5. guest    | e. terminal | _____ |
| 6. train    | f. house    | _____ |
| 7. bus      | g. party    | _____ |
| 8. taxi     | h. man      | _____ |

## Grammar

## Base Form of Verb or to + Base Form of Verb

- a) Fill in each blank with the correct form (base form of verb or to + base form of verb) of the verbs in the box. There is a verb used more than once. The first one has been done for you.

|      |      |       |        |
|------|------|-------|--------|
| hang | see  | come  | invite |
| find | have | leave |        |

Mary: Hi, Nam. You managed (0) *to find* your way then?

Nam: Yes, in the end. There were a lot of traffic jams and the weather was very wet.

Mary: Well, you're here now. Let me (1) \_\_\_\_\_ up your raincoat.

Nam: Thank you.

Mary: I'm glad you decided (2) \_\_\_\_\_ to my party. Everyone seems (3) \_\_\_\_\_ a good time. I decided (4) \_\_\_\_\_ many people. Well, "the more the merrier."

Nam: Has Linda come?

Mary: Well, she said she couldn't (5) \_\_\_\_\_. She'd already made an appointment (6) \_\_\_\_\_ her doctor for a minor surgery.

Nam: And Lien?

Mary: Yes. She came early, but she seemed (7) \_\_\_\_\_ early, too. She was here with her boyfriend.

- b) The following is an extract of suggestions for parents having teens attending a party away from home. Use the correct form of the verbs in parentheses.

- Stress to your teen that if plans change, they need (1) \_\_\_\_\_ (let) you (2) \_\_\_\_\_ (know). Give them a phone number where you can be reached.
- Rehearse what to do if they want (3) \_\_\_\_\_ (leave). Encourage them (4) \_\_\_\_\_ (call) you for a ride if needed.
- Remind your teen never (5) \_\_\_\_\_ (ride) with anyone who has been drinking alcohol or using drugs.
- Stay up until your teen comes home or tell them (6) \_\_\_\_\_ (wake) you up when they arrive.

### To + Base Form of Verb or -ing Form of Verb

Fill in each blank with **to** + base form of verb or **-ing** form of verb to complete the dialogue. The first ones have been done for you.

*Linda:* Where are we going to have our party?

*Minh:* Haven't we all decided (1) *to organize* (organize) our party at Maxim's on the beach?

*John:* Lovely. I enjoy (2) *watching* (watch) the sea at sunset. I might manage (3) \_\_\_\_\_ (take) some seascape photos with my newly-bought camera.

*Mai:* I love parties. I can't resist (4) \_\_\_\_\_ (attend) a party. There might be a lot of fun, particularly at the seaside.

*Mary:* I really dislike (5) \_\_\_\_\_ (go) to the seaside because of the wind and salty atmosphere there.

*Lan:* Well, I don't mind (6) \_\_\_\_\_ (go) to the beach, but I'm a little bit carsick.

*John:* Lan, you promised (7) \_\_\_\_\_ (attend) the party with me. I'm planning to borrow my brother's motorbike.

*Lan:* Oh, did I? But I can't stand (8) \_\_\_\_\_ (sit) behind you all the way to the beach.

*Hoa:* I'm afraid I can't justify (9) \_\_\_\_\_ (take) all that time off from my studies.

# 4

## VOLUNTEER WORK AND LITERACY PROGRAMS



### READING

#### Before You Read

Look at the pictures below. In these pictures you can see some students doing volunteer work. Work with your partners, and match the pictures with suitable volunteer work.



#### Volunteer Work

1. Repairing a country road \_\_\_\_\_
2. Playing games with children in the countryside \_\_\_\_\_
3. Teaching street children \_\_\_\_\_

## Reading Text

Read the text and do the tasks that follow.

*Khanh and his friends joined the volunteer programs during the summer vacation. Below is part of his report.*

We were based at Hiep Phuoc Village, Nha Be District, Ho Chi Minh City. We did such volunteer work as organizing games and activities for local children, conducting literacy classes for adults and remedial classes for weak students, and rebuilding damaged roads as well.

Both Vietnamese and foreign volunteers were divided into groups of three. We stayed with the families around the village, doing various volunteer tasks.

Our main task was to teach beginners and false beginners how to read and write. Based on their different levels, we set them into groupings. Every morning, we conducted remedial courses for weak schoolboys and schoolgirls from 7:30 a.m. to 9:30 a.m. In the afternoon, we taught teenagers to read and write again from 2:00 p.m. to 4:00 p.m. Then we set off for our evening classes, where we taught adult beginners. These evening classes usually started at 5:00 p.m. and lasted two hours. It was not an easy task at all to teach the adults who came after a day's hard work; some even brought along their children and looked after them during class. Besides our main tasks, we organized games for children and often spent the rest of the evening making friends with local young people.

When evaluating our one-month work in such a different environment, we came to an agreement that it was really a good opportunity for us to have valuable firsthand experience. Despite hardship, we benefited a lot from our volunteer programs. Indeed, helping the community enables us to develop our interpersonal skills, attain mutual understanding, promote friendship, and discover our own talents.

**a)** Check (✓) the boxes next to the activities done by the student volunteers at Hiep Phuoc Village.

- |  |                          |
|--|--------------------------|
| 1. Preparing food for the homeless               | <input type="checkbox"/> |
| 2. Conducting remedial classes for weak students | <input type="checkbox"/> |
| 3. Rebuilding damaged roads                      | <input type="checkbox"/> |

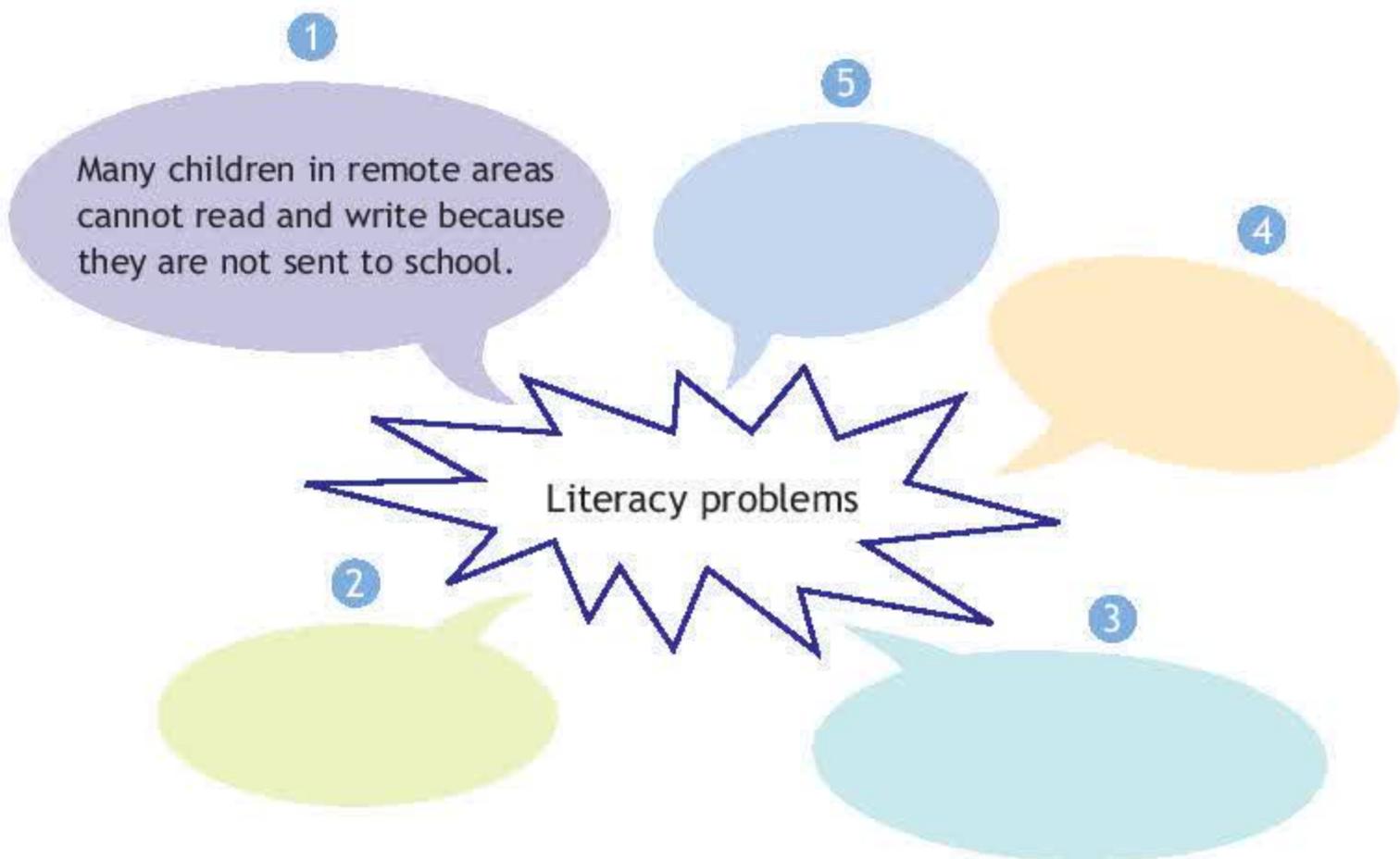
- 4. Playing games with local children
- 5. Conducting literacy classes for teenagers and adults
- 6. Building houses for poor people

**b)** List the benefits gained by the student volunteers. The first one has been done for you.

- 1. Volunteer work helps them gain experience in life.
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**c)** Work in groups. Do the following tasks as directed.

- 1. This diagram shows some main causes leading to literacy problems. Find more causes and fill them in the blank bubbles. The first one has been done for you.



- 2. Discuss these causes and offer some solutions.



## LISTENING

a) Work in pairs. Check (✓) the volunteer work that might be mentioned in the recording.

- Raising funds
- Teaching literacy classes
- Cooking meals for the homeless
- Collecting glass, paper, and empty cans
- Planting trees in the parks

b) Listen to part A and part B. In part A you will hear Chinh, the leader of a volunteer group, telling what they have done. In part B you will hear about the main task Ba and his volunteer group have done. While you listen, check (✓) the appropriate boxes.

| Part A   | Part B  |
|--|---|
| The main task of Chinh's group is<br><input type="checkbox"/> serving poor people.<br><input type="checkbox"/> saving the environment.<br><input type="checkbox"/> conducting a literacy class for adults. | The main task of Ba's group is<br><input type="checkbox"/> serving poor people.<br><input type="checkbox"/> saving the environment.<br><input type="checkbox"/> conducting a literacy class for adults. |

c) Listen to part A and part B again. Fill in the blanks with the missing words.

1. Chinh's group and the local people have raised \_\_\_\_\_ for the poor, taught the street \_\_\_\_\_, and prepared \_\_\_\_\_ for the homeless.
2. Ba's group has collected rubbish, then sent it for \_\_\_\_\_, planted trees and \_\_\_\_\_, and tidied the \_\_\_\_\_.
3. Chinh and Ba think that volunteer work helps develop a sense of community \_\_\_\_\_ and their \_\_\_\_\_ as well.





**SPEAKING**

**Expressing Gratitude and Responding to Thanks**



a) Work in pairs. Find more expressions used to express gratitude and to respond to thanks. Some expressions have been provided.

| Expressions of Gratitude  | Responses to Thanks  |
|---|--|
| <ul style="list-style-type: none"> <li>• Thank you very much for...</li> <li>• I'm very much obliged to you for...</li> <li>• It is extremely good of you to...</li> <li>• I'm really grateful to you.</li> </ul> | <ul style="list-style-type: none"> <li>• (It's) my pleasure.</li> <li>• Delighted I was able to help.</li> <li>• It was the least we could do.</li> <li>• You're welcome.</li> </ul> |

b) Work in groups. Take turns expressing gratitude and responding to thanks. You may use the suggested expressions in a) and the situations below.

 Example

**Situation**

A: A representative of the local people expresses thanks for the volunteers' planting trees in the parks.

B: A representative of the volunteers responds to thanks.

A: *Thank you very much for planting trees in the parks.*

B: *Our pleasure.*

**Situation 1**



Building a house for poor people

**Situation 2**



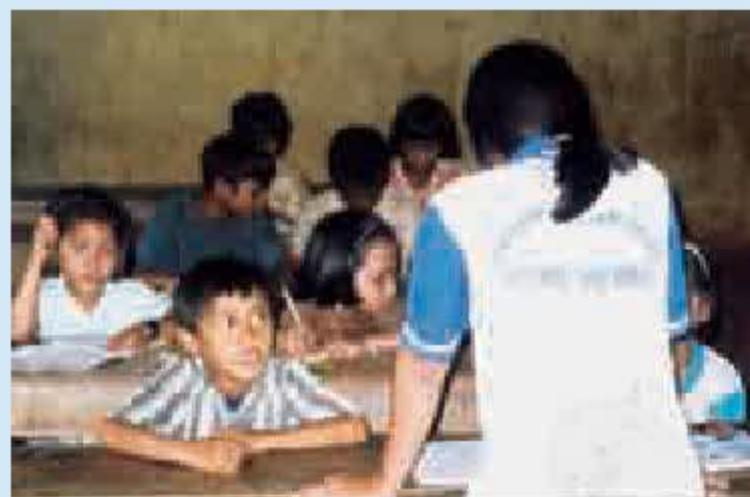
Preparing food for the homeless

**Situation 3**



Helping villagers protect the environment

**Situation 4**



Teaching a literacy class

- c) Work in pairs. Think of some situations where you have to thank people and the responses you have to give when people thank you.



**WRITING**

**Writing a Thank-You Letter**

- a) A number of Vietnamese and foreign Green Summer volunteers rebuilt some classrooms (mending roofs, windows, tables, desks, benches, etc.) in your school. Now write a letter to thank them.



- The format of the letter might be like this:

| Format  | Example  |
|---|--|
| Date  | <i>August 25, 20__</i>   |
| Salutation  | <i>Dear Jim and Chinh</i>  |
| Express thanks and appreciation for what has been done for the village. | <i>I'm writing to thank you for what you have done to our school during your stay in this remote village. We really appreciate your precious help.</i> |
| Say how the work will be useful.  | <i>The classrooms now look clean and tidy. Thanks to this, children can study in those spacious classrooms with convenient facilities.</i>             |
| Express thanks / gratitude again.                                       | <i>Once again we're extremely thankful for your special help and care.</i>   |
| Write a social note.  | <i>We wish you good health and great success and look forward to seeing you again next year.</i>   |
| Closing   | <i>Sincerely yours</i>   |
| Signature   | <i>Nguyen Tam</i>  |

- b) Imagine you are an American student volunteer, who stayed in Mrs. Nam's house during your one-month volunteer campaign in a remote village. Now you have just returned to Ho Chi Minh City. Write a letter to thank her for her special help and care to you and your friends during the time you stayed there.



## LANGUAGE FOCUS

### Word Study

#### Adjectives Derived from Nouns

Below are some suffixes that can be added to some nouns to form adjectives.

-ful

-al

-ous

-able

- a) Match the suffix that goes with the noun. Write the correct word in each blank. The first one has been done for you.

|            | -ful          | -ous | -al | -able |
|------------|---------------|------|-----|-------|
| 1. use     | <i>useful</i> |      |     |       |
| 2. study   |               |      |     |       |
| 3. value   |               |      |     |       |
| 4. parent  |               |      |     |       |
| 5. thought |               |      |     |       |

- b) Fill in the blanks with suitable adjectives in a) to complete the following sentences.

- Many Americans believe that family volunteering is \_\_\_\_\_ for their lives.
- Many Vietnamese students find volunteer programs \_\_\_\_\_.
- Volunteer teachers felt happy because their adult learners were very \_\_\_\_\_.

4. Finding out solutions to literacy problems must be a \_\_\_\_\_ approach to eradicating illiteracy.
5. It is believed that in remote areas sending children to school is \_\_\_\_\_ responsibility.

## Grammar

### Reported Speech

#### Indirect Orders with *to* + Base Form of Verbs

a) Change the following sentences into reported speech.



#### Examples

##### Direct Order

##### Indirect Order

- |  |   |
|--|---|
| – “Write a letter to thank the student volunteers for their help,” said one of the local people. | → <i>One of the local people told his son to write a letter to thank the student volunteers for their help.</i> |
| – “Don’t hesitate if you want to ask for help,” said a volunteer.                                | → <i>A volunteer told me not to hesitate if I wanted to ask for help.</i>                                       |

1. The teacher said to his students, “Do all the homework before you come to class.”

---

2. “Go and see the game tomorrow,” said Trung to Hoang.

---

3. Father said, “Don’t waste your time playing games all day, son.”

---

4. “Go ahead with your presentation,” said the interviewer.

---

5. "Please do not touch any of the material here," said the employer to his assistant.

---

6. The coach said, "Be fast and concentrate hard."

---

7. "Don't hesitate to ask if you have a question," said the instructor to the students.

---

b) Change the following sentences into reported speech. Use the reporting verbs given in the box.

advise

ask

beg

order

remind

request



Examples

### Direct Speech

### Reported Speech with to + Base Form of Verbs

"Will you lend me your book?" said John. (*This is a request, not a question.*)

→ *John asked me to lend him my book.*

"Why not buy another bicycle?" Henry said. (*This is a piece of advice.*)

→ *Henry advised me to buy another bicycle.*

1. Nam said, "Can you do it for me, Mai?"

---

2. "You must do it right now," said the teacher.

---

3. "Smoking is not allowed, sir," the flight attendant said.

---

4. Mother said, "I wouldn't lose hope if I were you."

---

5. "You have to do it for me, David," said Peter.

---

6. "Some more soup, please," said the little boy to the lady.

---

### Reported Speech with Gerunds

Change the following sentences into reported speech. Use the reporting verbs given in the box.

suggest  
apologize

insist  
request

propose  
ask



#### Examples

##### Direct Speech

- "Shall we prepare food for the homeless this weekend?" said our group leader.
- "Thank you for your help," said an old villager.

##### Indirect Speech

- *Our group leader suggested preparing food for the homeless that weekend.*
- *An old villager thanked me for helping him.*

1. "Let's exchange our notes," said Ba.

---

2. "I'll offer you a position in the company," said the manager.

---

3. "Let's stop now and finish it later," said the teacher.

---

4. "Don't go out alone late at night," she said.

---

5. "Why don't we sit down and take a rest?" said the team leader.

---

6. "Let's eat out tonight," said my father.

---

7. "Shall we go to the beach to collect some shells?" said my sister.

---

8. "Sorry I'm late," said the supervisor.

---

9. "Let's go for a walk," said Mai.

---

10. "Please turn down your radio," said Minh.

---

# CONSOLIDATION 1

## Units 1 – 4

---

### PRONUNCIATION

a) Circle the word whose bold part is pronounced differently from that of the other three.

- |                         |                  |                   |                  |
|-------------------------|------------------|-------------------|------------------|
| 1. A. satisfaction      | B. grade         | C. <b>animal</b>  | D. <b>absent</b> |
| 2. A. detention         | B. depression    | C. <b>leather</b> | D. experience    |
| 3. A. photos            | B. <b>social</b> | C. another        | D. broke         |
| 4. A. <b>punishment</b> | B. bushes        | C. buffaloes      | D. stuff         |
| 5. A. reserved          | B. relaxed       | C. finished       | D. dressed       |

b) Circle the word which has a different stress pattern from that of the other three.

- |                   |                 |                |               |
|-------------------|-----------------|----------------|---------------|
| 1. A. animal      | B. positive     | C. empathize   | D. guarantee  |
| 2. A. experience  | B. gradually    | C. literacy    | D. supervisor |
| 3. A. familiar    | B. sensitive    | C. athletic    | D. attractive |
| 4. A. sympathetic | B. conservative | C. comparative | D. accompany  |
| 5. A. poisonous   | B. fascinate    | C. athletic    | D. imbecile   |

### LISTENING COMPREHENSION

a) Listen to the advertisement and check (✓) the correct answers.

We want people \_\_\_\_\_.

1. to raise funds for the organization
2. to visit old people and help them
3. to make their houses cheerful
4. to paint their bedrooms
5. to give them some wallpaper
6. to replace wallpaper in their living rooms

|                          |
|--------------------------|
| <input type="checkbox"/> |

b) Listen to the advertisement again and give brief answers to the following questions.

1. What kind of work does the organization offer?
2. Do they want to collect money for their volunteer work?
3. How much time can a volunteer offer?
4. What is the main purpose of this volunteer work?

## VOCABULARY

a) Complete the following exchanges with the words and phrases from the box.

|           |                 |             |            |
|-----------|-----------------|-------------|------------|
| delighted | sense           | literacy    | taste (n.) |
| mutual    | straightforward | end-of-term | anxiety    |

1. – When will our \_\_\_\_\_ party be held?  
– After we have taken all our exams.
2. – We are \_\_\_\_\_ to have you at our party.  
– It's my pleasure to be here.
3. – What kind of friends do you like?  
– I like one who has a good \_\_\_\_\_ of humor.
4. – Can I ask you a few fairly \_\_\_\_\_ questions about yourself?  
– No problem. I like it when people are direct.
5. – Who are going to attend your birthday party?  
– Many of our \_\_\_\_\_ friends will come.
6. – You are taking part in some voluntary work, aren't you?  
– Yes. I'm engaged in a \_\_\_\_\_ program.
7. – I like the CD you gave me. You have very good \_\_\_\_\_ in music.  
– I'm glad you like it.
8. – Who do you often share your \_\_\_\_\_ with?  
– With my best friend.

b) Choose the word or phrase that best explains the underlined word or phrase in each sentence or exchange.

1. Linh (to her friend): Be honest and tell me how you feel now.
 

|            |             |
|------------|-------------|
| A. calm    | B. truthful |
| C. helpful | D. relaxed  |
2. I would like to have a friend who has confidence.
 

|                     |                                  |
|---------------------|----------------------------------|
| A. trust in oneself | B. good taste                    |
| C. competence       | D. ability to trust other people |
3. We finally convinced our teacher to go on a camping trip with us.
 

|                    |                |
|--------------------|----------------|
| A. cooperated with | B. persuaded   |
| C. argued with     | D. agreed with |
4. Lan's sister is under contract to work for a computer firm in Ho Chi Minh City.
 

|  |                                |
|--|--------------------------------|
| A. competition                           | B. employment                  |
| C. agreement between two or more parties | D. act of fulfilling a promise |
5. My aunt is having a career break as she has a baby to care for.
 

|                  |                |
|------------------|----------------|
| A. dedication    | B. fulfillment |
| C. part-time job | D. lifework    |
6. Young people are always keen to do good things that benefit the community.
 

|                |              |
|----------------|--------------|
| A. interesting | B. useful    |
| C. eager       | D. reluctant |

c) Fill each blank with the proper form of the word in parentheses.

1. On her retirement, the principal in my school was presented with a gift in \_\_\_\_\_ for her long service. (grateful)
2. My aunt is a caring woman. She is very \_\_\_\_\_ to other people's feelings. (sense)
3. The \_\_\_\_\_ of health care is being increased in many remote villages. (provide)
4. On Saturdays, we often do some \_\_\_\_\_ work at the local hospital. (volunteer)





4. "I won't take that part-time job," my brother said. \_\_\_\_\_

5. "You should talk to your adviser," Nam said to Lam. \_\_\_\_\_

6. "Put your dictionary away right now!" The teacher said to Tam. \_\_\_\_\_

7. "Sorry I'm late," said Lam to the teacher. \_\_\_\_\_

8. "Please come to my birthday party," Linh said to me. \_\_\_\_\_

## READING

*Read the following passage and do the tasks that follow.*

### True Friendship

You know you have a friend for life when they answer the phone at one in the morning because you can't sleep and have a lot on your mind. They don't mind talking about nothing to get your mind off everything. They spare some time to spend with you.

You know you have a true friend if something bad happened to you, they would be there for you, no questions asked. You can look at them when something is wrong and they know it, just by the look in your eyes. All they have to do is offer a hug and you feel a thousand times better. You know that your friend would never lie to you and hurt you. If they did that, it would only be for your betterment. They can make you laugh when skies are darkest, and they are there with a good movie and some popcorn when you're totally depressed. And even if you're a thousand miles apart, it doesn't matter because what you share with this friend is so much deeper than what lies on top of the distance that plays no role in your friendship.

Friendship is when they push you as you need it, but never too hard. They would stand back when the time is right, but never too far. And the true test of friendship is that you're willing to do it all back in a heartbeat. True friendship is when your life is so much better because you know it, and it would bring out the best that lies within.

a) Find the word or phrase in the passage that means:

1. till the end of one's life \_\_\_\_\_
2. remove \_\_\_\_\_
3. give or grant out of one's resources; afford \_\_\_\_\_
4. give \_\_\_\_\_
5. in very difficult circumstances \_\_\_\_\_
6. low in spirits \_\_\_\_\_

b) Check (✓) whether the following statements are true (T), false (F), or not mentioned (NI) in the text.

- |   | T                        | F                        | NI                       |
|---|--------------------------|--------------------------|--------------------------|
| 1. A true friend never feels upset if they are disturbed late at night.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Someone who spends a lot of time getting along with you is your good friend. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Your best friend sometimes lies to you and hurts you.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Long distance can make your friendship fade gradually.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. True friendship can make one's life better.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## WRITING

Write a letter to your aunt / uncle, whom you haven't seen for more than two years, and invite her / him to visit your family.

### Prompts

- Thanking
- Asking about health or news
- Giving news
- Making invitations
- Closing

# 5

# COMPETITIONS



## READING

### Before You Read

Find the words given in the following box. The first ones have been done for you

|    | a | b | c | d | e | f | g | h | i | j | k |
|----|---|---|---|---|---|---|---|---|---|---|---|
| 1. | B | Z | W | I | N | N | E | R | S | P | O |
| 2. | F | I | G | H | T | C | Z | I | T | H | R |
| 3. | R | U | X | G | L | O | B | A | L | O | T |
| 4. | E | Q | Y | W | B | N | T | F | J | T | I |
| 5. | C | O | M | P | E | T | I | T | I | O | N |
| 6. | O | G | U | S | A | E | Q | R | K | U | G |
| 7. | N | X | S | Y | U | S | O | N | G | G | A |
| 8. | O | T | I | W | T | T | X | U | L | H | L |
| 9. | M | I | C | S | Y | L | O | S | E | R | S |

### Reading Text

Read the text and do the tasks that follow.

#### Beauty Contests

A beauty contest, or beauty pageant, is a competition between people, based largely, though not always entirely, on the beauty of their physical appearance. Competitions for men and women are separate events, and those for women are more common. Also, there are beauty contests for teenagers, which are sometimes controversial, especially if they dress in no more than a swimsuit.



Beauty contests for women often have rules regarding the “purity” of the contestants. For example, they must not be married, must agree to remain celibate during their “reign,” and must agree to refrain from other acts that contest organizers regard as “moral degradation.” Breaking any of those rules disqualifies the contestant.

The modern beauty pageant can trace its origin to the *Miss America* pageant, first held in Atlantic City, New Jersey, in 1921, under the title “InterCity Beauty” contest. The following year, the title was renamed *Miss America*. Nowadays, the two largest and most famous international beauty contests include the yearly *Miss World* competition (founded in 1951) and *Miss Universe* (1952). As women from around the world participate each year in the competitions for these titles, the organizers of the major beauty contests represent their contests as events of world importance.



While many other people consider beauty contests to be agreeable entertainment events of no great importance, many feminists regard beauty contests for women as degrading to females in general, as well as to the women who compete in them. They have particularly objected to swimsuit rounds in competitions where the contestants parade dressed only in swimsuits and high-heeled shoes. Partly because of this, beauty contests have declined in popularity since their peak in the 1960s.

a) Answer the following questions.

1. In what country did the first beauty contest take place? When was it?
2. What is it about beauty contests for teenagers that can be criticized?

3. What are some conditions applicable to beauty contestants?
4. What are the two supposedly most prestigious beauty contests in the world today? When did they first take place?
5. What are the possible arguments against beauty contests according to the passage?

b) The following statements can be true (T) or false (F). Check (✓) the appropriate boxes.

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1. <i>Beauty pageant</i> is another term for <i>beauty contest</i> .                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Beauty contests are competitions between young ladies only.                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Physical beauty is not the only requirement to win a beauty contest.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Winners of beauty contests must remain single all their lives.                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The first beauty contest took place in the United States.                               | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Most people are strongly against beauty contests because of the dress contestants wear. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. There are beauty contests in which contestants have to be marching in a parade.         | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The heyday of beauty contests was in the 1960s.   | <input type="checkbox"/> | <input type="checkbox"/> |

c) Work in groups. Express your points of view on beauty contests.

“*Industry, appearance, speech, and behavior* are attributes that should be required of an ideal modern woman.” Would you agree about the opinion as for each attribute? To what extent?



## LISTENING

- a) *Work in pairs. Talk about the job you want to do in the future, your hobby, and your ambition or wish.*



Example



I enjoy cycling, and my dream job is to be a doctor. My ambition is that people are free from all diseases.

- b) *Listen to the introductory part of a quiz show. Fill in the table below with the correct information about the contestants.*

| Name       | Age | Job | Hobby | Ambition/Wish |
|------------|-----|-----|-------|---------------|
| Ngoc Quynh | 24  |     |       |               |
| Minh Dan   |     |     |       |               |
| Huy Vu     |     |     |       |               |

- c) *Listen to the recording again. Take a few notes on the expressions that would help create an interview with your friend about his hobby, ambition or wish, and dream job.*

Notes

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d) Work in pairs. Talk about some popular competitions or contests in your school / community.

I really enjoy the quiz programs in our school.

I myself am fascinated with the eloquence contest.



## SPEAKING

### Expressing Personal Opinions about Types of Competitions

a) Write the names of the competitions in the blanks.

beauty contest  
game show

song contest  
tug of war



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



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



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



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

b) *Work in groups. Discuss the positive and negative aspects of competitions commonly held in your school or community. You can use the useful expressions and the suggested words or phrases below.*

### Useful Expressions

#### Agreement

- I can't agree with you more.
- You're right. There's no doubt about that.
- Exactly, I'm with you there.

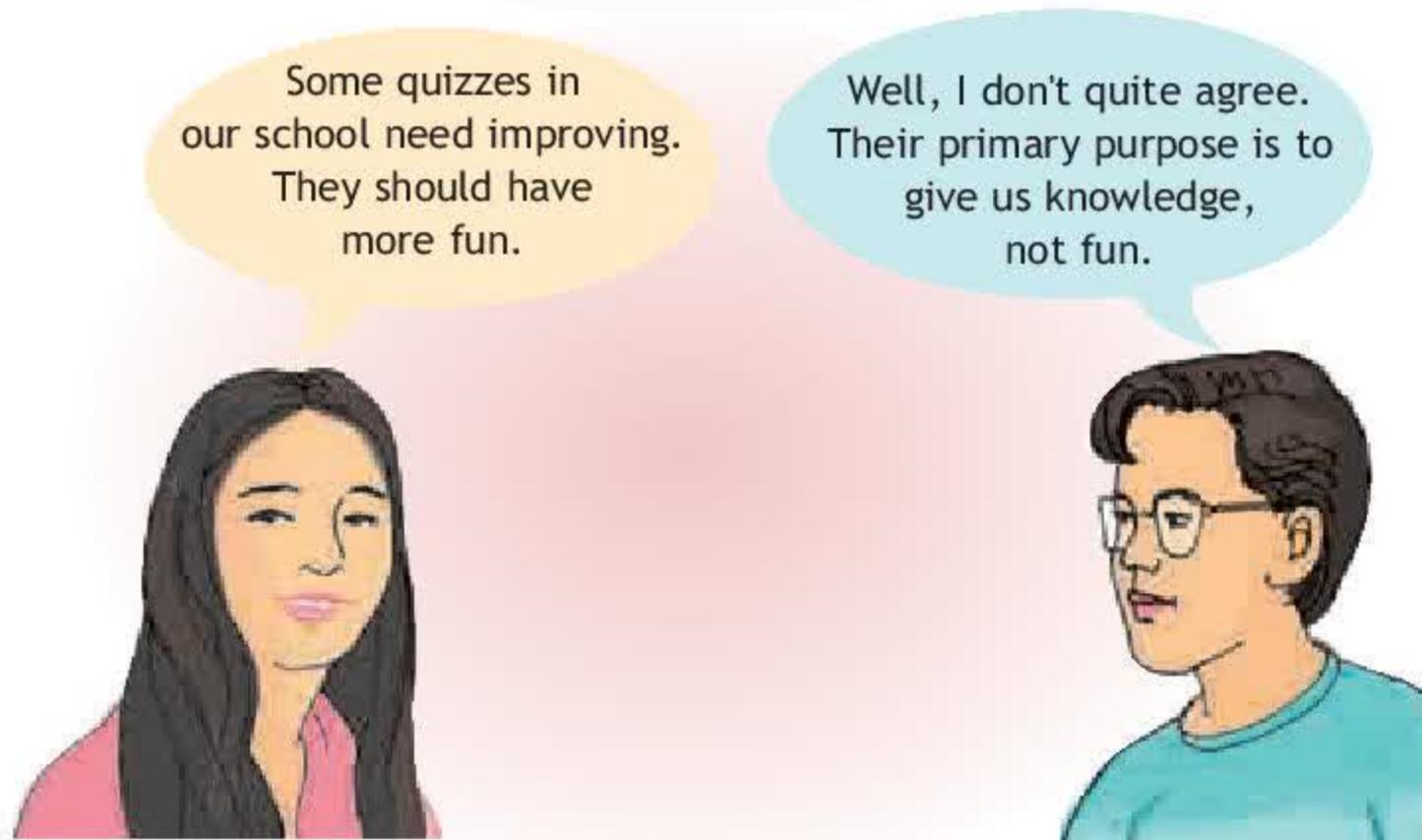
#### Disagreement

- Well, personally I think that...
- That's an interesting point of view, but I think...
- I don't quite agree because...

### Suggested Words or Phrases

| + (For)   | - (Against)  |
|---|--|
| <ul style="list-style-type: none"> <li>✓ encourage self-study</li> <li>✓ entertaining, exciting, fascinating</li> <li>✓ good physical exercise, keep our body fit</li> <li>✓ lots of fun, funny</li> <li>✓ promote teamwork spirit</li> <li>✓ enhance mutual understanding</li> </ul> | <ul style="list-style-type: none"> <li>✗ dangerous, accident-prone</li> <li>✗ excessive emphasis on physical beauty</li> <li>✗ simple-minded, boring, monotonous</li> <li>✗ distract students from study, inhibit creativity</li> <li>✗ too commercialized</li> <li>✗ too noisy, dim lights</li> </ul> |

## Examples



c) Give a short presentation in front of the class about a contest that you have recently taken part in or watched. The following guiding questions might help you.

- ✓ What type of contest was it? When?
- ✓ How many contestants were there? Where did they come from?
- ✓ How did the contest go? How interesting was it?
- ✓ What were the final results?
- ✓ What was your overall impression about the contest? How did you like it? (announcer, cheerleader, and audience)



## WRITING

### Writing a Letter to Ask for and Give Information about Competitions

a) Work in pairs. Discuss the following questions about contests on the media.

1. Where (TV, radio, newspaper, Web site, etc.) can information about a contest be obtained?
2. What preparations are needed?
3. What is required to ensure a successful application?

b) The following sentences, which form a letter asking for information about a contest on television, are in the wrong order. Work in pairs. Put them in logical order. Then discuss how the underlined words may have helped you.

101/A4 Quang Trung St.

Ward 11, Go Vap Dist., Ho Chi Minh City

Home phone: 895.9925; Cell: 091.312.0857

E-mail: lnmthuc@yahoo.com

April 30, 20\_\_

Tran Dinh Tu

Quiz Manager

ATV 9, Ho Chi Minh City Television

10-12 Dinh Tien Hoang St.

Dist. 1, Ho Chi Minh City

Dear Mr. Tu

- a. Second, still concerning the regulations on candidacy, contestants should be high school students "living in Ho Chi Minh City."
- b. So, can we assume that my 12-year-old brother may register?
- c. I am writing to clarify several of the regulations of your English-Speaking World's Cultures Contest scheduled to be taking place this summer.
- d. First, while the contest claims to be intended for high school students, the minimum age is not stipulated.
- e. Thus, is my cousin, who is a student at a high school in Ho Chi Minh City but has a Dong-Nai-based residential registration, eligible for the contest?

- f. Do you really mean “sent” or what you mean is “received by April 30”?
- g. I look forward to hearing from you at your earliest convenience.
- h. Thank you very much and my best wishes for the success of the contest.
- i. Last, with regard to the registration deadline, is it required that all applications be “sent by April 30”?

Sincerely

Le Nguyen Minh Thuc

- c) Imagine you were Mr. Tu. Write a reply to the letter above. The following prompts may help you.
- Thank you for your questions – a reminder for us to be more specific and precise.
  - No lower age limit; your brother might win *The Youngest Contestant Prize*.
  - All an applicant needs is a student I.D. – no need for the household book of registration – your cousin is absolutely qualified for the competition.
  - In terms of the deadline, the correct word is “sent” – the postmark would tell when your application was posted.



## LANGUAGE FOCUS

### Word Study

#### Nouns Derived from Verbs



#### Examples

- This sporting event will be *attended* by the Chairman of Physical Training and Sports.
- While *attending* college, he worked as a motorcycle-park *attendant* in the evening.
- Average weekly movie *attendance* in February still remains 1.82 million.
- Has he been one of the *attendees* at the meeting?

a) Write appropriate nouns in the blanks.

| Verbs       | Nouns Denoting Person Doing the Work | Nouns Denoting Action or Activity |
|-------------|--------------------------------------|-----------------------------------|
| announce    | <u>announcer</u>                     | <u>announcement</u>               |
| collaborate | _____                                | _____                             |
| compete     | _____                                | _____                             |
| contest     | _____                                | _____                             |
| design      | _____                                | _____                             |
| entertain   | _____                                | _____                             |
| ice-skate   | _____                                | _____                             |
| organize    | _____                                | _____                             |
| participate | _____                                | _____                             |
| perform     | _____                                | _____                             |
| win         | _____                                | _____                             |

b) Fill in the blanks with the appropriate nouns from the box in a) to complete the following sentences or exchanges. The first two items have been done for you.

- That (1) *ice-skater* couldn't win the prize because of her poor (2) *performance*.
- In a (3) \_\_\_\_\_ any players need to learn to be as cooperative as possible for the benefits of their teams.
- What do you think about the eloquence (4) \_\_\_\_\_ held in our school last week?  
– It was very good. The (5) \_\_\_\_\_ were all convincing and attractive.
- The prize (6) \_\_\_\_\_ will be announced in a few minutes.
- Teacher (*to students*): You shouldn't be too nervous at the quiz. With close (7) \_\_\_\_\_, I believe, you will win the highest prize.
- The (8) \_\_\_\_\_ of the Miss World contests may disqualify contestants who do not live up to their titles.

**Gerund and Present Participle**

| Gerund: used as a noun equivalent   | Present Participle: more like a verb or an adjective  |
|---|---|
| <ul style="list-style-type: none"> <li>• Withdrawing from the events at this time may result in paying heavy fines.</li> <li>• The problem is appealing for funds for the games.</li> </ul> | <ul style="list-style-type: none"> <li>• The big firms are competing fiercely on price.</li> <li>• He stepped on the platform, smiling very happily.</li> <li>• Winning the championship, we burst into tears.</li> <li>• The coach caught the player smoking in his room.</li> <li>• The actors rehearsing over there are going to have their first performance tomorrow.</li> </ul> |

**Perfect Gerund and Perfect Participle**

A perfect gerund / participle is used instead of a gerund / participle when we want to emphasize the completion of the action.

| Gerund   | Perfect Gerund   |
|--|--|
| We are very happy about your completing the assignments. | We are very happy about your having completed all the assignments before the deadline. |
| Participle   | Perfect Participle   |
| Finishing the work, they went home.                      | Having finished the work, they all went home, very much relaxed.                       |

- a) With the verb given in parentheses, fill the blanks in the following sentences or exchanges with a:

### I. Gerund or perfect gerund

1. Soccer coach (to Lam): I really appreciate your \_\_\_\_\_ (train) hard last month.
2. The runner-up was not so pleased with his \_\_\_\_\_ (win) the silver medal.
3. The athlete denied \_\_\_\_\_ (take) the banned drugs before \_\_\_\_\_ (be) called to the team.
4. She shouldn't have too much regretted \_\_\_\_\_ (lose) the English-speaking contest last week – she was not fluent enough anyway.
5. We are very grateful for your \_\_\_\_\_ (make) all necessary arrangements for our visit and now \_\_\_\_\_ (come) to see us off.
6. – What is the most difficult thing about \_\_\_\_\_ (learn) to become an eloquent speaker?  
– It's mastering the language.

### II. Present participle or perfect participle

1. \_\_\_\_\_ (look) at the audience, the contestant gave her answer with confidence.
2. \_\_\_\_\_ (practice) intensively, Lam is now quite sure of his success in the coming competition.
3. One of the journalists told us to start early, \_\_\_\_\_ (remind) us that the roads would be crowded.
4. \_\_\_\_\_ (enter) the World Trade Organization, Viet Nam can now see new opportunities and challenges.
5. Never have the enterprises worldwide seen the global competition \_\_\_\_\_ (become) so harsh.
6. \_\_\_\_\_ (learn) all the rules of chess, the contestants started to play the first game.

b) Match the first part of each sentence in A with the appropriate part in B to make a meaningful sentence.

| A   | B  |
|---|--|
| 1. Competing in the Olympic Games                                 | a. requires great endurance.                           |
| 2. Thank you  | b. for having given me good advice before the contest. |
| 3. Running a marathon   | c. would be very challenging for student athletes.     |
| 4. The 22nd SEA Games was believed                                | d. the home team seems to be more relaxed now.         |
| 5. Have you ever taken part                                       | e. having taken dope before the game.                  |
| 6. Having scored three successive goals,                          | f. dealing with the excited fans.                      |
| 7. That athlete denied  | g. in an egg-eating contest?                           |
| 8. During the soccer game, the police faced a very difficult task | h. to have been very successful.                       |

# 6

## POPULATION



### READING

#### Before You Read

a) *Work in groups. Answer the following questions.*

1. What can you see in the following picture? What message can you “read” from it?



2. What are possible causes and effects of the circumstance? Put the words and expressions in the box in the correct columns.

|   |  |
|---|--|
| – high birthrates                           | – limited access to modern contraception and family planning |
| – poverty                                   | – education  |
| – unemployment                              | – water and air pollution                                    |
| – illiteracy                                | – unwillingness to practice contraception and abortion       |
| – shortage of food, clean water, and energy | – crimes   |
| – desire to have male children              |  |
| – unhealthy living conditions               |  |

| Possible Causes   | Possible Consequences |
|-------------------|-----------------------|
| – high birthrates | – poverty             |
| –                 | –                     |
| ...               | ...                   |

b) Consult a dictionary to find the meanings of the phrases in the box. Then complete the sentences with these phrases. There is an extra phrase.

|                         |                    |
|-------------------------|--------------------|
| population growth rates | population density |
| population trend        | birth control      |

- The average number of people per square kilometer in Viet Nam is 234, and that in Japan is 336. This means Japan has higher \_\_\_\_\_ than Viet Nam.
- The world \_\_\_\_\_ is on the increase: more than 5 billion people in 1990, about 6 billion in 2000, and nearly 7 billion (estimated) in 2010.
- From 1965 to 1997, the \_\_\_\_\_ in China, Indonesia, Bangladesh, Mexico, Brazil, and many other countries fell sharply.

## Reading Text

Read the text and do the tasks that follow.

### Population Trend in China

China is the most populous country of the world. Its population is approximately 1.3 billion, which is almost 22% of world population. Density is high in the southeast: 43 percent of the land contains most of its population. A quarter of the population of China is in the middle and lower parts of the Yangtze River, and population density reaches 663 people per square kilometer. Shanghai is China's largest city, whose population density reaches 2,118 people per square kilometer.

China's population growth rate has decreased in the past years, although its population is still increasing. In the 1970s, the government started to implement birth control programs throughout the country: late marriage, late childbearing, a one-child family, and a four-year period between two births in the countryside where each couple may have more than one child. According to the report *Major Figures of Population of China*, the annual growth rate of China's population fell from 25.83% (in 1970) down to 11.21% (in 1994) and to 0.58% (in 2005). This should be considered a great success.

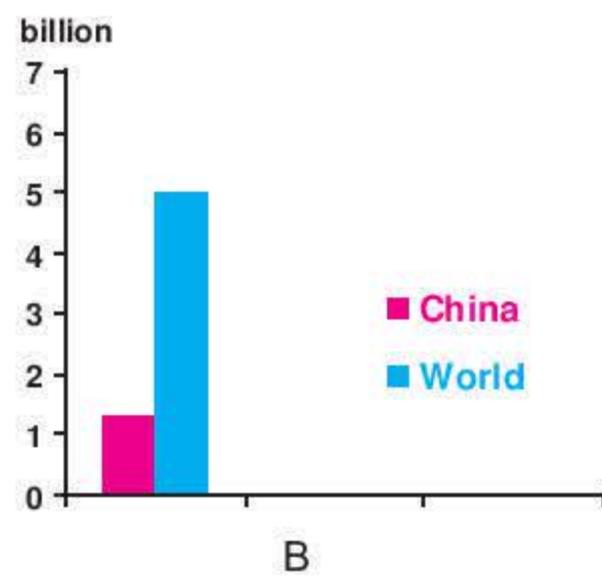
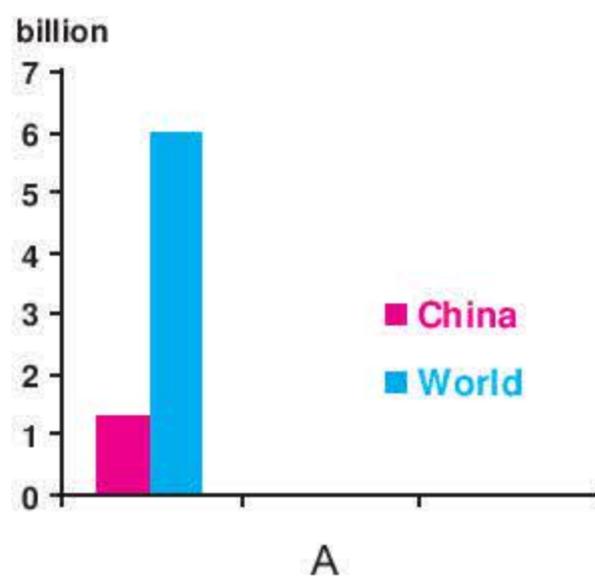
However, it does not mean that China's population growth rate is falling nationwide. Shenzhen is an exception. Separated only by a river from Hong Kong, it used to be a small fishing village with a population of less than 30,000. Shenzhen was founded in 1979 and became the first Special Economic Zone (SEZ) in China in the following year. With rapid growth and modernization during the past two decades, Shenzhen grew to a population of 7 million – a city of immigrants. The “new immigrants” who were attracted by job opportunities in the SEZ came from throughout the country and accounted for 90 percent of Shenzhen's population. The enormous industrial activities and the rapid increase in population not only encouraged housing constructions but also set record speed for this city's growth. In general, it took 10 months to complete the construction of a 15-story concrete building and 18 months to build a 30-story concrete one in Shenzhen. For this reason, it earned the nickname “City of Overnight Growth.”

a) Check (✓) whether the following statements are true (T) or false (F).

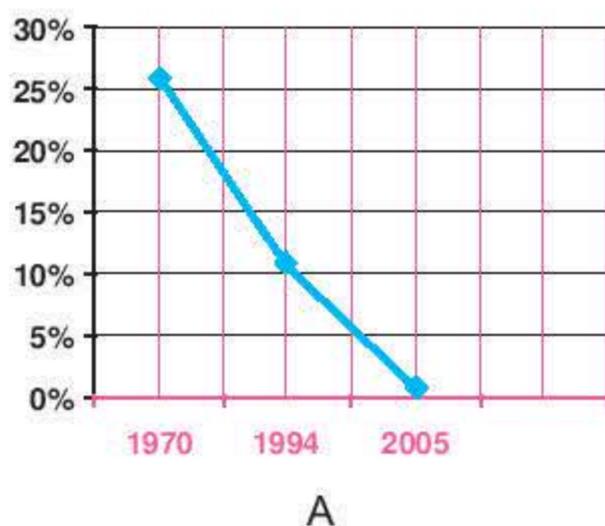
- |   | T                        | F                        |
|---|--------------------------|--------------------------|
| 1. China's population is on the decrease because its population growth rate has declined. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. More people live in Shanghai than in the middle and lower parts of the Yangtze River.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. China's population growth rate decreased by 0.58% from 1994 to 2005.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Shenzhen SEZ was founded in 1979.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. After about 20 years, Shenzhen's population has increased more than 200 times.         | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The new immigrants in Shenzhen were responsible for its fast population growth.        | <input type="checkbox"/> | <input type="checkbox"/> |

b) Which charts and graphs illustrate accurate facts about China? Circle A or B.

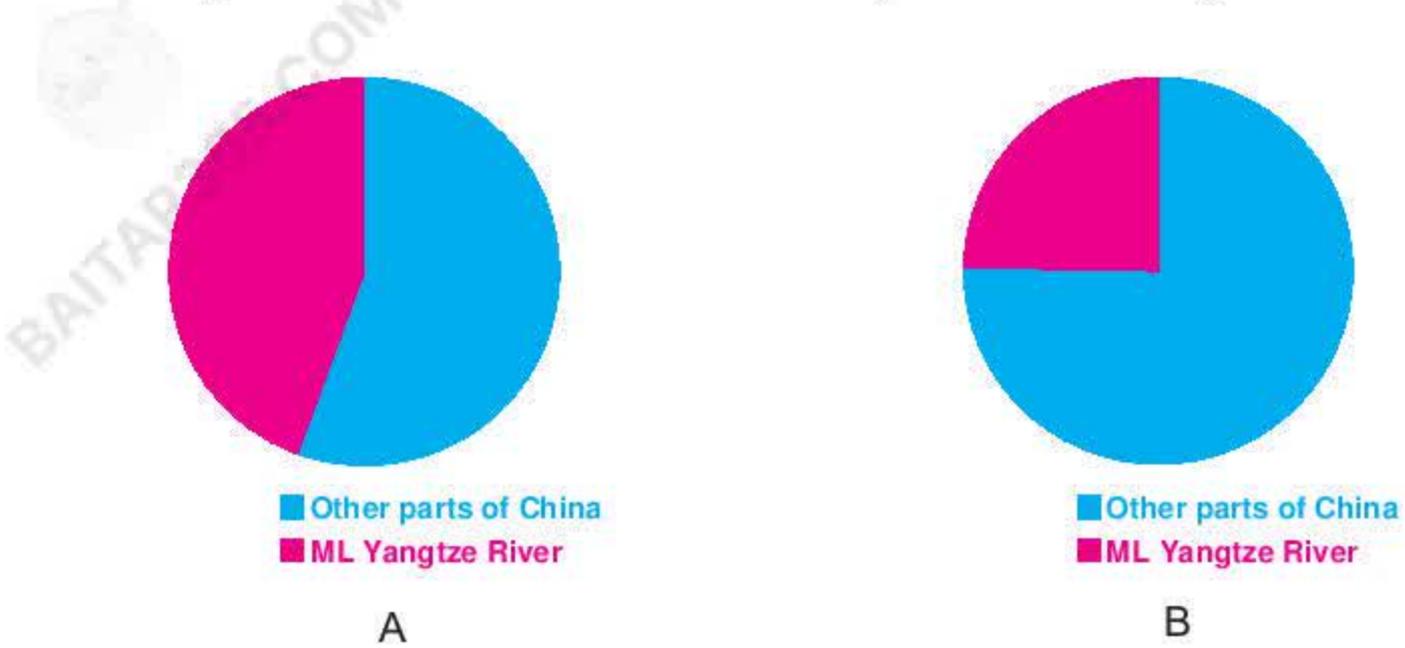
1. China's and world population



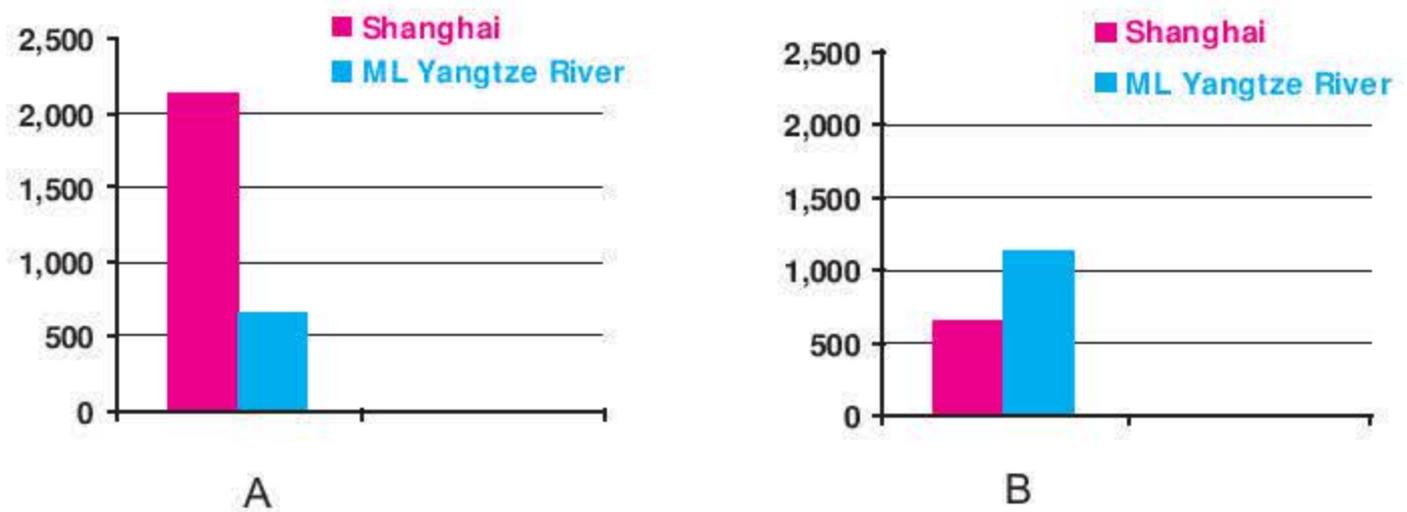
2. China's population growth rate



3. Population in the middle and lower parts of the Yangtze River



4. Population density (people per square kilometer)



c) Scan the text and find the words or expressions which have the same meanings as those provided.

1. approximately \_\_\_\_\_
2. decline \_\_\_\_\_
3. nationwide \_\_\_\_\_
4. started, formed \_\_\_\_\_

d) Work in groups. Discuss these questions.

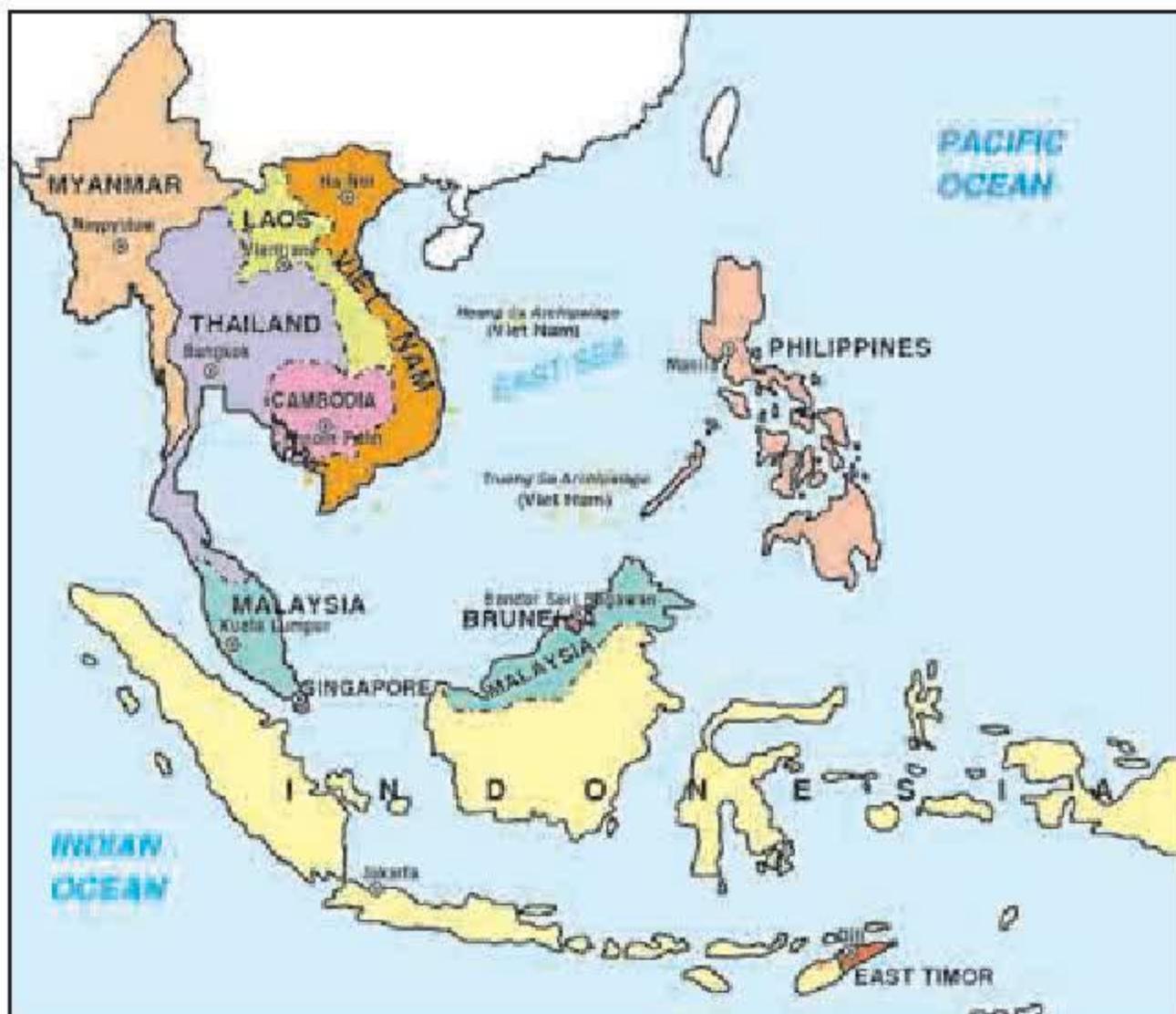
1. What are some negative consequences of rapid population growth in Viet Nam?
2. What should be included in the population education program in Vietnamese high schools?



## LISTENING

a) Look at the map. Then answer these questions.

1. Where is Brunei? Is it a large country?
2. What is the capital of Brunei?



Map of Southeast Asia

b) Listen to a schoolgirl talking about Brunei and its people. Complete the following table with facts about Brunei.

|                           |  |
|---------------------------|--|
| area (sq. km)             |  |
| population                |  |
| population of the capital |  |

c) Listen to the second part and answer these questions.

1. What does Brunei export and import?

\_\_\_\_\_

2. Give three examples of free services that Bruneian citizens are offered.

\_\_\_\_\_

3. Why don't most Bruneian people want to work in the fields?

---

4. What are the speaker's outdoor activities on weekends?

---

d) *Work in pairs. Complete the following table with facts about Viet Nam. Then use these facts to talk about it.*

|                           |  |
|---------------------------|--|
| area (sq. km)             |  |
| population                |  |
| population of the capital |  |
| exports                   |  |
| imports                   |  |



## SPEAKING

### Stating Points of View

a) *Do you agree or disagree with the following proposed solutions to the problems of overpopulation posted in a forum on the Web? Work in pairs. State your viewpoints toward these measures. Which measures are you **for** or **against**?*

| Proposed Solutions  | For                      | Against                  |
|---|--------------------------|--------------------------|
| 1. Parents who have more than two children should be forced to give up their right to vote and government jobs. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. A special tax should be imposed on these parents.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The families who adopt the two-child norm should be awarded.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Birth control techniques should be made more convenient.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The minimum age for marriage should be raised to 25 by law.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The government should make it a law that men earning less than 200 dollars a month would produce no child.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The mass media should raise people's awareness of population issues.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Population education programs should be taught to high school students.                                      | <input type="checkbox"/> | <input type="checkbox"/> |

 Example

Student A: It says on the Web that parents who have more than two children should be forced to give up their right to vote and government jobs.

Student B: I think it's OK. What do you think?

Student A: I'm dead against it. I don't like too strong measures.

### Useful Expressions

#### For

- I think \_\_\_\_\_ is quite acceptable.
- I think \_\_\_\_\_ is very good / OK.
- That's a great idea!
- \_\_\_\_\_ is terrific! / fantastic! / wonderful! / great!

#### Against

- I must say \_\_\_\_\_ is quite unacceptable.
- I'm (dead) against \_\_\_\_\_.
- Surely not!
- That's not a good idea.
- \_\_\_\_\_ is terrible / awful.

#### b) Work in groups.

- Make a list of problems students in your class currently have and suggest solutions. Then report to the class.
- Students of other groups will state their viewpoints.

 Example

Group 1: We think one of our class's problems is that many of us usually litter in class. They should stay after school to clean it up.

Group 2: That's a good idea!

Group 3: No. Surely not! We should ask them to empty the trash can every day within a week!

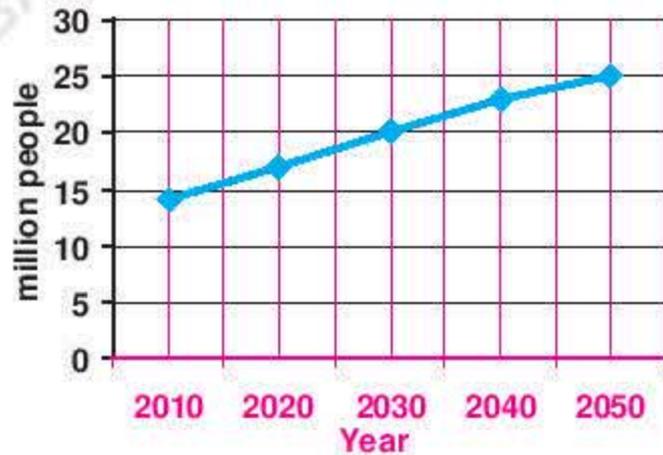


## WRITING

### Describing Trends in Graphs

a) Match the graphs with their descriptions.

Projected Population in Cambodia



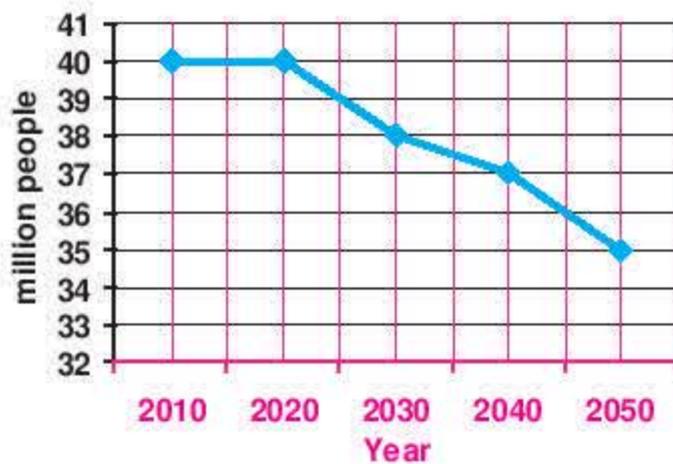
A

Projected Population in France



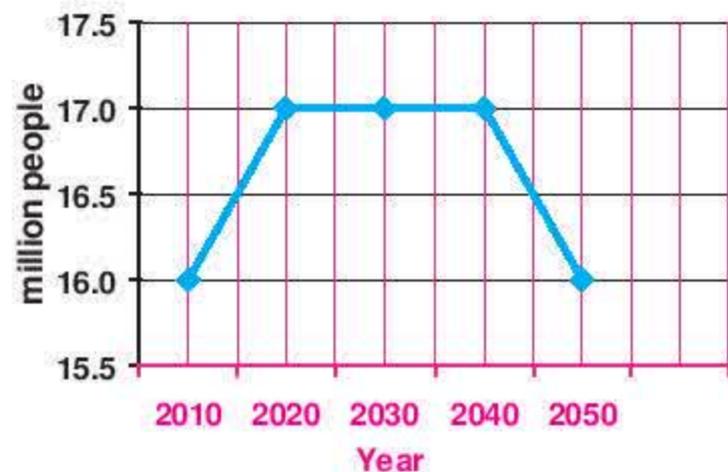
B

Projected Population in Spain



C

Projected Population in the Netherlands



D

1. The graph shows that the population in this country is expected to remain unchanged for the first decade (2010 – 2020). After that, there will be a gradual decrease.
2. According to the graph, the population of this country will be on a steady increase from the year 2010 to the year 2050.
3. The population of this country is expected to fluctuate from 2010 to 2050. There will be a rise during the first decade, and then its population will remain unchanged over the next two decades. After that, a fall might occur.

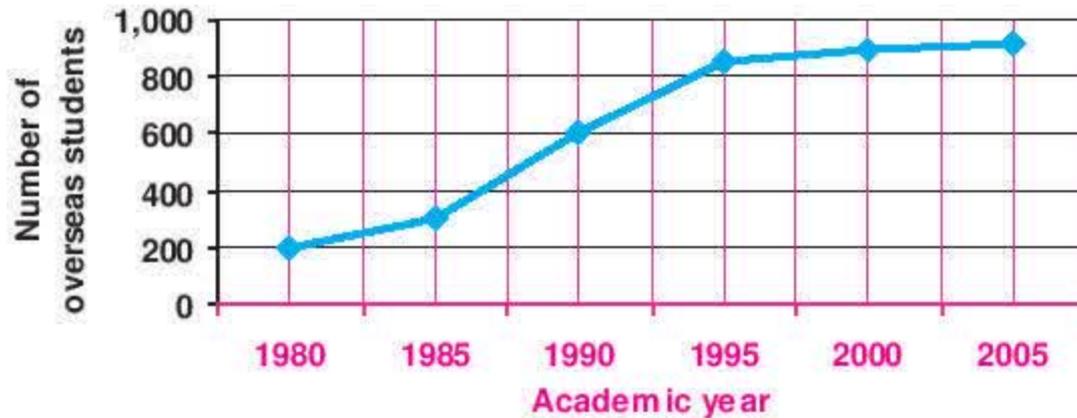
4. The population of this country is expected to fluctuate from 2010 to 2050. There will be a steady rise during the first two decades followed by a steady fall during the next two decades.

b) Look at the graphs and complete the following descriptions with the words and phrases in the box. Make changes where necessary.

|                          |                          |                         |
|--------------------------|--------------------------|-------------------------|
| increase / rise (v., n.) | decrease / fall (v., n.) | slight(ly)              |
| on the increase          | on the decrease          | sharp(ly)               |
| to fluctuate             | to remain unchanged      | steady(ily)/gradual(ly) |

1.

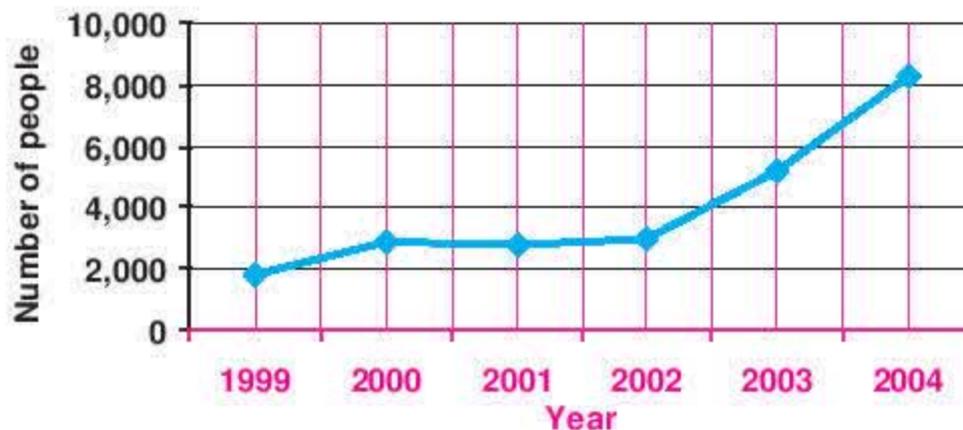
Overseas Students Studying at Yale University



The graph shows the number of overseas students studying at Yale University from 1980 to 2005. There was a \_\_\_\_\_ between 1980 and 1995. Then it \_\_\_\_\_ very \_\_\_\_\_ from 1995 to 2005. In general, the number of overseas students studying at this university is \_\_\_\_\_ over 25 years.

2.

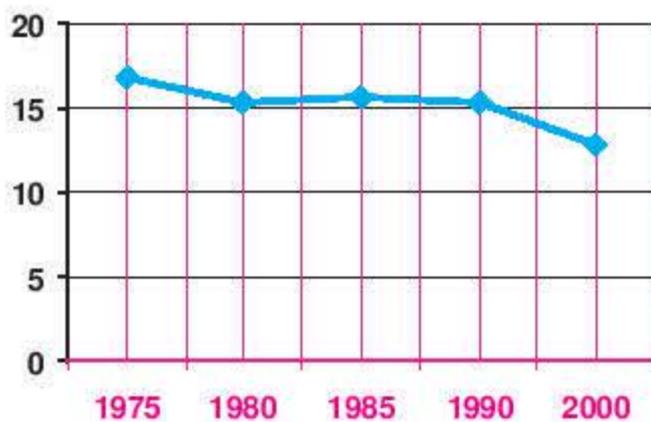
Vietnamese Visitors to Singapore



This graph shows the number of Vietnamese visitors to Singapore from 1999 to 2004. There was a \_\_\_\_\_ in the first two years. Then it \_\_\_\_\_ between 2000 and 2002. After that, there was a \_\_\_\_\_ during the last two years. In general, the number of Vietnamese people who visited Singapore is \_\_\_\_\_ over 5 years.

c) Choose one graph and write a brief report to interpret it.

Birthrates in Australia  
(per thousand)



A

Birthrates in Sweden  
(per thousand)



B

### A Suggested Outline

- A general statement (title, main subject of the graph)
- Trends at different times
- Overall trend



## LANGUAGE FOCUS

### Word Study

### Fractions



#### Examples

- A *quarter* of China's population is in the middle and lower parts of the Yangtze River.
- We have a house in Bandar Seri Begawan, where *two-thirds* of the population live and work.

Complete the following sentences with the fractions written in their full forms.

1. (3/4) \_\_\_\_\_ of the students in her class are boys.

2. (3/5) \_\_\_\_\_ of the population in Brunei are quite young.
3. It is reported that only (1/3) \_\_\_\_\_ of people from 20 to 30 years old in this town could find a job.
4. I always spend (1/2) \_\_\_\_\_ of my monthly pocket money on books.
5. (7/10) \_\_\_\_\_ of the workers are against the strike.

## Grammar

### Relative Clauses (Review)

#### Restrictive Relative Clauses

##### Examples

- The government started to implement birth control programs to the people in the countryside *where each couple may have more than one child*.
- The “new immigrants” *who were attracted by job opportunities in the SEZ* came from throughout the country.

#### Non-restrictive Relative Clauses

##### Examples

- China’s population is approximately 1.3 billion, *which is almost 22% of world population*.
- Shanghai is China’s largest city, *whose population density reaches 2,118 people per square kilometer*.

#### a) Correct these sentences if necessary.

1. Should parents that they have more than two children be punished?
2. This is my sister, who’s husband’s Chinese.
3. Have you met the model who’s married to Jack’s cousin?
4. I don’t like April that it is very hot.
5. That’s the country which the birthrates need to be controlled.
6. Is that the factory which you are working?
7. The man, whom I introduced to you last week, is my new boss.
8. Is deforestation, that occurs in many countries, a cause or an effect of overpopulation?

b) Join each pair of sentences, using a proper relative word. Add commas where necessary.

1. Jack is my new friend. His parents come from China.

---

2. Mr. Gómez is my new neighbor. He comes from Brazil.

---

3. On Easter Island there were only 4,000 inhabitants. The Dutch had gone there in search of supplies.

---

4. My sister is living in India. Its population is second only to China.

---

5. Next year will be an important period for me. I have to take the graduation exam next year.

---

6. Round the corner is a building. Its windows are all broken.

---

7. Ann and her husband are working in Angola. The death rate of this country is quite high.

---

8. These Swedish families will be given 20 years' income tax-free. The government praised these families for having more children.

---

c) Answer the questions, using the information in parentheses. The first one has been done for you.

1. Who was Dr. Harris? (His whole life was devoted to poor people's health care.)

→ *He was the one whose whole life was devoted to poor people's health care.*

2. What do you know about Brunei? (Its population is only about 300,000.)

---

3. What do you know about Australia? (Its birthrates are on the decrease.)

---

4. What do you know about the Incas? (Scientists have studied their drawings in caves for decades.)

---

5. What is East Timor? (This country has a population density of 57 people per square kilometer.)

---

6. Who is Maria Jones? (We are about to examine her life in the next class discussion.)

---

7. What's your favorite ocean? (The Pacific has thousands of islands with beautiful beaches.)

---

8. Who used to live here a thousand years ago? (Scientists will tell us about their lifestyle and living conditions on a TV program tonight.)

---

9. What is remarkable about the year 1945 in our country? (The Democratic Republic of Viet Nam came into being that year.)

---

10. What's your ideal place to live in? (It has low population density, fresh air, and free medical service.)

---

# 7

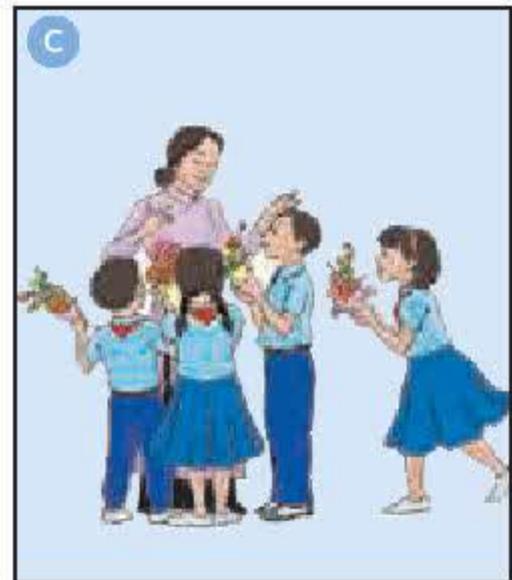
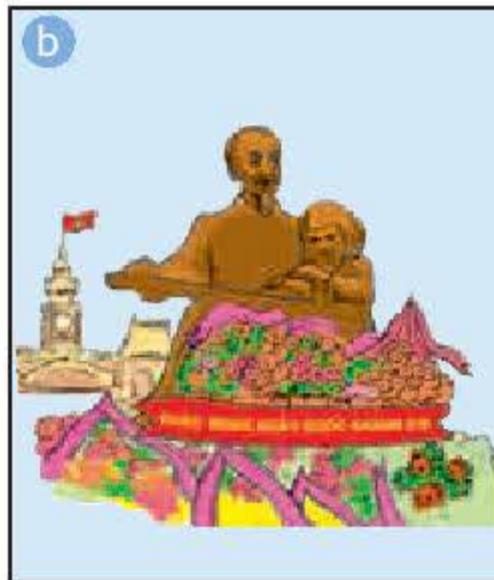
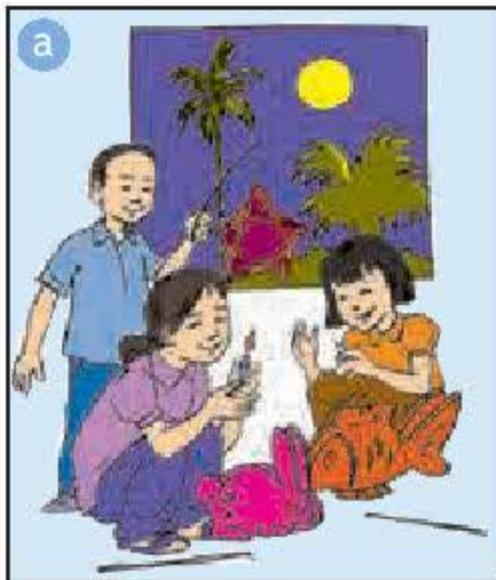
# CELEBRATIONS



## READING

### Before You Read

a) Match the pictures with the appropriate celebrations.



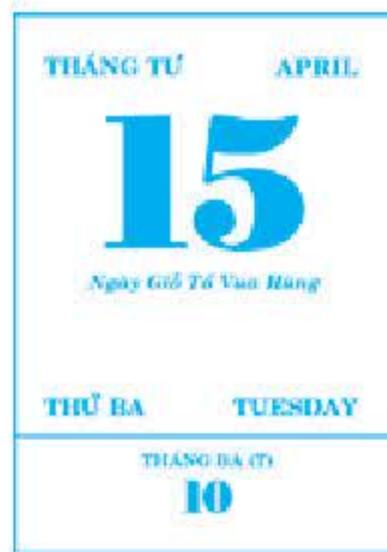
## CELEBRATIONS

1. Vietnamese National Day
2. King Hung's Death Anniversary
3. Mid-Autumn Festival
4. Vietnamese New Year's Day
5. Vietnamese Teachers' Day

b) Write down the above celebrations under the suitable calendar pages.



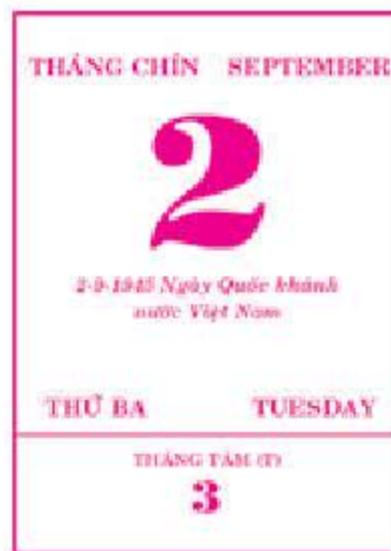
1. \_\_\_\_\_



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



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



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



5. \_\_\_\_\_

### Reading Text

Read the text and do the tasks that follow.

### New Year's Celebrations Around the World and in Viet Nam



New Year's Eve in New York

In Europe and the United States, New Year's Day is observed on the 1st of January, which was named for Janus – the Roman god of doors and of beginnings. If the Gregorian calendar had not been introduced in 1582, Westerners would instead have had their New Year's celebrations on March 25th, a tradition that had previously lasted for centuries. On their New Year's Eve, bells are rung, horns blown, wishes exchanged, and resolutions made at midnight.



New Year's Eve in London

In the Middle East, the Shiite have Muharram through the first ten days of Muharram, the first month of the Islamic calendar. During this celebration, processions from different villages gather and people mourn by beating their chests. Similarly, the Jewish Rosh Hashanah, which takes place in the month of Tishri (September or October on the Gregorian calendar), is a very solemn holiday set aside for fasting and repentance.

In Viet Nam, Tet Nguyen Dan takes place in the first month of the lunar calendar – from late January to early February. As preparations, people are busy buying things, preparing traditional foods, and cleaning the house. “Must-have” items deemed to be bought or prepared are cakes made from sticky rice, dried watermelon seeds, fruits (fresh and candied), tea, alcoholic and soft drinks, ornamental plants, and flowers.

On New Year's Eve, people make offerings to their ancestors, go to church or pagoda, or go out to pick buds or young leaves. For the new year's first three days, Vietnamese visit family members, neighbors, teachers, friends, and graves of ancestors. Only best wishes and positive comments are expectedly exchanged, for people believe that they would be haunted by bad luck for the rest of the year if these first days were not filled with joy or good news. Children receive their *li xi* or *tien mung tuoi* – “lucky money” – normally in red envelopes. Across the country, festivals, games, and various forms of entertainment are held and traditional specialties such as wrestling, buffalo fighting, or dragon or unicorn dancing may take place in different regions.

a) Fill the table with the information from the text.

| New Year's Celebrations Around the World |                       |                               |  |
|--|-----------------------|-------------------------------|--|
| Culture                                  | What?                 | When?                         | Activities   |
| Western<br>(European & American)         | New Year              | _____                         | – ringing bells, blowing horns, and exchanging wishes<br>– _____ |
| _____                                    | <i>Muharram</i>       | 1st month of Islamic calendar | – _____<br>– beating chests                                      |
| Jewish                                   | _____                 | _____                         | – fasting and repenting  |
| _____                                    | <i>Tet Nguyen Dan</i> | _____                         | – _____  |

b) Answer the following questions.

1. How long has January 1st been New Year's Day?
2. What is the origin of January?
3. Do Shiite people celebrate their New Year in January?
4. What month on the Gregorian calendar does Tishri normally fall on?

5. Who may get *li xi* or *tien mung tuoi*? What is it?
6. It can be inferred from the text that the following may be among the foods and drinks typically served during Tet. (Check (✓) the appropriate boxes.)

- |   |   |                                      |
|---|---|--------------------------------------|
| <input type="checkbox"/> glutinous rice cakes | <input type="checkbox"/> wine           | <input type="checkbox"/> beer        |
| <input type="checkbox"/> bread                | <input type="checkbox"/> candied ginger | <input type="checkbox"/> Coke        |
| <input type="checkbox"/> drinking water       | <input type="checkbox"/> fast food      | <input type="checkbox"/> lamb        |
| <input type="checkbox"/> milk                 | <input type="checkbox"/> sausages       | <input type="checkbox"/> fruits, tea |

7. What are Tet Nguyen Dan's traditional forms of entertainment mentioned in the text? (Check (✓) the appropriate boxes.)

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> soccer                  | <input type="checkbox"/> wrestling        | <input type="checkbox"/> lottery drawing |
| <input type="checkbox"/> dragon/ unicorn dancing | <input type="checkbox"/> buffalo fighting | <input type="checkbox"/> swimming        |
| <input type="checkbox"/> dancing                 | <input type="checkbox"/> card playing     | <input type="checkbox"/> concerts        |

8. What is the key difference between Shiite and Jewish New Year observances and those of the other countries described in the text?

9. People often make New Year's resolutions, promising to improve themselves in one way or another. Do you? If yes, how successful have you been in carrying them out?

- c) *One of the most common New Year preparations is music. Give a list of your favorite songs you would select for your whole family to listen to during the new year days.*



## LISTENING

- a) *Listen to these pieces of music and decide what celebrations they are about. Write down the numbers of the songs that correspond to the celebrations.*

– New Year: \_\_\_\_\_

– Christmas: \_\_\_\_\_

– Birthday: \_\_\_\_\_

b) Listen again to two of the three pieces of music in a) and fill the blanks with the words in the box.

|        |           |          |       |       |
|--------|-----------|----------|-------|-------|
| time   | may       | laughing | snow  | hopes |
| friend | fireworks | bells    | party | ride  |



1. No more champagne and the (1)\_\_\_\_\_ are through. Here we are, me and you, feeling lost and feeling blue. It's the end of the (2)\_\_\_\_\_, and the morning seems so gray, so unlike yesterday. Now's the (3)\_\_\_\_\_ for us to say:

*Ref.:* Happy New Year! Happy New Year! (4)\_\_\_\_\_ we all have a vision, now and then, of the world where every neighbor is a (5)\_\_\_\_\_. Happy New Year! Happy New Year! May we all have our (6)\_\_\_\_\_, our wills to try. If we don't, we might as well lay down and die, you and I ...

2. Dashing thru' the (7)\_\_\_\_\_ in a one-horse open sleigh, o'er the fields we go, (8)\_\_\_\_\_ all the way. (9)\_\_\_\_\_ on bobtails ring, making spirits bright. What fun it is to ride and sing a sleighing song tonight!

*Ref:* Jingle bells, jingle bells, jingle all the way! Oh what fun it is to (10)\_\_\_\_\_ in a one-horse open sleigh! Oh! (Twice)

- c) Complete the titles of the two songs you have just listened to. The initial letters given below will help you.

– H \_\_\_\_\_ N \_\_\_\_\_ Y \_\_\_\_\_ by ABBA

– J \_\_\_\_\_ B \_\_\_\_\_ by J. Pierpont



## SPEAKING

### Talking about Celebrations



- a) Tom and Tam are talking about celebrations in each other's country at a student exchange camp. Listen to the first part of the conversation in which Tom is telling Tam about preparations for Christmas in the States.

*Tam:* Christmas is coming round the corner. Any plan for the occasion?

*Tom:* Sure. We're flying home after this camp. Most Americans always come home for a Christmas family reunion.

*Tam:* Can you tell me more about the preparations for the celebration?

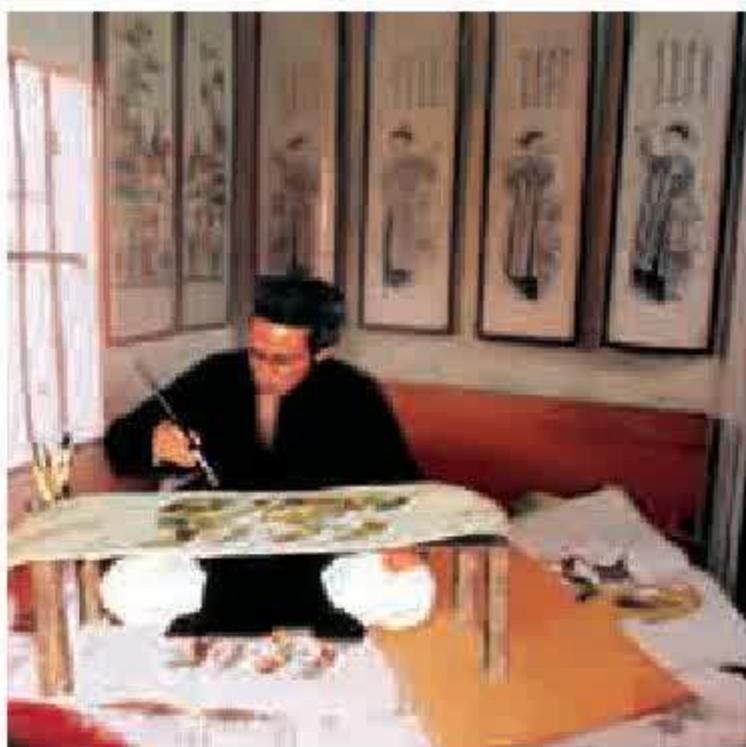
*Tom:* Certainly. As soon as December begins, we spend weeks decorating the home, planning parties, and shopping for gifts, to avoid the Christmas rush, you know. Also, it is interesting to stay up late to write letters and cards.

*Tam:* I see. And when the day is coming near...?

*Tom:* Everybody will be busy choosing Christmas trees, decorating Christmas crèches, wrapping presents, and, of course, preparing foods.

*Tam:* Wow, there must be a lot of fun, huh!

**b)** *Work in pairs. Play the roles of Tam and Tom. One tells the other about Tet – the Vietnamese New Year. The following hints will help you.*



### Before Tet

- almost all people going home for a family union
- buying foods and drinks, preparing traditional foods – *banh chung* (square glutinous rice cakes) or *banh tet* (cylindrical ones), decorating the house
- *Tat Nien* parties (end-of-year parties)

### New Year's Eve

- making offerings to ancestors
- going to church or pagoda or out on the street
- counting down to the New Year, watching firework displays

### During Tet

- visiting parents and grandparents, and relatives (1st day); neighbors and close friends (2nd day); teachers, colleagues, and business associates (3rd day)

- greetings and wishes (meeting in person or by calling, chatting, texting messages)
- eating special dishes (*banh chung*, *banh tet*, pork stew in fish sauce, and coconut juice, etc.)
- children getting *lucky money*
- going to festivals or traveling

### Useful Expressions

- ... is coming round the corner / coming (very) near / approaching.
- Could you tell me / us more about...?
- We always / usually / normally / often + verb (present simple).
- We spend time / are busy + *-ing* form of verb...



## WRITING

### Writing a Proposal for a Celebration Activity

This is a proposal for Class 11A1's camping trip to celebrate the foundation of the Ho Chi Minh Communist Youth Union (HCYU):



|                                   |   |
|-----------------------------------|---|
| Event:                            | Camping to celebrate the foundation of HCYU   |
| Objective:                        | Campers to understand more about HCYU and to have fun   |
| Time & Venue:                     | March 25th and 26th at Tao Dan Park   |
| Participants:                     | All HCYU members of the class (35 students)   |
| Preparations & Students-in-Charge | <ul style="list-style-type: none"> <li>– Flysheet and groundsheet, tent poles, guy rope, tent pegs, flags... – Vinh, Thuan, Tuan, and Yen</li> <li>– Foods and drinks – Hanh, Quyen, Thuy, and Tam</li> </ul>   |
| Activities:                       | <p>March 25</p> <ul style="list-style-type: none"> <li>– afternoon: set up tents (1 p.m.)</li> <li>– evening: campfire and HCYU-oriented musical performances (Giao: soloist; Chi and Minh: duettists)</li> </ul> <p>March 26</p> <ul style="list-style-type: none"> <li>– morning: collective games</li> <li>– afternoon: farewell party, striking camp</li> </ul>           |
| Expenses:                         | <ul style="list-style-type: none"> <li>– materials for tent: 50,000 dong</li> <li>– foods: (35 students x 3,000 dong/student /meal) x 4 meals = 420,000 dong</li> <li>– candies and drinks: 20,000 dong</li> <li>– farewell party: 30,000 dong</li> <li>– contingency: 20,000 dong</li> <li>→ Estimated total: 490,000 dong</li> <li>→ Charge: 14,000 dong/student</li> </ul> |
| Prepared by:                      | Thuc (HCYU Cell Secretary of 11A1)  |
| Approved by:                      | Nguyen Dinh Tien (homeroom teacher)   |

And this is the sample proposal written by the HCYU Cell Secretary.

*From: Nguyen Dinh Tien, homeroom teacher*

*Re: Camping Trip to Celebrate HCYU's Birthday*

*Date: March 22, 20\_\_*

*A camping trip, lasting two days – March 25 and 26 – is going to be held by our class at Tao Dan Park to celebrate the foundation of HCYU. With the aims to help students better understand HCYU and have a good time, all the 35 HCYU members of the class are encouraged to join.*

*Preparations for the trip should be made as follows: Vinh, Thuan, Tuan, and Yen are in charge of the tent, including flysheet, groundsheet, tent poles, guy rope, tent pegs, and flags. Hanh, Quyen, Thuy, and Tam will take care of foods and drinks. As for musical performances, Giao will be singing solo and Minh and Chi duet. Importantly, there will be various activities such as campfires and collective games for all the students to take part in. It is necessary that all participants read the schedule to know what activity takes place at what time and where and to be as actively involved as possible.*

*The estimated total expenses (including tent materials, foods, drinks, and other things) are 490,000 dong (attached is the breakdown of expenses), so campers will make contributions of 14,000 dong each.*

*Hopefully, students, especially those with assignments, will do their best for a meaningful and enjoyable celebration.*

*Prepared by  
Le Nguyen Minh Thuc  
(HCYU Cell Secretary)*

*Approved by  
Nguyen Dinh Tien  
(homeroom teacher)*

Now imagine that the Vietnamese Teachers' Day is coming near and you are one of the class leaders. Work in groups. Write down the notes for the proposal for the celebration of the day.

a) First, write down the notes.

|                                   |  |
|-----------------------------------|--|
| Event                             |  |
| Objective                         |  |
| Time & Venue                      |  |
| Participants                      |  |
| Preparations & Students-in-charge |  |
| Activities                        |  |
| Expenses                          |  |
| Prepared by                       |  |
| Approved by                       |  |

b) Now, with the notes you have agreed upon, write a proposal.



## LANGUAGE FOCUS

### Word Study

#### Genitive 's



#### Examples

- *New Year's Eve*: the last day of the year, the day before New Year's Day
- *a women's college* → a college for women
- *a month's leave* → a leave lasting a month

Match the words in column A with those in column B, then use 's to make appropriate phrases to complete the sentences. The first one has been done as an example.

| A                                | B        |
|----------------------------------|----------|
| children                         | clothes  |
| Mother                           | Day      |
| a mile                           | Day      |
| master                           | books    |
| Revolutionary Invalids & Martyrs | sake     |
| men                              | degree   |
| heaven                           | break    |
| fifteen minutes                  | distance |

1. I've promised to buy my nephew some children's books if he passes the test.
2. Three teachers in this school are taking a course for a \_\_\_\_\_.
3. What are you going to buy mom on \_\_\_\_\_?
4. Well, that's enough for the first section. Let's have a \_\_\_\_\_.
5. In memory of those who have died in the struggles against foreign invaders, visits are paid to the City's Cemetery every year on \_\_\_\_\_.
6. It's not too far, just a \_\_\_\_\_; you can walk there.
7. For \_\_\_\_\_, calm down! I'm going to tell you all you need to know.
8. There are always fewer shoppers in the \_\_\_\_\_ department than in the women's.

## Grammar

### Conditional Sentences



#### Examples

- Don't worry! If she *accepts* your card and roses on Valentine Day, things *will be* very much hopeful!
- ... they *would be haunted* by bad luck for the rest of the year if these first days *were not filled* with joy or good news.
- If the Gregorian calendar *had not been introduced* in 1582, Westerners *would* instead *have had* their New Year's celebrations on March 25.

*Put the verbs in parentheses in the appropriate forms.*

1. "If you believe in Santa Claus," the father said to his little son, "he \_\_\_\_\_ (come and visit) you tonight."
2. If our motorbike had not broken down, we \_\_\_\_\_ (not be) late for his party, and he \_\_\_\_\_ (not get) so upset like that.
3. Suppose someone \_\_\_\_\_ (be) born on February 29, how often will they hold their birthday party?

4. According to the regulations, if a holiday \_\_\_\_\_ (fall) on a weekend, we will have the next nearest weekday as a day off.
5. Saint Giong \_\_\_\_\_ (grow) into a giant and \_\_\_\_\_ (get) admirable strength for the battle against the enemy without the villagers' seven baskets of local eggplants and rice?
6. – She is so popular in this neighborhood.  
– Right. Without her blindness, we still \_\_\_\_\_ (love) her.
7. – Unless you put up the tinsel, nobody \_\_\_\_\_ (call) it a manger.  
– Thanks.
8. But for the cake and champagne that she had brought, we \_\_\_\_\_ (not have) a real party.
9. Come with us! My mother never \_\_\_\_\_ (get) annoyed even if the children make noise.
10. Do you believe that if a couple kiss under a bunch of mistletoe, they \_\_\_\_\_ (have) a lot of children?
11. The teachers will be very much energized provided we all \_\_\_\_\_ (work) hard enough.
12. “It doesn't matter whether a cat is black or white as long as it \_\_\_\_\_ (catch) mice.” (Deng Xiaoping)

# 8

# POSTAL AND TELECOMMUNICATIONS SERVICES



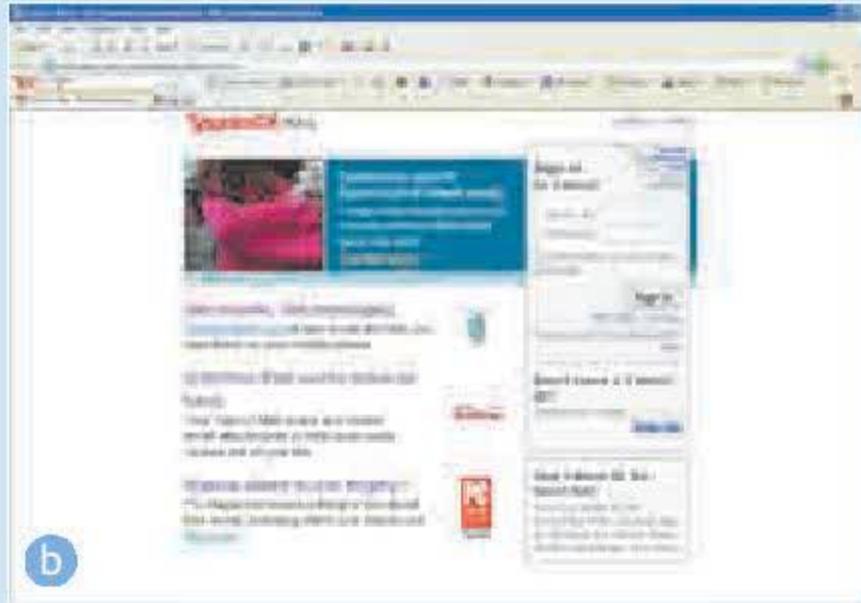
## READING

### Before You Read

a) Work in pairs. Match the following pictures with the words or phrases.



a



b



c



d



1. e-mail (electronic mail) \_\_\_\_\_
2. Wikipedia \_\_\_\_\_
3. cell phone \_\_\_\_\_
4. blog \_\_\_\_\_
5. Internet \_\_\_\_\_
6. Yahoo! Messenger \_\_\_\_\_

**b)** *Work in pairs. Answer the following question.*

What do you use each kind of service for?

### Reading Text

*Read the text and do the tasks that follow.*

#### On the Net

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

The Internet links millions of computers all over the world and allows your computer to get information stored on other computers far away. In 1981, only 213 computers were connected to the Internet. At the end of 2006, there were more than one billion Internet users. No one knows for sure exactly how many people use the Internet today.

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

You get on the Internet by joining a computer network which is called an Internet Service Provider (ISP). You can hook up to the ISP with a modem and your home telephone line. This is called dial-up access.

Another way to hook up to the ISP is with Asymmetric Digital Subscriber Line (ADSL) or a cable modem, which brings Web pages to your computer screen much faster than a dial-up connection.

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

People use the Internet for different purposes such as communication, information search, and entertainment. Businesses use the Internet for advertising and electronic commerce. Organizations use the Internet for teleconferencing and telecommuting. Media and entertainment companies use the Internet for on-line news or games. Universities use the Internet to perform research, communicate, and distribute lectures.

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

One of the most popular uses of the Internet is sending and receiving e-mail. An e-mail message has a delivery address, just like any mail. The Internet has special computer devices called routers that can read the e-mail address, which tells the routers where the e-mail should be routed, or sent, on the Internet.

5. \_\_\_\_\_

As more people are getting on the Internet, newer ways of using the Internet are being invented. For example, keeping blogs has been popular recently. A blog is a Web site which provides commentary or news on a particular subject. Some blogs are personal on-line diaries where people write their day-to-day experiences. Nearly 60 million blogs were being tracked at the end of 2006. Many bloggers said that they could not share their experiences and opinions so quickly and easily if there weren't Internet connectivity. The Internet has really made big changes in the way many people live and work.

a) Match the following subheadings with the suitable paragraphs above. There is one extra subheading.

- A. Different Uses of the Internet
- B. The Growth of the Internet
- C. The Internet for Language Learning
- D. Keeping Blogs or On-Line Diaries
- E. Connecting to the Net
- F. Sending and Receiving E-Mail

b) Check (✓) whether the following statements are true (T), false (F), or not mentioned (NI) in the text. Then correct the false statements.

|  | T                        | F                        | NI                       |
|--|--------------------------|--------------------------|--------------------------|
| 1. More than one billion computers were connected to the Internet at the end of 2006.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. You cannot get on the Net without connecting to an ISP.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The dial-up access is slower than the connection with ADSL.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. People in different places can attend a meeting with the help of Internet connectivity. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Postal services are affected in some ways by the increasing use of e-mail.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Blogs are replacing traditional paper diaries.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

c) Work in pairs. Answer the following question.

Which do you prefer, e-mail or ordinary mail? Why?



## LISTENING

### Names, Addresses, and Numbers

a) Answer the following questions.

1. When do you write down other people's addresses?
2. When do you give other people your address?
3. Do you remember the last time you wrote down an address? Whose address was it?

b) The following address has 5 mistakes in it. Listen to the conversation and correct the mistakes.

DANIEL CLIF  
90 SNELL ROAD  
SOLORA CALIFORNIA  
TEL 209-5325371

- c) You will hear a telephone conversation. Write the missing information or messages in the numbered blanks on the form below.

**While you were out ...**

**Date:** Thursday, April 20  
**Time:** 2:45 p.m.  
**To:** (1) \_\_\_\_\_  
**From:** (2) \_\_\_\_\_  
**Of:** The branch office of Viet Nam Tourism  
in Virginia, U.S.A.  
**Phone No:** (3) \_\_\_\_\_  
**Signed:**

---

|   |  |
|---|--|
| <input checked="" type="checkbox"/> Telephoned  | <input type="checkbox"/> Wanted to see you |
| <input checked="" type="checkbox"/> Please call | <input type="checkbox"/> Called to see you |
| <input type="checkbox"/> Will call again        | <input type="checkbox"/> Urgent            |

---

Wants to talk about a (4) \_\_\_\_\_ tour of Viet Nam for your students. Suggests meeting you on Monday, December (5) \_\_\_\_\_, to discuss the tour program.

- d) Telephone your partner (sitting back to back if possible) and leave a message for another student in your class. Your partner writes the message on a piece of paper and delivers it.



## SPEAKING

### Giving Instructions on How to Do Something

- a) Work in pairs. Fill instructions on how to send an e-mail message with the given words in the box.

First   Next   Then   Finally

\_\_\_\_\_, click Send on the toolbar.

\_\_\_\_\_, type the e-mail address of each recipient.

\_\_\_\_\_, type a message title.

\_\_\_\_\_, type your message.

The image shows a screenshot of the Yahoo! Mail interface. At the top, there is a navigation bar with 'Mail', 'Addresses', 'Calendar', and 'Notepad'. Below this is a toolbar with buttons for 'Send', 'Save as a Draft', and 'Cancel'. The main area contains a 'To:' field with a placeholder 'Insert address', a 'Subject:' field, and an 'Attach Files' button. Below these is a rich text editor with a toolbar and a large text area for the message body. Five callout boxes with arrows point to these elements: 'Send' button, 'To:' field, 'Subject:' field, the message body, and the 'Send' button again.

- b) Work in pairs. Ask your partner how to make International Direct Dialing calls to the following numbers. The first one has been done for you.

686 5372 (Houston, Texas)

6590 6903 (Beijing)

652 54809 (Bangkok)

7930 8466 (London)

2723 7900 (Kuala Lumpur)

9326 2022 (New South Wales)

924 2897 (Wellington)

478 1413 (Rome)

4955 7300 (Paris)

 Example

A: My friend lives in Houston, Texas. Her landline telephone number is 686 5372. How can I telephone her from Viet Nam?

B: It's easy to call her from landline or cell phones in Viet Nam. First, press 00. This is the International Access Code from Viet Nam. Next, key the country code of the USA. It is 1. Then, key 713 for the area code of Houston, Texas. Finally, key her telephone number. That is 686 5372. In short, you key 00 1 713 686 5372 from Viet Nam to contact her.

| Country Code   |    | Area Code       |       |
|----------------|----|-----------------|-------|
| Australia      | 61 | Bangkok         | (0)2  |
| China          | 86 | Beijing         | (0)10 |
| France         | 33 | Houston, Texas  | 713   |
| Italy          | 39 | Kuala Lumpur    | (0)3  |
| Malaysia       | 60 | London          | (0)20 |
| New Zealand    | 64 | New South Wales | (0)2  |
| Thailand       | 66 | Paris           | (0)1  |
| United Kingdom | 44 | Rome            | (0)6  |
| USA            | 1  | Wellington      | (0)4  |

- c) Describe how to do something or give instructions on how to use a device at home (or at school). Remember to use the words **first**, **next**, **then**, and **finally**.



## WRITING

### Writing A Letter of Complaint

- a) Read the following letter of complaint. Match the main ideas with the paragraphs of the letter.

Main ideas

- Explain what the problem is.
- State what you want to be done about the problem.
- Explain why you are writing.
- Say what inconvenience it has caused you.

63 Ly Thuong Kiet Street  
Tan Binh District  
Ho Chi Minh City  
10 December 20\_\_

Customer Services  
Tan Binh Post Office  
Ho Chi Minh City

Dear Sir or Madam

Paragraph 1

I am writing to complain about the poor service provided by your post office.

Paragraph 2

Your notice says that packages will be delivered within 12 hours. However, the package I sent to my friend as a birthday present came to him the day after his birthday. It took three days! What made the matter worse was that the tea service in the parcel was broken.

Paragraph 3

I felt embarrassed when my friend told me about that yesterday. It took me a long time to find that kind of tea service and I cannot find another one for my friend now. The damaged parcel is still at your place because my friend has not taken it.

Paragraph 4

In the circumstances, I believe I am entitled to compensation. I am enclosing the receipt. I look forward to hearing from you very soon.

Yours faithfully

Le Mai

- b) You are not satisfied with a service of a business or an organization. Write a letter of complaint to the manager about that unsatisfactory service.

### Useful Phrases for a Letter of Complaint

- I am writing to complain about...  
I am writing to express my dissatisfaction with/at...
- Firstly / secondly / finally  
Furthermore / in addition / what's more
- As a consequence of this, ...  
This caused me to...  
What made the matter worse was that...
- I expect a full refund / better service from...  
I expect to be compensated for...  
Please replace the goods as soon as possible.



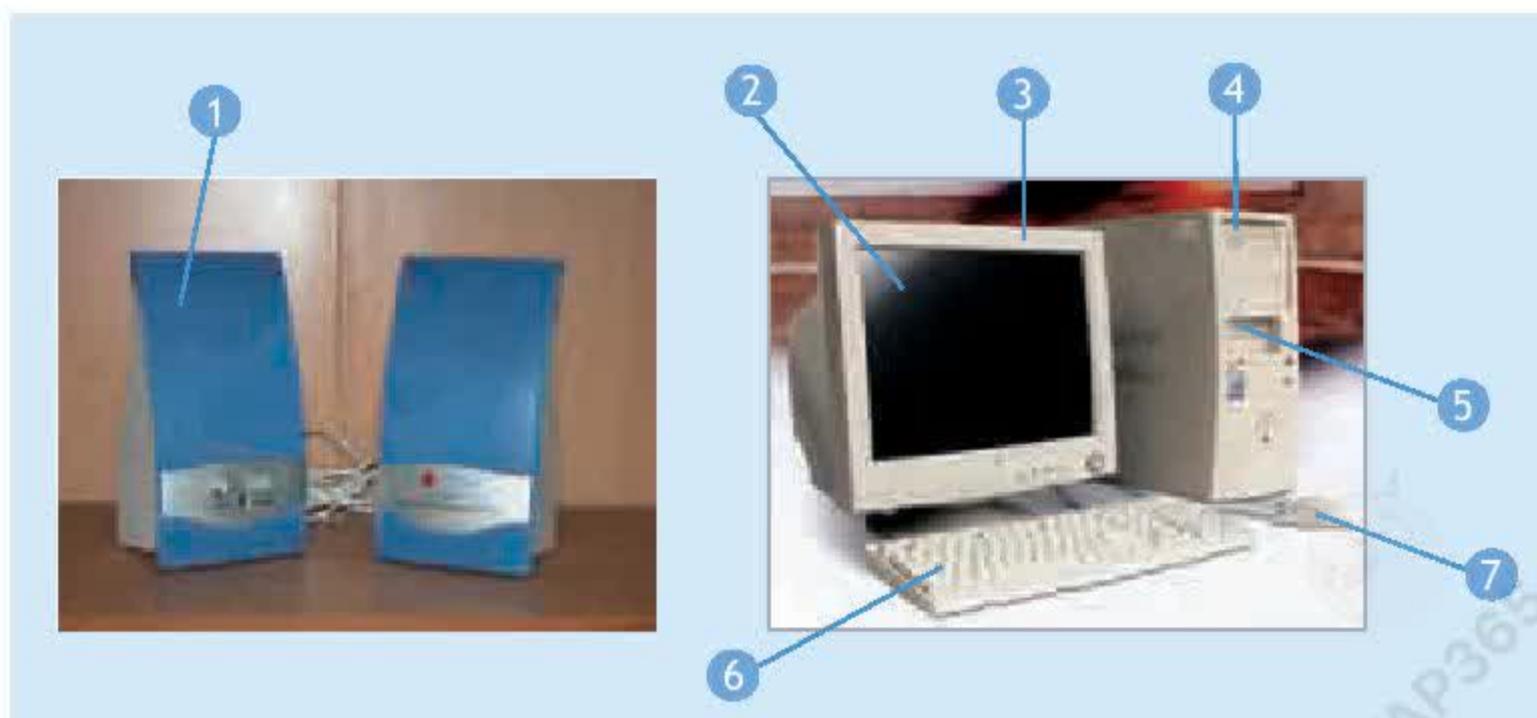
## LANGUAGE FOCUS

### Word Study

#### Words Used in Computing and Telephoning

- a) Match the pictures with the words or phrases. The first one has been done for you.

### WORK STATION Personal Computer





screen \_\_\_\_\_ 2 \_\_\_\_\_  
 keyboard \_\_\_\_\_  
 printer \_\_\_\_\_  
 mouse \_\_\_\_\_  
 monitor \_\_\_\_\_  
 floppy disk \_\_\_\_\_  
 USB drive \_\_\_\_\_

CD-ROM \_\_\_\_\_  
 hard copy / printout \_\_\_\_\_  
 speaker \_\_\_\_\_  
 floppy disk drive \_\_\_\_\_  
 CD-ROM drive \_\_\_\_\_  
 web cam \_\_\_\_\_

b) Fill each blank with one of the following verbs. Some verbs are suitable for more than one blank.

|         |       |        |         |      |
|---------|-------|--------|---------|------|
| receive | reply | e-mail | contact | play |
| check   | have  | send   | forward | chat |

- I \_\_\_\_\_ my e-mail first thing every morning.
- You can \_\_\_\_\_ us by e-mail or fax.
- Do you \_\_\_\_\_ e-mail? What's your e-mail address?
- \_\_\_\_\_ me when you have time.
- Please \_\_\_\_\_ me an e-mail with the details.
- It took them a week to \_\_\_\_\_ to my e-mail.
- We should \_\_\_\_\_ his e-mail to our head office.
- How often do you \_\_\_\_\_ e-mail from her?
- They usually \_\_\_\_\_ with each other on the computer.
- Do you often \_\_\_\_\_ on-line games?

c) Match a sentence in column A with its response in column B.

| A   | B   |
|---|---|
| 1. I'll call you next week and give you my new address.         | a. No, of course not. The phone is in the next room.              |
| 2. Could I speak to Nancy, please?                              | b. If I'm not in, just leave a message with my mom.               |
| 3. What phone number should I remember when I get into trouble? | c. Don't hang up on me. We must talk!                             |
| 4. Do you mind if I make a phone call?                          | d. I'm sorry. She's not here at the moment. Can I take a message? |
| 5. The phone's ringing. I'm busy.                               | e. In an emergency, please dial 113.                              |
| 6. Don't disturb me at this time of night.                      | f. It's OK. I'll get it.  |

## Grammar

### Pronouns

Fill the blanks with the pronouns in the box to complete the sentences.

|        |          |        |
|--------|----------|--------|
| one(s) | someone  | anyone |
| no one | everyone |        |

1. Nearly \_\_\_\_\_ on the Internet uses e-mail to communicate with each other.
2. \_\_\_\_\_ has left their bag behind.
3. I've got some stamps here. Which is the \_\_\_\_\_ you like?
4. Was there \_\_\_\_\_ you knew at the meeting?
5. Goodbye, \_\_\_\_\_. I'll see you next week.
6. Does \_\_\_\_\_ else want to come?
7. Would you make a copy for \_\_\_\_\_ in the office and a few extra \_\_\_\_\_ for the visitors?
8. There's \_\_\_\_\_ at the door.
9. Hardly did \_\_\_\_\_ believe him.
10. I'd like to go to the concert but \_\_\_\_\_ else wants to come.

### Indirect Speech with Conditional Sentences

#### Examples

1. "If you send the package tomorrow, she will be able to get it in a week." (Type 1)  
→ *He said that if I sent the package the next day, she would be able to get it in a week.*
2. "We could not share our experiences and opinions so quickly and easily if there weren't Internet connectivity." (Type 2)  
→ *Many bloggers said that they could not share their experiences and opinions so quickly and easily if there weren't Internet connectivity.*
3. "If the computer had not been invented, our way of life would not have changed so dramatically." (Type 3)  
→ *He said that if the computer had not been invented, their way of life would not have changed so dramatically.*

Complete the second sentences in the reported speech.

1. "If you don't refund the money, I won't have the service again."  
→ *I made it clear that* \_\_\_\_\_.
2. "What will happen if they don't deliver the package in time?"  
→ *I wondered* \_\_\_\_\_.
3. "If you send her some roses, she will forgive you."  
→ *I reassured him that* \_\_\_\_\_.
4. "If you changed your job, you would probably earn a lot of money elsewhere."  
→ *I told him that* \_\_\_\_\_.
5. "If you explained your situation, your teacher would be able to help you."  
→ *My opinion was that* \_\_\_\_\_.
6. "If you took the shoes back to the shop, they would change them for you."  
→ *His advice was that if I* \_\_\_\_\_.
7. "If I didn't know the answer, I couldn't tell you."  
→ *She told me that* \_\_\_\_\_.
8. "If I had a watch, I could tell you the time."  
→ *He said that* \_\_\_\_\_.
9. "If you had taken my advice, you wouldn't have got into such difficulties."  
→ *She pointed out that* \_\_\_\_\_.
10. "If the post office had packed the package carefully, it wouldn't have got damaged."  
→ *He was sure that* \_\_\_\_\_.

# CONSOLIDATION 2

## Units 5 – 8

### PRONUNCIATION

a) Circle the word whose bold part is pronounced differently from that of the other three.

1. A. **p**opulation    B. **e**ncourage    C. **t**ough    D. **M**onday
2. A. **i**ntroduce    B. **s**olution    C. **h**onor    D. **c**omputer
3. A. **c**ompetition    B. **s**olution    C. **p**opulation    D. **p**rosperity
4. A. **h**aunted    B. **o**rganize    C. **p**erform    D. **c**ontribution
5. A. **a**dvertising    B. **c**ommerce    C. **d**ancing    D. **e**xpress

b) Circle the word which has a different stress pattern from that of the other three.

1. A. economic    B. monotonous    C. hilarious    D. collaborate
2. A. creativity    B. opportunity    C. communication    D. popularity
3. A. tournament    B. eloquence    C. enormous    D. ornament
4. A. industrial    B. advertising    C. spiritual    D. applicable
5. A. implement    B. promotion    C. contestant    D. ambition

### LISTENING COMPREHENSION

You will hear a talk about population growth. Listen and fill in the chart below.

| Year | Population  |
|------|-------------|
| 1650 |             |
|      | One billion |
|      |             |
| 1990 |             |
|      |             |
|      |             |



4. Housing constructions and \_\_\_\_\_ have rapidly changed the face of this town. It has become more and more beautiful.
- A. environmental pollution                      B. overpopulation  
C. deforestation                                      D. modernization
5. Internet \_\_\_\_\_ has helped bloggers share their experiences and opinions easily and quickly.
- A. linkage    B. joiner  
C. communication                                  D. connectivity
6. The Internet provides useful information for university students who do \_\_\_\_\_.
- A. telecommuting                                  B. celebration  
C. research    D. business

c) Fill each blank with the proper form of the word in parentheses.

1. The job doesn't seem to be \_\_\_\_\_ enough to her. (challenge)
2. Rapid population \_\_\_\_\_ has caused poverty in this area. (grow)
3. The \_\_\_\_\_ living condition in this area is the main cause of environmental pollution. (health)
4. That athlete was \_\_\_\_\_ from the competition for using drugs. (qualify)
5. This clock is simply for \_\_\_\_\_ purpose; it doesn't work any more. (ornament)
6. Many organizations have tried to reduce \_\_\_\_\_ and diseases in many parts of the world. (hungry)

## GRAMMAR AND STRUCTURE

a) Use the correct form of the verbs in parentheses.

1. – Where's Tuan's house?  
– It's the one \_\_\_\_\_ (hide) behind that clump of trees.
2. Without my teacher's encouragement, I \_\_\_\_\_ (not, be) successful in my last exam.
3. – Do you mind my \_\_\_\_\_ (open) that window?  
– Not at all.

4. Minh Hoa, \_\_\_\_\_ (accompany) by a pianist, sang beautifully.
5. – What did the thief say?  
– He denied \_\_\_\_\_ (take) that woman's jewelry.
6. What would you do if you \_\_\_\_\_ (win) the lottery?
7. \_\_\_\_\_ (do) all my homework, I can play a computer game now.
8. Tam said that he \_\_\_\_\_ (not, be) offered this job if he didn't speak English fluently.
9. Minh said that if he \_\_\_\_\_ (know) how to solve this problem, he would help me.
10. My brother admitted that if he \_\_\_\_\_ (not, take) the advanced computer science course last year, he \_\_\_\_\_ (not, be) able to work in this company now.

**b) Choose the best word or phrase to complete each sentence or exchange.**

1. – I regret \_\_\_\_\_ so much trouble.  
– Well. Let's forget all about that.
- A. having caused                      B. cause  
C. to have caused                      D. to cause
2. – Thanks for the great party.  
– I appreciate \_\_\_\_\_ so much.
- A. for your coming                      B. you to come  
C. you come                              D. your coming
3. \_\_\_\_\_ the traffic rules, Tam was confident when he took the driving test.
- A. Learning                              B. Being learned  
C. Having learned                      D. Learned
4. – Which is the Asian country \_\_\_\_\_ population is growing the slowest now?  
– I haven't read the recent world population census, so I have no idea about that.
- A. which                                  B. that  
C. whose                                  D. of whom

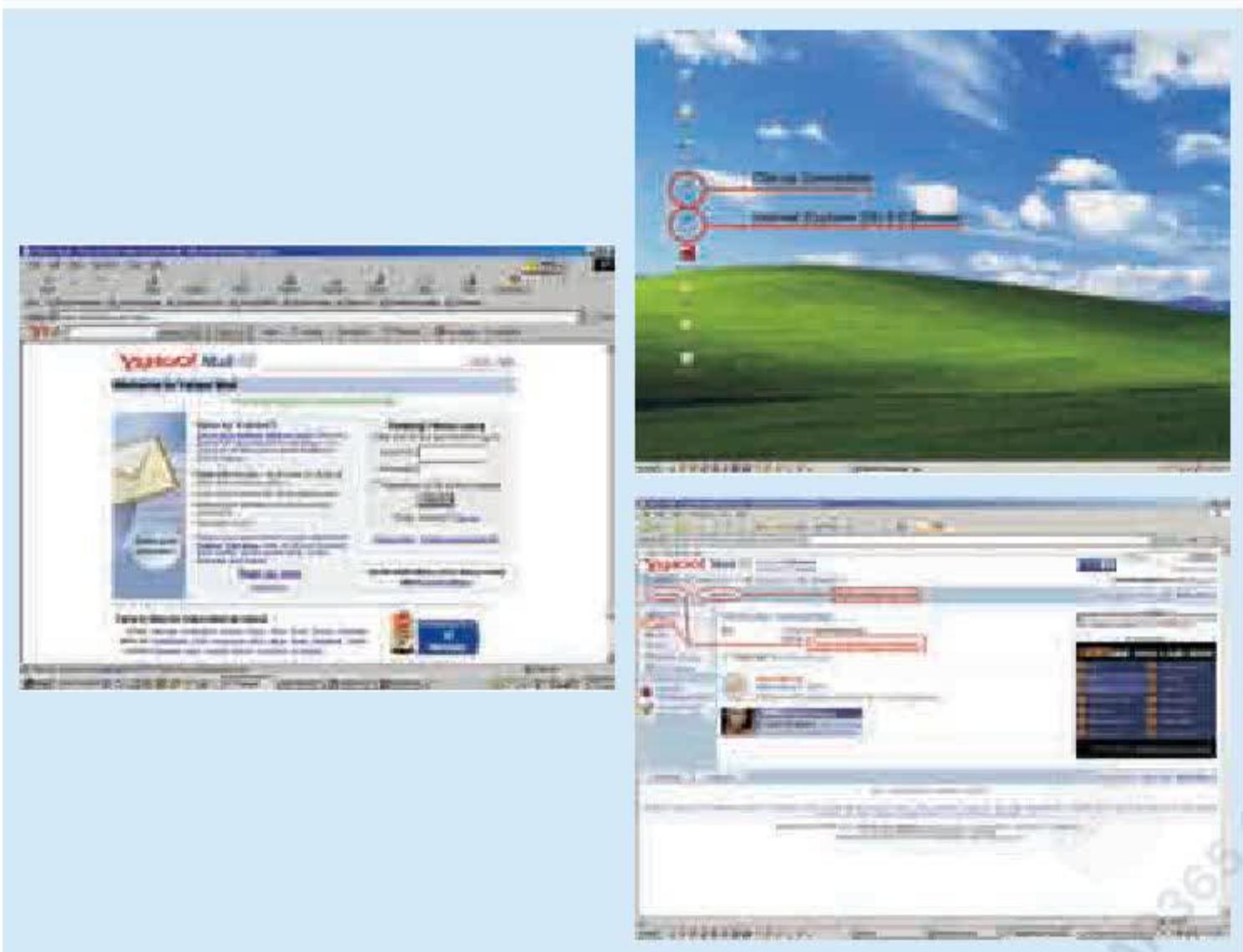


population of nearly 7 million. Most of the population of Scotland lives in the lowlands, where the cities of Glasgow and Edinburgh are located. Much of the English countryside is thinly populated, as people tend to crowd into the areas around the industrial cities of Liverpool and Manchester.

About 720,000 babies are born each year in Britain, a birthrate of about 12.5 for every 1,000 of the population. Since the 1960s, new immigration regulations have reduced the number of immigrants to Britain from Commonwealth countries. As a result, the population of this country is expected to rise very slowly in the future.

1. Which city in Britain is the most populous?
2. Name two big cities of Scotland.
3. Is the English countryside populous? Why or why not?
4. Why is it expected that population growth in Britain is going to slow down?

## WRITING



a) Fill the blanks in the following sentences with the words or phrases in the box.

|           |          |          |              |
|-----------|----------|----------|--------------|
| access    | address  | boot     | double-click |
| interface | Internet | mailbox  | open         |
| password  | username | Web site |              |

1. Double-click the dial-up icon on the desktop screen to connect to the (1)\_\_\_\_\_, and the pop-up dialogue will be displayed. Then sign the (2)\_\_\_\_\_, password, and the phone number of the Internet Service Provider (ISP) in the pop-up dialogue. Next, click on the “OK” button and (3)\_\_\_\_\_ the browser’s icon to (4)\_\_\_\_\_ the browser; i.e., Internet Explorer (IE) 4.0 or Netscape 4.0. The four main sections (menu bar, toolbar, address, and status bar) in the (5)\_\_\_\_\_ of IE will be shown.
2. Switch on your personal computer (PC). Press the “Power” button to (6)\_\_\_\_\_ the computer.
3. Click on the “Inbox” or “Check mail” button to (7)\_\_\_\_\_ your inbox to check and read your new e-mails.
4. Click the text field provided by the (8)\_\_\_\_\_ section and the Universal Resource Locator (URL) of the Web site of your e-mail provider. For example, if you use Yahoo Mail, type the URL of *http://mail.yahoo.com*. Then press the “Enter” button on your keyboard, and the (9)\_\_\_\_\_ is located.
5. In order to log into your mail, you need to provide your username and (10)\_\_\_\_\_ again. Click on the “OK” button and you can automatically access your (11)\_\_\_\_\_.



# 9

## NATURE IN DANGER



### READING

#### Before You Read

a) Match the pictures with correct national parks and tourist attractions.



- 1. Ayers Rock \_\_\_\_\_
- 3. Mt. Everest \_\_\_\_\_
- 5. Phong Nha Cave \_\_\_\_\_

- 2. Tram Chim National Park \_\_\_\_\_
- 4. Mount Fuji National Park \_\_\_\_\_
- 6. Yellowstone National Park \_\_\_\_\_

b) Below are some activities normally done by tourists when they visit the national parks and tourist attractions in a). Which of these activities may be harmful to the environment there?

- make a campfire
- have a swim
- carve names or drawings on rocks
- eat and drink
- take photos
- pick flowers or break tree branches
- dispose of garbage
- go boating

### Reading Text

Read the text and do the tasks that follow.

Thanks to Mt. Everest, tourism in Nepal (located between China and India) has exploded over the past few decades. Now in the spring and fall, quite a lot of tourists attempt to climb Mt. Everest.

However, Mt. Everest is now known as the world's highest junkyard. It is losing its attraction to many climbers since the higher up they climb, the more garbage they see.

Not surprisingly, the increase of adventurers has led to an increase in the amount of garbage, especially along the most popular route to the summit – the Southeast Ridge. Once climbers reach the height above 7,800 meters, they need oxygen bottles, as the atmosphere provides them with only two-thirds of the oxygen they would be breathing in at sea level. Without enough oxygen, people lose their ability to think clearly and may even hallucinate. Besides, climbers also bring with them canisters containing fuel to cook their



Oxygen bottles



Fuel canister

meals. In addition, batteries used for flashlights or radios and the food stored in plastic bags or cans are what they need for survival. Many climbers leave all the used bottles, canisters, batteries, plastic bags, or cans behind as they climb up or down.

A special expedition team has been organized to clean up tons of garbage. The team, which includes about two dozen Sherpas (the native Himalayan people who work as guides or porters in the mountains), uses backpacks to carry the garbage to their base at the foot of Mt. Everest. The table below shows the amount of garbage collected by Sherpas in 1995 and 1998.

*Trash collected by Sherpas in past cleanups*

| Year | Oxygen bottles | Used batteries | Empty fuel canisters |
|------|----------------|----------------|----------------------|
| 1995 | 140            | 200 kilos      | 100                  |
| 1998 | 157            | 520 kilos      | 216                  |

The government of Nepal has also taken steps toward protecting Mt. Everest. According to a new environmental law, all expeditions must register their equipment and leave a 5,000-dollar pre-expedition deposit. Before leaving the country, each expedition must check with the Nepalese authorities to be sure that their oxygen bottles, ropes, or food cans have been brought back down the mountain. They cannot get their deposit back if they leave these on the mountains.

**a)** *Which of the following is the best title of the text?*

1. Mt. Everest – A Tourist Attraction
2. Mt. Everest’s Environmental Problems
3. Mt. Everest’s Environmental Problems and Solutions
4. Expeditions to Mt. Everest

**b)** *Answer the following questions.*

1. Why is Mt. Everest now called the world’s highest junkyard?
2. When do climbers need oxygen bottles? Why?
3. What do adventurers need for survival on the mountain?
4. In what way can the garbage on Mt. Everest be cleaned up?

5. Did Sherpas collect more or less garbage in 1998 than they had done in 1995?
6. Why must all expeditions leave a deposit?

c) Find the words and expressions in the text with the following meanings and write them in the blanks.

1. see or hear things that do not exist because of illness or drugs \_\_\_\_\_
2. increase quickly \_\_\_\_\_
3. the top of a mountain \_\_\_\_\_
4. make an effort, try to do something \_\_\_\_\_
5. a sum of money that you give to somebody to ensure that you will return something to them \_\_\_\_\_

d) Work in groups. Answer the question.

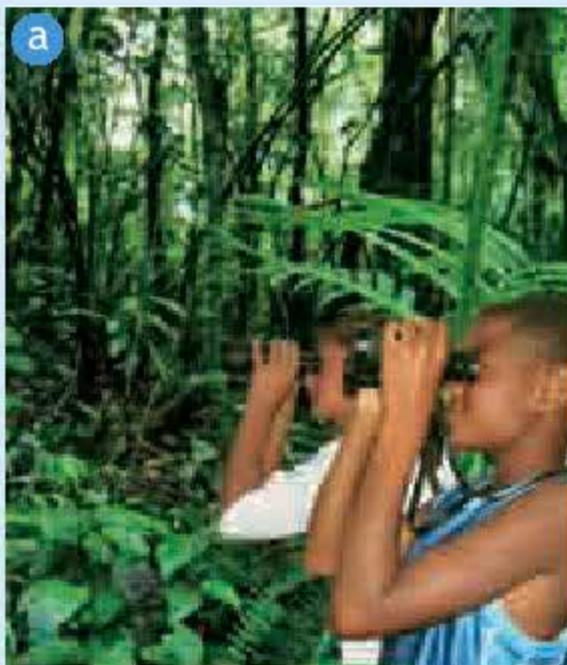
What are some current problems in Viet Nam's national parks and tourist attractions? Suggest solutions.

(Prompts to help you: pollution, illegal hunting, deforestation, ...)



## LISTENING

a) Work in pairs. Discuss what ecotourists in these pictures might be doing.





**b)** *Mr. Chris Green, an environmentalist, is invited to talk to students of Le Loi High School about the effects of ecotourism. Listen to the first part of his talk and check (✓) whether the following statements are true (T) or false (F).*

1. During an ecotour, tourists may hunt animals.
2. Ecotourists like watching wildlife.
3. Ecotourists do not want to harm the environment.
4. Ecotourism does not harm the environment.

| T                        | F                        |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

c) Listen to the second part and complete the table.

| Ecotour Activities   | Their Effects                                       |
|----------------------|---|
| – (1) Watching _____ | (2) Noise from boats _____<br>_____                 |
| – (3) Watching _____ | (4) The strong light from the flashes ____<br>_____ |
| – (5) Walking _____  | (6) The vegetation _____<br>_____                   |

d) Work in pairs. Discuss possible effects other ecotour activities might have on wildlife or the environment.



### SPEAKING

#### Giving Explanations of Actions



#### Other Useful Expressions

**Asking for an Explanation**  
Why...?

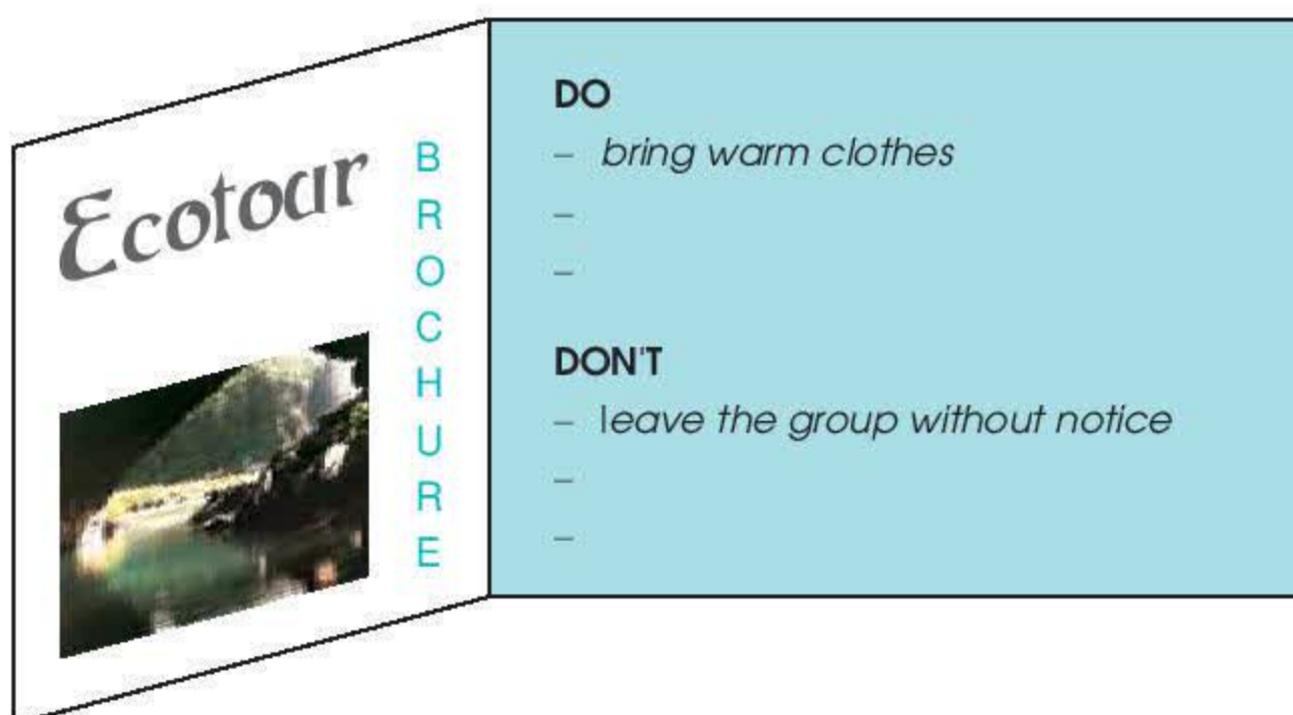
**Giving an Explanation**

- Because...
- Well, the thing is,...
- If I could explain...
- ... so as (not) to...
- ... in order (not) to...

a) Work in groups. Complete the brochures for tourists, basing on the tour guide's notes and the information given in the box below.

- smoke
- wear strong shoes
- wear a life jacket
- wear warm clothes
- wear a hat
- throw plastic bags or cans into the water
- bring a flashlight
- litter
- make a fire
- shout or make big noises

### 1. Advice for tourists before a trip to Phong Nha Cave



#### Tour Guide's Notes

It's dark and rather cold inside the cave.

Tourists may get lost.  
pollute the air.  
pollute the water.  
fall into the water.

2. Advice for tourists before a hike in Mount Fuji National Park

**Ecotour**



B  
R  
O  
C  
H  
U  
R  
E

**DO**

- *carry a backpack, not a traveling bag*
- 
- 

**DON'T**

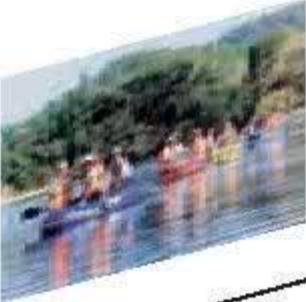
- *make a fire*
-

**Tour Guide's Notes**

It's rather cold at the mountain top.  
 Tourists may cause a forest fire.  
 may pollute the environment.  
 need free hands to climb.  
 will have long walks.

3. Advice for tourists before a visit to Tram Chim National Park

**Ecotour**



B  
R  
O  
C  
H  
U  
R  
E

**DO**

- *bring binoculars*
- 
- 

**DON'T**

- 
- 
-

**Tour Guide's Notes**

It can be quite sunny and hot.  
 Tourists will watch the birds nesting and feeding.  
 may frighten the birds.  
 may pollute the environment (air and water).  
 will take a boat trip along canals.

- b) *Work in groups. One of you is a tour guide and the others are tourists. Use the information in the brochures and tour guide's notes to conduct some mini-exchanges.*

 Example

Tourist A: Why should we bring warm clothes when we visit Phong Nha Cave?

Tour guide: Because it's rather cold inside the cave.

Tourist B: Why shouldn't we ...?

Tour guide: Well, the thing is, you ...

- c) *Work in groups. Choose a national park or tourist attraction in your neighborhood and discuss what tourists should or shouldn't do there.*



## WRITING

### Describing Tables – Comparison and Contrast

*Examine the table showing the garbage collected by Sherpas in the cleanups (in 1995 and 1998) and read the description that follows.*

| Year | Oxygen bottles | Used batteries | Empty fuel canisters | Plastic bags |
|------|----------------|----------------|----------------------|--------------|
| 1995 | 140            | 200 kilos      | 100                  | 55 kilos     |
| 1998 | 157            | 520 kilos      | 216                  | 56 kilos     |

The table shows the amount of garbage collected by Sherpas in 1995 and 1998. More oxygen bottles as well as empty fuel canisters were collected in 1998 than in 1995. In addition, there was a difference of 320 kilos of used batteries collected – 200 kilos in 1995 and 520 kilos in 1998. However, the number of plastic bags gathered was nearly the same in both years.

| Some useful words and expressions to describe comparison-contrast                         |   |   |
|---|---|---|
| Comparison  | Contrast  | Modifier  |
| <ul style="list-style-type: none"> <li>– the same (as)</li> <li>– similar (to)</li> </ul> | <ul style="list-style-type: none"> <li>– more (bottles / water)... than</li> <li>– fewer (bottles) ... than</li> <li>– less (water) ... than</li> <li>– a difference of ... (between)</li> <li>– higher / lower (percentage)</li> </ul> | <ul style="list-style-type: none"> <li>– nearly</li> <li>– almost</li> <li>– about</li> </ul> |

Write similar descriptions for the following tables.

1. Table 1 – Deforestation in Southeast Asia between 1990 – 2005  
(Forest cover in million hectares)

| Country   | Total Forest Cover (1990) | Total Forest Cover (2005) | Forest Loss (1990 – 2005) |
|-----------|---------------------------|---------------------------|---------------------------|
| Cambodia  | 12.9                      | 10.4                      | 2.5 (19.3%)               |
| Indonesia | 116.5                     | 88.5                      | 28 (24%)                  |
| Laos      | 17.3                      | 16.1                      | 1.2 (6.7%)                |

2. Table 2 – Total Fires and Acres Burned in the USA (1980 – 2000)

| Year | Fires   | Acres     |
|------|---------|-----------|
| 2000 | 122,820 | 8,422,230 |
| 1990 | 122,763 | 5,452,870 |
| 1980 | 234,892 | 5,260,825 |



## LANGUAGE FOCUS

### Word Study

#### Suffix *-al*



#### Examples

- *environmental* (adj.)
- *survival* (n)

- a) Write *A* next to the adjectives and *N* next to the nouns.

1. refusal                        N
2. educational
3. remedial
4. proposal
5. postal
6. rental
7. disposal
8. optional

b) Choose suitable nouns or adjectives above to fill in the blanks in the following sentences.

1. Tourist: I want to rent a car. Is there such a service here?  
Receptionist: Yes, sir. We have excellent car \_\_\_\_\_ service round the clock.
2. Mr. Tuan: I'd like to send some money to my son in Hue. What should I do?  
Mr. Ba: Go to the central post office. The \_\_\_\_\_ service there is very good.
3. Nga: The \_\_\_\_\_ of chemical wastes into the sea should be banned.  
Thu: Why?  
Nga: Because it kills sea animals and vegetation.
4. Mr. Wilson: Is English a compulsory or \_\_\_\_\_ subject at high schools in your city, Mr. Van?  
Mr. Van: It's compulsory now.
5. Tourist: Are there any plans to help protect wildlife at this national park?  
Tour guide: Yes. Some \_\_\_\_\_ actions have been taken: planting trees and turning poachers into gamekeepers.

## Grammar

### Reduced Relative Clauses (Review)

#### Relative Clauses Replaced by *to* + Base Form of Verb

 Example

- Mt. Everest is now known as the world's highest junkyard *that attracts so many climbers*. (Relative clause)
- Mt. Everest is now known as the world's highest junkyard *to attract so many climbers*. (Reduced form of the relative clause)

Answer the following questions, using the reduced form of the relative clauses.

1. Are you usually the first guest that comes to a party?
-

2. Who was the first man that landed on the Moon?

---

3. Is the Southeast Ridge the most popular route that leads to the summit of Mt. Everest?

---

4. Is Phong Nha Cave one of the most beautiful caves that have ever been discovered in Viet Nam?

---

5. In your opinion, which is the tourists' most common activity that harms the environment: littering, breaking tree branches, or making a campfire?

---

### Relative Clauses Replaced by Participles



#### Examples

- Batteries *which are used for flashlights or radios* and the food *which is stored in plastic bags or cans* are what they need for survival. (*Relative clauses*)
- Batteries *used for flashlights or radios* and the food *stored in plastic bags or cans* are what they need for survival. (*Reduced form of the relative clauses*)
- Climbers bring with them canisters *that contain fuel to cook their meals*. (*Relative clause*)
- Climbers bring with them canisters *containing fuel to cook their meals*. (*Reduced form of the relative clause*)

Rewrite these sentences, using the reduced form of the relative clauses.



#### Examples

- He is always the first person that helps us when we're in difficulty.
- He is always the first person *to help us when we're in difficulty*.
- This table shows the amount of garbage that was collected by Sherpas in 1995 and 1998.
- This table shows the amount of garbage *collected by Sherpas in 1995 and 1998*.

1. In the years that are to come, all the trees in this forest will disappear if nothing is done to protect them.

---

2. They couldn't find a way that may help clean the polluted river.

---

3. Animals that are born in zoos know nothing about life in the forests.

---

4. The governments of many countries are discussing methods that can protect the environment.

---

5. During a boat tour along the canals, tourists can see the birds that are searching for food or the cranes that are flying in flocks.

---

6. Are national parks good places that can house wild animals?

---

7. There is nothing more that we can do about the fire.

---

8. The noise which comes from the boat engine might disturb sea animals.

---

9. The next question that they will consider is how to clean up the garbage.

---

10. The team, which includes about two dozen Sherpas (the native Himalayan people who work as guides or porters in the mountains), uses backpacks to carry the garbage to their base at the foot of Mt. Everest.

---

# 10

## SOURCES OF ENERGY



### READING

#### Before You Read

a) Match the pictures with the correct words or phrases.





- 1. wind \_\_\_\_\_
- 2. coal \_\_\_\_\_
- 3. nuclear energy \_\_\_\_\_
- 4. solar energy \_\_\_\_\_
- 5. garbage \_\_\_\_\_
- 6. biogas \_\_\_\_\_
- 7. natural gas \_\_\_\_\_
- 8. oil \_\_\_\_\_

**b)** Read brief descriptions of two main kinds of energy sources. Put the names of the 8 energy sources in **a)** into the correct columns.

- Renewable energy sources can be reformed naturally in a short period of time. They are not used up when the energy is exploited.
- Non-renewable energy sources cannot be re-made or regrown in a short period of time. They consist of fossil fuels and minerals.

| Renewable Energy Sources | Non-renewable Energy Sources |
|--------------------------|------------------------------|
| – wind                   | –                            |
| –                        | –                            |
| ...                      | ...                          |

### Reading Text

Read the text and do the tasks that follow.

A. Energy is fundamental to poor people – the one-third of humanity that does not have modern energy supplies like electricity, with which their life could be improved. What are their energy sources now? What new sources may help then?

- B. Mr. John Ngujuna and his family live on a small farm near Nakuru in Kenya. His wife, children, and grandparents spend hours each day gathering fuel wood. They buy over four liters of kerosene a week for the lamps that provide dim light in their house at night. They spend a lot of their spare cash on dry cell batteries for their radio and flashlights.
- C. For many families in Kenya, the prospect of better energy services would make their life different. An improved solar stove for cooking would reduce the arduous work of firewood collection, and women and children would not be breathing thick smoke while the cooking was going on. Small solar systems in the village would also mean that the clinic could operate at night and urgent operations could be carried out. Very small solar lighting systems would allow children to study in the evening and the school to run literacy classes for adults. Solutions such as solar stoves and lanterns are now introduced to a lot of Kenyan families in remote areas.
- D. For many people living in rural areas in other developing countries of the world, biogas is the largest energy resource available, without which their life would be very difficult. The main use of biogas is for cooking and heating. As biogas is smoke-free, it helps solve the problem of indoor air pollution, hence preventing respiratory diseases among women and children, who are exposed to wood-burning stove smoke far more than men. Plant waste and animal manure cost almost nothing, yet they are valuable sources for generating power to pump water or run machines that farmers grind grains with.
- E. The tendency to use renewable energy sources is on the increase when non-renewable ones are running out. In the near future, people in the developing world may use wind or sea waves as the environment-friendly energy sources – who knows?

a) *Choose the best title for the text.*

1. Renewable and Non-renewable Sources of Energy
2. Solar System and Biogas
3. Sources of Energy for the Poor
4. Advantages of Renewable Energy Sources

b) *In which paragraphs are the following ideas discussed?*

1. Smoke affects people's health. \_\_\_\_\_
2. Non-renewable sources are being used up. \_\_\_\_\_
3. The new source helps farmers do their work better. \_\_\_\_\_
4. The new source generates electricity for poor people. \_\_\_\_\_
5. The new source may save people's lives. \_\_\_\_\_
6. The new source is not costly. \_\_\_\_\_
7. People may use wind power to serve their life in the future. \_\_\_\_\_
8. People don't have electricity. \_\_\_\_\_

c) *Answer the questions.*

1. Why are solar systems and biogas introduced to poor people?
2. What energy sources does John Ngujuna's family use to sustain their life?
3. In what way can solar energy improve the life of poor people in Kenya?
4. What are the advantages of using biogas?

d) *Discuss in groups.*

Which energy sources are people in different areas in Viet Nam currently using for cooking in their homes?



## LISTENING

a) *Below is a set of pictures describing some kinds of biomass. Work in groups. Discuss how each kind of biomass can be used as a source of energy.*

### Types of Biomass



wood

garbage

biogas

crop

b) Mr. John Jackson is giving a lecture on energy sources. Listen to the first part and check (✓) the ideas that are mentioned in his lecture.

1. People on Earth are in need of more nuclear energy.
2. People have used coal and oil to generate electricity for a long time.
3. Coal and oil are non-renewable energy sources.
4. Burning coal and oil produces smoke.
5. Burning coal and oil may cause lung cancer.
6. People have to look for new energy sources because coal and oil will be used up.
7. The new energy sources are called renewable.
8. Renewable energy sources such as wind and the Sun are limitless and clean.

c) Look at the pictures. Listen to the second part and complete the diagram.



a  
car using ethanol



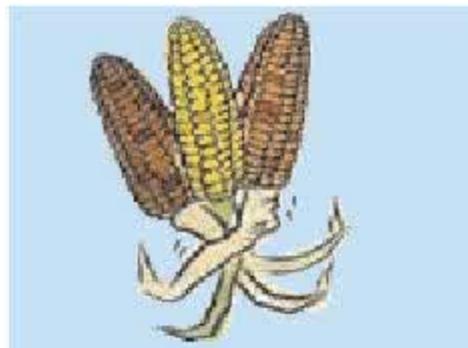
b  
made into sugars



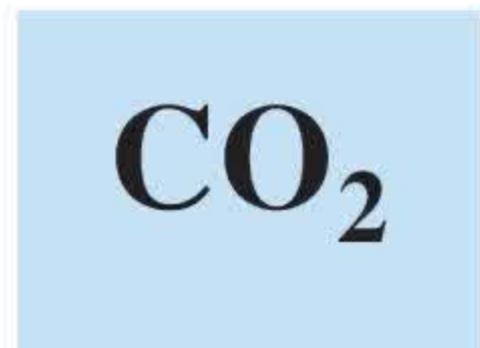
c  
corn is ground



d  
ethanol is made

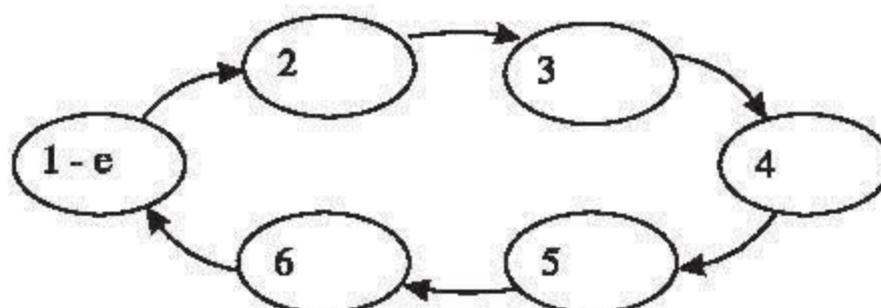


e  
corns



f  
carbon dioxide

The Biomass Cycle



d) Work in pairs. Use the information in the diagram in c) to retell how biomass is recycled.



## SPEAKING

### Alternative Ways of Saying Things

I think burning wood to cook food is harmful to the environment.

I'm sorry, I don't quite understand.



Um, what I mean is, it may pollute the air.

I see.

### Useful Expressions

#### Asking people to clarify

- I don't quite understand.
- What exactly do you mean?
- What does that mean?
- ...

#### Saying something in another way

- That means... / I mean...
- What I mean is, ...
- In other words, ...
- Let me put it another way.
- Let me give you an example.

a) Work in pairs. Complete the following table with the given information.

- |                              |                        |
|------------------------------|------------------------|
| - (not) costly               | - dangerous            |
| - harmful to the environment | - pollution-free       |
| - limitless                  | - running out          |
| - smelly                     | - dependent on weather |
| - environment-friendly       |                        |

| Energy source | Advantages | Disadvantages |
|---------------|------------|---------------|
| Coal          |            |               |
| Wind          |            |               |
| Sun           |            |               |
| Nuclear       |            |               |
| Garbage       |            |               |

- b) *Work in pairs. One of you talks about the advantages or disadvantages of some sources of energy. The other wants clarification.*

 Example

A: I think using coal as an energy source is not a good idea. It's running out.

B: What does that mean?

A: I mean there will be no coal left if we continue to exploit it.

B: Really?

- c) *Work in pairs. Talk about the advantages and disadvantages of cooking fuel (natural gas, wood, kerosene, electricity, ...) and transportation fuel (gasoline, electricity, ...) currently used in your home or neighborhood.*

 Example

A: We use natural gas for cooking at home. It's very convenient.

B: What exactly do you mean?

A: Let me give you an example. I can prepare breakfast within only 10 minutes, without wasting time making a wood fire!

B: I see.



## WRITING

### Writing about Places

a) Read the following paragraph and complete the table.

The Kingdom of Thailand is 513,115 square kilometers in area. It has a population of more than 64,631,595 million. Bangkok, its capital, has about 6 million people. Thailand exports a lot of textiles, garments, electronic goods, prawns, rice, and precious gems. It imports petroleum, petroleum products, iron, and steel. Its main source of electricity comes from traditional thermal power stations (91.51%), while water power stations generate 6.31%, and wind and solar sources just 2.18%. Nuclear power plants are still undeveloped and account for 0% in this country.

| Kingdom of Thailand   |                 |
|---|-----------------|
| Area (sq. km)   |                 |
| Population  |                 |
| Capital   |                 |
| Population of the capital   | about 6 million |
| Exports   |                 |
| Imports   |                 |
| Percentage of electricity from traditional thermal sources (burning fossil fuels) |                 |
| Percentage of electricity from hydroelectric sources                              |                 |
| Percentage of electricity from nuclear sources                                    |                 |
| Percentage of electricity from solar and wind sources                             |                 |

b) Complete a brief outline of this paragraph.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. Electricity production

- c) Use the information provided in the following table to write a paragraph about one of the three countries.

|  | Kingdom of Sweden  | Bolivarian Republic of Venezuela                                       | Brunei Darussalam                   |
|--|--|--|-------------------------------------|
| Area   | 449,964 sq. km   | 916,445 sq. km   | 5,765 sq. km                        |
| Population   | 9,016,596  | 25,730,435   | 379,444                             |
| Capital  | Stockholm  | Caracas  | Bandar Seri Begawan                 |
| Population of the capital                                  | 761,721  | 1,836,000  | 50,000                              |
| Exports  | Transportation equipment, electronic sound equipment, power-generating equipment | Petroleum, natural gas, agricultural products                          | Crude petroleum, petroleum products |
| Imports  | Petroleum, petroleum products, transportation equipment                          | Raw materials, transportation equipment, chemicals, food, live animals | Manufactured goods, food products   |
| Percentage of electricity from traditional thermal sources | 6.80%  | 31.87%   | 100%                                |
| Percentage of electricity from hydroelectric sources       | 41%  | 68.13%   | 0%                                  |

|   |        |    |    |
|---|--------|----|----|
| Percentage of electricity from nuclear sources        | 48.59% | 0% | 0% |
| Percentage of electricity from solar and wind sources | 3.61%  | 0% | 0% |

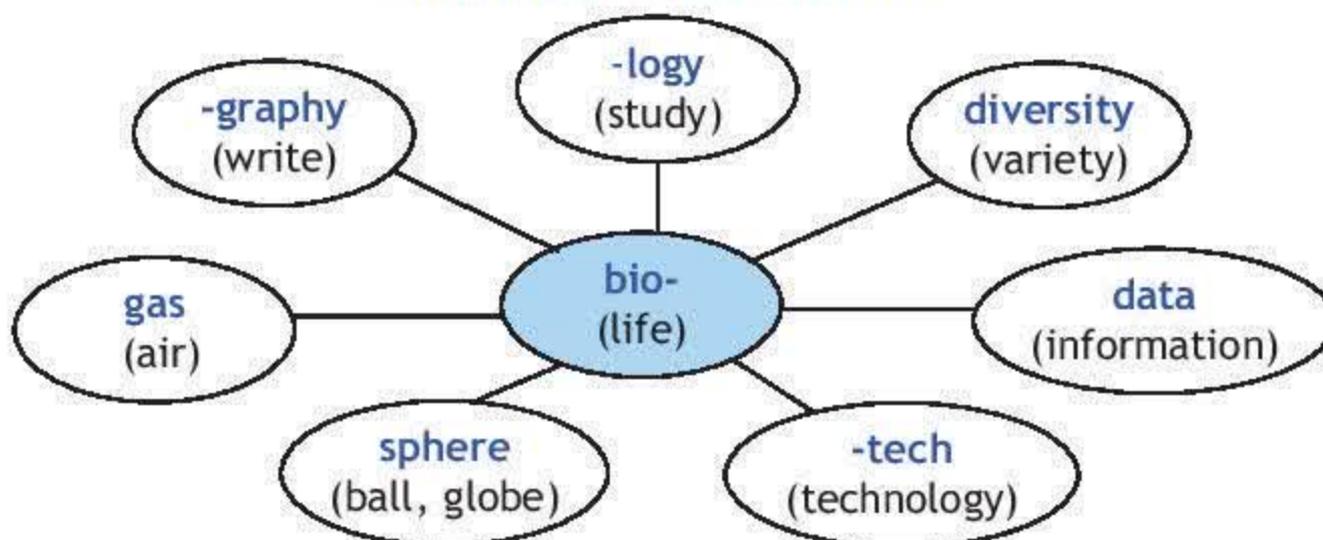
d) Look for facts and figures about Viet Nam and write a paragraph about it.



## LANGUAGE FOCUS

### Word Study

#### Word Formation with Bio-



a) Match the words in column A with their meanings in column B.

| A               | B  |
|-----------------|--|
| 1. biology      | a. the use of living cells and bacteria in industrial and scientific processes                     |
| 2. biography    | b. the variety of animals and plants found within a specified region                               |
| 3. biogas       | c. information about a person and about what they have done in their life                          |
| 4. biosphere    | d. science or study of life  |
| 5. biotech      | e. gas, especially methane, that is produced by dead plants and that can be burned to produce heat |
| 6. biodata      | f. the story of a person's life written by somebody else   |
| 7. biodiversity | g. the part of the Earth's surface and atmosphere in which plants and animals can live             |

b) Complete the sentences with appropriate words from a).

1. The police investigated his \_\_\_\_\_ and found that he once robbed a bank in the USA.
2. I like to study \_\_\_\_\_. It helps me know a lot about life on earth.
3. Many countries are encouraging students to study \_\_\_\_\_ in order to develop their agriculture and industry.
4. Have you read Martin Luther King's \_\_\_\_\_? I really admire him.
5. Do you think our government should encourage people in the countryside to use \_\_\_\_\_ as a new energy source?

## Grammar

### Relative Clauses with Prepositions



#### Examples

- Plant waste and animal manure are valuable sources for generating power to run machines *that farmers grind grains with*.
- For many people living in rural areas in other developing countries of the world, biogas is the largest energy resource available, *without which their life would be very difficult*.

a) Look at the information about Mary, and then complete sentences about the people in her life. The first one has been done for you.

Mary lives in a big apartment with a roommate whose name is Ann. Her parents are working on a farm in the south, and she sees them only once or twice a year. Now she is working for Mr. Eric Wilson in Chicago. On weekends, she plays badminton with Mina, her colleague. Sometimes she reads to an 80-year-old neighbor, Karen, or baby-sits for a couple called Kim and Joe. Everybody in the apartment building likes her. She is now in love with Bill, a young handsome man, who lives next door.

1. Ann is the roommate Mary lives with.
2. Mr. Eric Wilson is \_\_\_\_\_
3. Mina is \_\_\_\_\_
4. Karen is \_\_\_\_\_
5. Kim and Joe are \_\_\_\_\_
6. Bill is \_\_\_\_\_

b) Read the situations and complete the questions. The first one has been done for you.

1. John stayed at a hotel.

You ask him: *"Did you like the hotel you stayed at?"*

2. Sue had lunch at a coffee shop.

You ask her: *"What's the name of the coffee shop \_\_\_\_\_?"*

3. Sam lives in a town.

You ask him: *"Do you like \_\_\_\_\_?"*

4. Peter works in a water power station.

You ask him: *"How big is \_\_\_\_\_?"*

5. Nga is listening to music.

You ask her: *"Is \_\_\_\_\_ good for the nerves?"*

c) Join the sentences by changing the second sentence of each pair into a relative clause.

1. Here's the address. You should write to this address.

\_\_\_\_\_

2. They finally found the most beautiful church. In front of the church stood a statue.

\_\_\_\_\_

3. Renewable energy sources are difficult topics. I'm not familiar with these topics.

\_\_\_\_\_

4. This country now has 300 wind turbines. The national network relies on these turbines.

\_\_\_\_\_

5. Solar energy is the only way to solve the problem of energy shortage now. We've been very much worried about that problem.

\_\_\_\_\_

# 11

## THE ASIAN GAMES



### READING

#### Before You Read

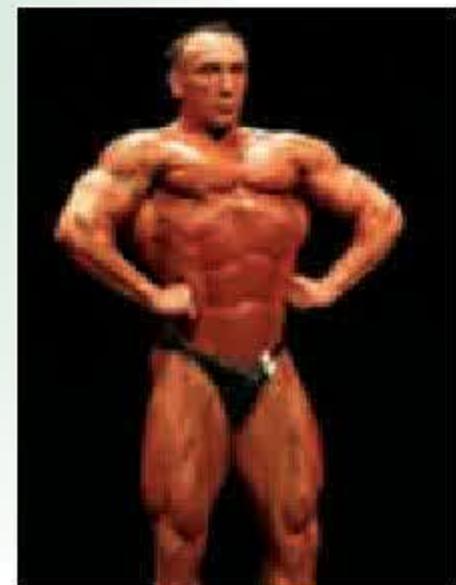
Look at the news on a Web site and some pictures of the 15th Asian Games in Doha, Qatar, 2006. Tell your partner if you wish to be at such an event. Give your reasons.



#### Viet Nam to send 365 to Doha ASIAD



The National Sports and Physical Training Committee has finalized a list of 365 athletes to compete in 25 events at the 15th Asian Games (ASIAD) to be held in Doha, Qatar, December 1-15.



The Viet Nam team eyes six gold medals in bodybuilding, karatedo, judo, tae kwon do, shooting, and weightlifting.

Four years ago, Viet Nam took four gold medals and finished 15th out of 44 countries at the Pusan ASIAD in the Republic of Korea.

 Example



I'd like to be at the opening ceremony. It is colorful and I'd like to look at athletes in their national costumes.

## Reading Text

*Read the text and do the tasks that follow.*

### The 15th Asian Games



The spirit of the Asian Games has been built up over a long period of time, and passed from one Games to the next spreading messages of unity, warmth, and friendship through competitive sport. The warmth of the Asian Games comes not only from the symbolic flame, but from the

relationships that are established among individual athletes, coaches, trainers, officials, volunteers, and spectators who come together from many different backgrounds and cultures.

Just 11 countries and regions participated in the 1st Asian Games in New Delhi in 1951, with only six sports. The 15th Asian Games took place from December 1 through December 15, 2006, in Doha, capital of Qatar. More than 10,000 athletes, who represented 45 countries and regions, took part in 39 sports and 424 events of the Games, the most important event in Asia. Some new events such as chess and triathlon were also included in the Games.

The 15th Asian Games was organized at 34 sporting venues, including Khalifa Stadium, which hosted the opening and closing ceremonies. The Opening Ceremony of the 15th Asian Games, Doha 2006, at Khalifa

Stadium, was the most spectacular opening of any Games with 50,000 people to get into Khalifa Stadium and more than one billion television viewers. The Doha Asian Games Organizing Committee (DAGOC) wanted to ensure that everybody who saw the ceremony would have a memory for life as suggested in the slogan “The Games of Your Life.” The 15th Asian Games was a successful sporting event that all attendees would never forget. Everyone is looking forward to the 16th Asian Games, which will be held in Guangzhou, China, from November 2 to November 18, 2010.

a) Complete the table below with the information from the reading text.

|                               |  |
|-------------------------------|--|
| Date of opening               |  |
| Date of closing               |  |
| Number of sports              |  |
| New sports                    |  |
| Number of countries           |  |
| Number of athletes            |  |
| Big cities                    |  |
| Main stadium and its capacity |  |
| Number of venues              |  |
| Venue of opening ceremony     |  |
| Venue of closing ceremony     |  |

b) What types of information are you interested in knowing about the 15th Asian Games, Doha 2006? Work in groups. Answer these questions.

1. Where is Qatar on the world map?
2. What sports did Viet Nam take part in?

c) If your country is hosting such an event, which item(s) in a) will be of your greatest concern? Write it out and state your reason briefly.

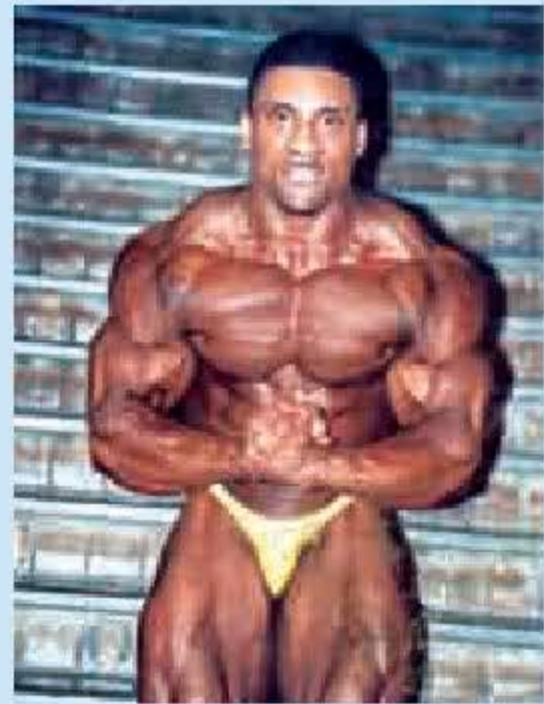


## LISTENING

a) Listen to the 4 recordings and match each of them with the correct picture.



a



b



c



d

b) Listen to each recording again and choose the correct answers.

### Recording 1

- The problem with ticket sales is that \_\_\_\_\_.  
A. tickets are not enough for the demand  
B. tickets are being forged  
C. ticket sales are not as fast as the organizers expected
- The percentage of tickets already sold is \_\_\_\_\_.  
A. more than 14%  
B. more than 40%  
C. less than 40%

3. There are no more tickets available for \_\_\_\_\_.
- A. the judo event
  - B. the boxing event
  - C. the track and field event

Recording 2

4. In the badminton event, there was a dispute in \_\_\_\_\_.
- A. fans' support
  - B. judges' decisions
  - C. players' equipment
5. What did the Indonesian players do?
- A. They sat on the playing floor.
  - B. They complained about the Korean fans.
  - C. They walked out of the playing floor.

Recording 3

6. El Zetn Youssef would have won \_\_\_\_\_.
- A. the gold medal
  - B. the silver medal
  - C. the bronze medal
7. Afterwards, the medal was \_\_\_\_\_.
- A. given to Youssef because he agreed to take the drug test
  - B. not given to any competitors
  - C. given to another bodybuilder

Recording 4

8. The rain canceled \_\_\_\_\_ in the softball event.
- A. one semifinal
  - B. the final only
  - C. both one semifinal and the final
9. The semifinal was between \_\_\_\_\_.
- A. Japan and China
  - B. China and Taiwan
  - C. Taiwan and Japan
10. The gold medal was finally given to \_\_\_\_\_.
- A. Japan
  - B. China
  - C. Taiwan



## SPEAKING

### Reporting a Sporting Event

- a) Look at this competition schedule of the 15th Asian Games, Doha 2006. Work in pairs. Talk about the games you want to see.

#### Schedule

Competition Date      F = Finals

| Sports / Discipline    | Nov. |    |    | Dec. |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|------------------------|------|----|----|------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
|                        | 28   | 29 | 30 | 1    | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Opening Ceremony       |      |    |    |      |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| Athletics              |      |    |    |      |   |   |   |   |   |   | F | F | F  |    | F  |    |    |    |
| Badminton              |      |    |    |      |   |   |   | F |   |   |   | F |    |    |    |    |    |    |
| Baseball               |      |    |    |      |   |   |   |   |   | F |   |   |    |    |    |    |    |    |
| Basketball             |      |    |    |      |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| Billiards (Cue Sports) |      |    |    |      |   |   |   | F | F | F | F | F |    | F  |    |    |    |    |
| Bodybuilding           |      |    |    |      |   |   |   |   |   |   | F | F |    |    |    |    |    |    |
| Bowling                |      |    |    |      |   | F | F |   | F |   | F |   | F  |    |    |    |    |    |
| Boxing                 |      |    |    |      |   |   |   |   |   |   |   |   |    |    | F  |    |    |    |
| Canoe / Kayak          |      |    |    |      |   |   |   |   |   |   |   |   |    | F  |    |    | F  |    |
| Chess                  |      |    |    |      |   |   | F |   |   |   |   |   |    |    |    |    | F  |    |
| Cycling                |      |    |    |      |   | F | F | F | F |   |   |   |    |    |    |    |    |    |
| Diving                 |      |    |    |      |   |   |   |   |   |   |   |   | F  | F  | F  | F  | F  |    |
| Fencing                |      |    |    |      |   |   |   |   |   |   |   | F | F  | F  | F  | F  | F  |    |
| Golf                   |      |    |    |      |   |   |   |   |   |   |   |   |    | F  |    |    |    |    |
| Gymnastics             |      |    |    |      | F | F | F | F | F |   |   |   |    |    |    |    |    |    |
| Judo                   |      |    |    |      | F | F | F | F |   |   |   |   |    |    |    |    |    |    |
| Karate                 |      |    |    |      |   |   |   |   |   |   |   |   |    |    | F  | F  |    |    |
| Rowing                 |      |    |    |      |   |   |   |   | F | F |   |   |    |    |    |    |    |    |
| Sailing                |      |    |    |      |   |   |   |   |   |   |   |   |    | F  | F  | F  |    |    |
| Sepak takraw           |      |    |    |      |   |   |   |   | F |   |   |   | F  |    |    | F  |    |    |
| Shooting               |      |    |    |      | F | F | F | F | F | F | F |   |    |    |    |    |    |    |
| Soccer                 |      |    |    |      |   |   |   |   |   |   |   |   |    |    |    | F  |    | F  |
| Softball               |      |    |    |      |   |   |   |   |   |   |   |   |    |    |    |    | F  |    |
| Swimming               |      |    |    |      | F | F | F | F | F | F |   |   |    |    |    |    |    |    |
| Table Tennis           |      |    |    |      |   |   | F |   | F | F |   |   |    |    |    |    |    |    |
| Tae kwon do            |      |    |    |      |   |   |   |   |   | F | F | F | F  |    |    |    |    |    |
| Tennis                 |      |    |    |      |   |   |   |   |   |   | F |   |    |    |    | F  | F  |    |

| Sports / Discipline | Nov. |    |    | Dec. |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|---------------------|------|----|----|------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
|                     | 28   | 29 | 30 | 1    | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Triathlon           |      |    |    |      |   |   |   |   |   |   | F |   |    |    |    |    |    |    |
| Volleyball          |      |    |    |      |   |   |   |   |   |   |   |   |    |    | F  |    | F  |    |
| Weightlifting       |      |    |    |      | F | F | F | F | F |   |   |   |    |    |    |    |    |    |
| Wrestling           |      |    |    |      |   |   |   |   |   |   |   | F | F  | F  |    | F  | F  |    |
| Wushu               |      |    |    |      |   |   |   |   |   |   |   |   |    |    |    |    | F  |    |
| Closing Ceremony    |      |    |    |      |   |   |   |   |   |   |   |   |    |    |    |    |    |    |

b) Look at the schedule again. Use the useful expressions to report information about the games to your partners.

### Useful Expressions

- Someone says/ said (that) ...
- I am/ was told (that) ...
- What I hear/ heard from ... is/ was (that) ...
- According to ...
- As far as I am informed ...

 Example

According to the schedule, the wushu event lasts for four days altogether.

I see. So, when is the event over?



c) *Talk with your partner about soccer results.*

 Example

A: My roommate told me that Qatar beat Thailand in the soccer game yesterday.

B: It's no surprise! Qatar is really a much stronger team.

| Soccer Results                                  |       |
|---|-------|
| Qatar: gold; Iraq: silver; Iran: bronze         |       |
| Qatar vs. Jordan                                | 3 – 0 |
| Qatar vs. Uzbekistan                            | 0 – 1 |
| Qatar vs. United Arab Emirates                  | 4 – 1 |
| Qatar vs. Thailand (quarter-final)              | 3 – 0 |
| Qatar vs. Islamic Republic of Iran (semi-final) | 2 – 0 |
| Islamic Republic of Iran vs. Republic of Korea  | 1 – 0 |
| Qatar vs. Iraq (final)                          | 1 – 0 |



## WRITING

### Writing a Report

a) *An observer has written a report on the hotels and sporting venues for an international sporting event. The following is his report, the parts of which are not in logical order. Rearrange them to make a good report.*

### Report on the Facilities for the International Sporting Event

1.

#### Hotel

There is a wide range of hotels for all tourists, but, according to the authorities, too many tourists have come to the same hotel at the same time, causing difficulties to the hotel staff. The prices are rather high, and, surprisingly, the staff members in some hotels do not speak English very well.

2.

### Conclusion

The games are very good on the whole, but I would recommend that the Organizing Committee set up additional ticket boxes at big stadiums, lower hotel prices, and provide more training to the hotel staff.

3.

### General

The host has a welcoming atmosphere and most people say that it is easy to find their way around among the venues. The city is clean and well-planned. The only problem is that there are not enough ticket boxes at some stadiums at busy times; thus, the lines are very long.

4.

In order to prepare this report, I visited a number of venues and attended quite a lot of games. Besides, I interviewed some members of the Organizing Committee and a number of spectators.

5.

### Venues

All the venues are modern and in very good condition.

- b)** *Read the guidelines and the useful expressions given to write a report on your school's preparation for a sporting event. You can focus on the place where the event will take place and the transportation for the participants.*

### Guidelines

- Give your report a clear, factual heading.
- Divide the report into paragraphs or sections to deal with separate aspects of the subject.
- Start by saying what the report is about and/or how you gather the information.
- End with a conclusion which gives a summary of the situation (and a recommendation if necessary).

## Useful Expressions

### Introduction

- The aim of this report is to ...
- In order to prepare this report, I visited / interviewed / studied ...

### Reporting impressions and findings

- It seems / appears that ...
- It is interesting / surprising / strange that ...

### Quoting

- According to X, ...
- Y said / felt / mentioned that ...
- In general, ...
- On the whole, ...

### Summing up

- In conclusion, ...
- To sum up, ...

### Making a recommendation

- In my opinion, ...
- I would recommend that ...



## LANGUAGE FOCUS

### Word Study

#### Compound Nouns Formed from Phrasal Verbs



#### Example

*walk out* (verb) → *walkout* (noun)

Other compound nouns formed from phrasal verbs:

- go ahead → go-ahead
- kick off → kickoff
- break down → breakdown
- take off → takeoff
- drop out → dropout

- shut down → shutdown  
 – check in → check-in  
 – warm up → warmup

Fill the blanks with the compound nouns above to complete the sentences.

1. He was late for work this morning because his car had a \_\_\_\_\_.
2. We do stretching exercise as a \_\_\_\_\_ before starting a tennis game.
3. The announcement was to inform passengers to be ready for the \_\_\_\_\_.
4. The number of \_\_\_\_\_ is increasing in a worrying way in the mountainous areas.
5. Right after the \_\_\_\_\_, the home team scored a wonderful goal.
6. Generally, you have to be at the airport an hour earlier for the \_\_\_\_\_.
7. He ordered an immediate \_\_\_\_\_ to prevent any leak of radioactivity.
8. They are now waiting for the Ministry's \_\_\_\_\_ to start the construction of the National Stadium.

## Grammar

### Omission of Relative Pronouns

a) *Underline the relative pronoun in each sentence. Check (✓) the sentences in which it would be possible to omit the relative pronoun.*

1. The 15th Asian Games was a successful sporting event that all attendees would never forget.
2. They ensured that everybody who saw the ceremony would have a memory for life.
3. There is a wide range of sporting events that athletes can take part in.
4. The Games improve the relationships that are established among attendees who come together from many different backgrounds and cultures.

5. I'm sorry to have to say this, but the information which you gave me is misleading.
6. The athlete who(m) we have just seen on the screen won the gold medal.
7. Khalifa Stadium, which hosted the Opening Ceremony of the 15th Asian Games, is one of the best stadiums in the world.
8. The 15th Asian Games, which we are talking about, was held in Doha, the capital of Qatar.

**b)** Match the relative clause in B with the main clause in A to make a meaningful sentence. Omit the relative pronoun if possible. Put the correct punctuation mark at the end of each sentence.

| A  | B                                  |
|--|------------------------------------|
| 1. Playing sports, we find it easy to make friends with people | a. that I have received            |
| 2. He is a talented tennis player                              | b. who take up this kind of sport  |
| 3. The results of our team are disappointing                   | c. that you mention in your report |
| 4. The number of people doubles every two years                | d. who(m) we play with             |
| 5. All the venues are modern and in very good condition        | e. that I got from the Internet    |
| 6. This is the latest news of the Games                        | f. who has won several medals      |

 **Example**

1. d – Playing sports, we find it easy to make friends with people we play with.

# 12

## HOBBIES



### READING

#### Before You Read

a) *These are some things people often collect. Name them, then add five more things.*



a. \_\_\_\_\_



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



c. \_\_\_\_\_



d. \_\_\_\_\_

b) Put the following activities in the right columns.

- running a farm
- keeping books
- keeping pets
- planting flowers
- jogging
- making furniture
- traveling
- playing computer games
- writing
- raising poultry

| Hobbies | Work Done to Make a Living | Both Hobbies and Work |
|---------|----------------------------|-----------------------|
|         |                            |                       |

### Reading Text

Read the extracts and do the tasks that follow.

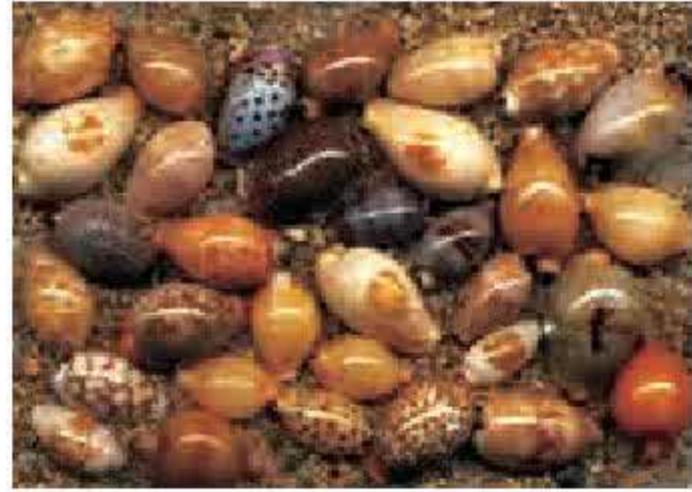
A. Before the 20th century, hobbies were something that only wealthy people had time and money to enjoy. The present-day interest in hobbies is the product of more free time for far more people, resulting from shortened working hours and greater prosperity. All hobbies involve activities, but some involve more than others. It is collecting things that is relatively passive compared to doing creative work. Whatever the activity level, all types can require high levels of expertise.

B. A good coin collection is an investment and can be profitable in a number of ways. As a pastime, it provides hours of pleasure and the



satisfaction of watching the collection grow. Moreover, coins – old, new, foreign, or domestic – will always be worth at least as much as the metals of which they are made, and these are often precious metals. Books about coins and coin collecting, which can usually be found in public libraries, will help a beginner start a collection.

C. Collecting shells is another interesting hobby. Many young collectors who take it up develop a serious interest in science as a result. It is little care that a shell collection requires. Shells, the color of which is normally permanent, last almost indefinitely without being attacked by insects.



Moreover, most kinds of shells do not break easily. Large shell collections are built up by collectors' exchanging originals or duplicates. It is only when a collection is properly labeled that it has real value. Each label must show exactly where the shells were found. Notes on tide conditions and weather might also be included.

a) Answer the following questions based on extracts A & B.

1. Who enjoyed hobbies before the twentieth century?

---

2. What result do less working hours and greater prosperity bring to us?

---

3. In what way is a good coin collection an investment?

---

b) Work in pairs. Fill in the table with the information from extracts B & C.

| Kinds of Collection | Advantages | Disadvantages |
|---------------------|------------|---------------|
| Coin collection     |            | heavy         |
| Shell collection    |            |               |

c) Have you ever collected something as a hobby? If yes, what is it? If no, why not?



## LISTENING

a) *Work in groups. Ask and answer the following question.*

What do you like and don't like doing after school?

b) *Listen to the talk and take notes.*

Andrew likes gardening.

---

---

---

---

Andrew doesn't like

---

---

---

c) *Listen to the conversation, then complete the following sentences.*

1. Dick looks worried because ...

---

---

2. Cycling is a good form of exercise because ...

---

---

3. Cycling in the countryside is interesting because ...

---

---

4. We shouldn't do exercise too much and too quickly at the beginning because ...

---

---

d) *Tell your partners if you like cycling. Why or why not?*



## SPEAKING

### Talking about Preferences

a) *Work in pairs.*

– *Here are some expressions used to express preferences. Supply some more.*

- I like
- I enjoy
- I don't like
- ...

– *Make a list of things that young people like and don't like doing in their free time.*



Examples

- chatting on the Net
- painting
- ...

b) *Work in pairs. Talk about your preference for one of the items in the list you've just made. Explain why you like it.*



Examples

- I like..... because.....
- I don't mind..... because.....

c) *Swap partners. Interview your partner about his/ her hobby and report to the class. Use the following question words.*

What...? When...? Where...? Why...?  
How often...? How much...?



Examples

- What do you like doing in your free time?
- When did you begin your hobby?
- Why are you interested in...?



## WRITING

### Writing about Hobbies

a) Read the following paragraph and complete the chart below.

1 My hobby is collecting stamps. My stamp collection began when I was an 11-year-old boy. At that time, my English teacher used to

5 give out colorful pictures to students who were good at her subject. I loved those pictures and kept them carefully in a book. Then my father advised me to

10 collect stamps. Now there are over 100 stamps of birds, fish, butterflies, flowers, etc., in my collection. Most of them were canceled on the first day of issue. In addition, there are also foreign stamps which I received from my pen pals in Australia, France, and the United States. To add more stamps to my

15 collection, I sometimes exchange stamps with those who share the same hobby with me. What a pleasant thing to look at my beautiful stamps!



| Content                                   | Line |
|---|------|
| 1. Writer's hobby                         | 1    |
| 2. When his hobby started                 |      |
| 3. How his hobby has been built up        |      |
| 4. Why he had this hobby                  |      |
| 5. Writer's feelings about his collection |      |

b) Ask yourself or your friend(s) questions similar to the content in the chart in a); then write a paragraph about your own or your friend's hobby.



## LANGUAGE FOCUS

## Word Study

## Word Derivation

a) Complete the chart.

| Noun        | Adjective    | Adverb | Verb      |
|-------------|--------------|--------|-----------|
| 1.          |              |        | encourage |
| 2.          | prosperous   |        |           |
| 3. label    |              |        |           |
| 4.          |              |        | include   |
| 5.          |              | purely |           |
| 6.          | wealthy      |        |           |
| 7.          | creative     |        |           |
| 8. pleasure |              |        |           |
| 9.          | profitable   |        |           |
| 10.         | satisfactory |        |           |

b) Fill each blank with the correct word form from chart a).

1. It's impossible to \_\_\_\_\_ everyone.
2. The air in industrial cities needs \_\_\_\_\_.
3. My father has done a lot to \_\_\_\_\_ me in studying.
4. Durable goods \_\_\_\_\_ cars, computers, and electrical appliances.
5. Trees in this area grow well because of the \_\_\_\_\_ soil.
6. Do you know which ingredients on the packaging \_\_\_\_\_ of processed food are helpful or harmful?
7. Thank you for a \_\_\_\_\_ afternoon.
8. Please show me how to \_\_\_\_\_ a new file.
9. Some new electronic products are highly \_\_\_\_\_.
10. He is living in a \_\_\_\_\_ suburb.

Cleft Sentences



Examples

- My father is interested in detective stories.
- It is my father who is interested in detective stories.  
(Subject focus)
- A collection only has its real value when it is properly labeled.
- It is only when a collection is properly labeled that it has its real value. (Adverbial focus)

Rewrite the following sentences using the structure *It is/was ... that ...* to emphasize the underlined part of each sentence.

1. I like looking at my stamp collection.

---

2. Dogs are faithful animals.

---

3. Jane prefers going shopping.

---

4. Chatting on the Net will take a lot of time.

---

5. A stamp collection requires much care.

---

**Both ... and ...**

**Not only ... but also ...**



Examples

- Solar energy is *not only* free *but also* inexhaustible.
- *Both* my father *and* I often spend a day on the beach looking for shells.

The following sentences contain faulty parallelism. Rewrite the sentences so that the parallelism will be correctly expressed.

1. Mr. Sayers is not only president of the National Bank but also of the Chamber of Commerce.

---

2. The team both felt the satisfaction of victory and the disappointment of defeat.

---

3. In summer school, he not only studied writing but how to increase his vocabulary.

---

4. The new clerk soon proved himself not only to be capable but also trustworthy.

---

5. In his lecture today, Professor Hobbs both explained the causes of the war and what its consequences were.

---

# CONSOLIDATION 3

## Units 9 - 12

### PRONUNCIATION

a) Circle the word whose bold part is pronounced differently from that of the other three.

- |                  |                 |               |                 |
|------------------|-----------------|---------------|-----------------|
| 1. A. attraction | B. construction | C. congestion | D. satisfaction |
| 2. A. biogas     | B. games        | C. venues     | D. backgrounds  |
| 3. A. permission | B. biomass      | C. emission   | D. passion      |
| 4. A. danger     | B. singer       | C. manager    | D. merger       |
| 5. A. expertise  | B. exercise     | C. release    | D. advertise    |

b) Circle the word whose stress is on the second syllable.

- |                   |                |               |               |
|-------------------|----------------|---------------|---------------|
| 1. A. manure      | B. tourism     | C. shortage   | D. stadium    |
| 2. A. energy      | B. biomass     | C. triathlon  | D. passenger  |
| 3. A. garbage     | B. ensure      | C. station    | D. reason     |
| 4. A. environment | B. electricity | C. population | D. ecotourism |
| 5. A. organize    | B. encourage   | C. satisfy    | D. operate    |

### LISTENING COMPREHENSION

Listen to a talk about hobbies and check (✓) whether the following statements are true (T) or false (F).

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1. A hobbyhorse was made of paper.                               | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The word <i>hobby</i> comes from the word <i>hobbyhorse</i> . | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Hobbies relate to activities.                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Hobbies do not relate to sports.                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Watching TV is a hobby.                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Writing is a hobby.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Playing with a hobbyhorse is a hobby.                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Some hobbies bring monetary rewards.                          | <input type="checkbox"/> | <input type="checkbox"/> |

## VOCABULARY

a) Complete the sentences or exchanges with the words and phrases from the box.

|                 |            |             |             |
|-----------------|------------|-------------|-------------|
| track and field | collection | steps       | venues      |
| adventurers     | adventure  | hallucinate | performance |

1. My brother has almost all kinds of coins in his large \_\_\_\_\_.
2. \_\_\_\_\_ on Mt. Everest should bring oxygen bottles with them.
3. The sporting events will take place at seven different \_\_\_\_\_ in the city.
4. The authorities have taken \_\_\_\_\_ to prevent air and water pollution in and around Phong Nha Cave.
5. Young people often want to explore the world; they love \_\_\_\_\_.
6. Without enough oxygen, you may lose your ability to think clearly and may even \_\_\_\_\_.
7. Those \_\_\_\_\_ athletes performed beautifully.
8. The gymnast gave an excellent \_\_\_\_\_ and won the gold medal.

b) Choose the word or phrase that best explains the underlined word or phrase in each sentence or exchange.

1. Listening to soft music is my favorite pastime.  
 A. amusement                      B. recreation  
 C. pleasure                          D. hobby
2. Growing plants in pots is a rewarding hobby.  
 A. satisfying                        B. attractive  
 C. useful                                D. well-known
3. The girls were deeply affected by that sentimental movie.  
 A. influenced                        B. sad  
 C. touched                            D. annoyed
4. Our journey across the country was arduous.  
 A. costly                                B. boring  
 C. exciting                              D. tiring

5. Suffering from stress, my aunt had a nervous breakdown last week.
- A. was disappointed                      B. was tired and anxious  
C. had poor health                         D. was bad-tempered
6. We are looking forward to the firework display on New Year's Eve.
- A. acting                                        B. exhibition  
C. show    D. skill

c) Fill each blank with the proper form of the word in parentheses.

1. Our children's health is being \_\_\_\_\_ (danger) by exhaust fumes from factories.
2. That mountain is no longer dangerous. It has become \_\_\_\_\_ (extinction).
3. We need your \_\_\_\_\_ (expert) to help us run our business.
4. The country's \_\_\_\_\_ (prosperous) depends on economic growth.
5. Our district had a campaign to \_\_\_\_\_ (courage) smoking among teenagers.
6. Wind and solar power is \_\_\_\_\_ (renew) sources of energy.

## GRAMMAR AND STRUCTURE

a) Rewrite these sentences as directed.

- Write the relative clause into the reduced form in each sentence.

1. In this town, there are several restaurants that offer Sunday lunches.

---



---

2. Mr. Jackson is always the last person who gives his opinion at the meeting.

---



---

3. Children who are brought up in the city are very curious about farm animals.

---



---





## READING

Read the following passage and do the tasks that follow.

### Wind Energy

Harnessing the wind is one of the cleanest, most sustainable ways to generate electricity. Wind power produces no toxic emissions and none of the heat trapping emissions that contribute to global warming. This, and the fact that wind power is one of the most abundant and increasingly cost-competitive energy resources, makes it a viable alternative to the fossil fuels that harm our health and threaten the environment.

Wind energy is the fastest growing source of electricity in the world. Global installations in 2005 reached more than 11,500 megawatts (MW) – a 40.5 percent increase in annual additions compared with 2004 – representing \$14 billion in new investments. In the United States, a record 2,431 MW of wind power was installed in 2005, capable of producing enough electricity to power 650,000 typical homes. Despite this rapid growth, wind power is still a relatively small part of our electricity supply – generating less than one percent of both the U.S. and global electricity mix. But thanks to its many benefits and significantly reduced costs, wind power is poised to play a major role as we move toward a sustainable energy future.

a) Match the words in column A with their meanings or synonyms in column B.

| A              | B  |
|----------------|--|
| 1. harness     | a. possible                                  |
| 2. toxic       | b. choice, option                            |
| 3. viable      | c. be completely ready to do something       |
| 4. alternative | d. kept in existence, maintained             |
| 5. poised      | e. bring or put into action, service, or use |
| 6. sustainable | f. poisonous                                 |

b) Choose the best answer to each of the following questions.

1. – Why is harnessing the wind one of the cleanest ways to generate electricity?  
– Because wind power produces no \_\_\_\_\_.  
A. heat  
B. poison  
C. emission  
D. global warming
2. What does the word *abundant* in line 4 mean?  
A. Plentiful.  
B. Beautiful.  
C. Grateful.  
D. Dutiful.
3. – What does the compound *cost-competitive* in lines 4, 5 mean?  
– It means the production of wind power is \_\_\_\_\_.  
A. expensive  
B. cheap  
C. economical  
D. costly
4. What proves that wind power is the fastest growing source of electricity in the world?  
A. Electricity produced.  
B. Typical homes.  
C. Global installations.  
D. Future energy.
5. What makes wind energy a major role in the future?  
A. Annual additions.  
B. Rapid growth.  
C. Low costs.  
D. Future electricity supply.

## WRITING

Write a report on your school's preparation for a sports competition in Nha Trang in September. You might use the guidelines, the expressions in the textbook, and the prompts below.

### Prompts

- Place where the competition will be held
- Kinds of sports students will take part in
- Students' health
- The readiness of both trainers and students for the competition

# 13

## ENTERTAINMENT



### READING

#### Before You Read

Work in pairs. Match the pictures with the appropriate forms of entertainment.



1. football game \_\_\_\_\_

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

3. theatrical performance \_\_\_\_\_

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

## Reading Text

Read the text and do the tasks that follow.

- A. As a melting pot, the United States is an international center of culture. It is in its major cities (like New York, Boston, Chicago, Los Angeles, etc.) that many concerts, art exhibitions, and theatrical performances of world-renown are found. On a smaller scale, the same is true of smaller cities. Performances and exhibitions are still very well-attended even though the prices of tickets are rather high.
- B. Though art and 'high' performance forms are important in the United States, it's the television, movies, and recorded music that are the most popular sources of entertainment. With cable TV, many more programs are available. However, some people feel that the emphasis on violence, sex, and money in some movies may mislead children and teenagers in their views on goals and values. But despite these criticisms, many internationally successful movies produced in the United States are watched nightly by millions of people both in the United States and around the world.
- C. Besides movies and music, it's sports that are enjoyed by most Americans – they either play sports themselves or watch their favorite sports and teams. Major professional sports events – baseball, football, basketball, and hockey, as well as golf and tennis – are attended by tens of thousands of fans and by millions more on TV. Boys and girls play on sports teams in school and after school.
- D. Americans love to travel. Weekend and summer automobile trips are a tradition for many families. Car travel is the most common leisure activity. Airplane travel is also common in the United States. At holiday time, many Americans fly to other cities to visit their friends and relatives. During the winter, many people take short vacations to places with warm climates, like Florida and the islands of the Caribbean.

a) Match a subtitle with each paragraph.

- |                       |                                 |
|-----------------------|---------------------------------|
| 1. Paragraph A: _____ | a. Travel                       |
| 2. Paragraph B: _____ | b. Sports                       |
| 3. Paragraph C: _____ | c. "High Culture" Entertainment |
| 4. Paragraph D: _____ | d. TV and Movies                |

- b) Work in pairs. Match the words or phrases in column A with their appropriate meanings in column B.

| A                         | B  |
|---------------------------|--|
| 1. theatrical performance | a. special importance given to something |
| 2. on a smaller scale     | b. expression of disapproval             |
| 3. emphasis               | c. acting in a play                      |
| 4. criticism              | d. in a narrower locality                |
| 5. tradition              | e. often happening                       |
| 6. common                 | f. custom and habit                      |

- c) Check (✓) whether the following statements are true (T), false (F), or not mentioned (NI) in the text. Then correct the false statements.

|   | T                        | F                        | NI                       |
|---|--------------------------|--------------------------|--------------------------|
| 1. All Americans love going to concerts, plays, and art exhibitions.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Cable TV is one of the most popular sources of entertainment in the United States. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. American teenagers may be affected by movies featuring violence.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Americans play sports only in professional teams.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Americans prefer traveling by plane to traveling by car.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Americans take vacations both in summer and in winter.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- d) Work in groups of four. Discuss some forms of entertainment in your hometown.



## LISTENING

a) Match the words with the pictures.



1. A marquee
3. A bow tie

2. A rowing competition
4. A ball

b) Listen to Jack's letter to Anna and check (✓) whether the following statements are true (T) or false (F). Then correct the false statements.

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1. Big dances in Cambridge are often organized in June.                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. At a May Ball, all students wear dinner jackets and bow ties.                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Students in Cambridge often go to 'The Bath,' a student public bathing place. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. British people celebrate the end of winter in May.                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Maypole is an English traditional dance often held in the countryside.        | <input type="checkbox"/> | <input type="checkbox"/> |

c) Listen to the letter again and write short answers to the questions below.

1. In Cambridge, where are May Balls organized?

\_\_\_\_\_

2. How long do the May Balls last?

\_\_\_\_\_

3. Where do students have breakfast in the morning after a May Ball?

\_\_\_\_\_

4. What is the 'bumps'?

\_\_\_\_\_

5. At a Maypole dance, what do children weave on the pole?

\_\_\_\_\_

d) Work in pairs. Talk about a holiday activity in your hometown.



### SPEAKING

#### Expressing Agreement and Disagreement about Holiday Activities and Explaining Reasons

a) Work in pairs. Look at the pictures and write the names of the holiday activities in the blanks.



a. \_\_\_\_\_



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



c. \_\_\_\_\_



d. \_\_\_\_\_



e. \_\_\_\_\_

1. Rowing competition
2. Unicorn dance
3. Get-together with coworkers
4. Halloween
5. Tug of war

b) *Work in groups of four. Study the statements you may use to express your agreement / disagreement and to explain your reasons. Then suggest some more ways of expressing agreement / disagreement.*

### Useful Expressions

#### Agreeing

- That's true. I completely agree with you.
- I'm with you there. And besides...
- I can't agree with you more. Don't you also think that...?
- I can't help thinking the same!

#### Disagreeing

- Well, personally I think that ...
- I don't quite agree with you because...
- That's not the way I see it. You see...
- That's an interesting point of view, but I think... ; for one thing, ...
- That's not a good idea since...

- c) Discuss the positive and negative aspects of some holiday activities in your school or in other places. You can use the suggested words and phrases in the box.



### Examples

1. A: I think boys and girls in Europe should have a lot of fun dressing up as witches and playing 'trick or treat' on Halloween.  
B: I completely agree with you, provided that they don't do harm to other people when they ask for 'treat.'
2. A: Joining a sack race on a holiday is fun.  
B: That's not the way I see it. You may tumble over and hurt yourself if you jump too fast.

### Suggested words and phrases

|               |                  |
|---------------|------------------|
| colorful      | energy-consuming |
| fun           | time-consuming   |
| stunning      | misleading       |
| typical       | unnecessary      |
| well-attended | disagreeable     |
| popular       | dangerous        |
| relaxing      | discouraging     |
| entertaining  | nasty accident   |

- d) Work in groups of four. Ask other members about some holiday activities in their places.



## WRITING

### Writing about Holiday Activities

- a) In this letter, Jack, who was visiting New Orleans during Mardi Gras (Fat Tuesday), tells his pen pal, Tan, what he saw and did. Read the letter and notice the use of the verb forms in it.

Wednesday after Mardi Gras

Dear Tan

You wouldn't believe what happened yesterday, when people celebrated Mardi Gras (Fat Tuesday) here! First, I went to see the parade of the krewe of Zulu. It was great! The people in the parade were in African clothes. They threw beads to the crowds and handed out painted coconuts. I almost got a coconut, but a woman pushed me aside and grabbed it. I did get some beads, though.

I heard lots of marching bands, and at noon I saw the parade of Rex, 'the King of the Carnival.' It was a stunning procession of floats followed by dancers in colorful and original costumes. To get away from the crowds, I ducked into Pat O'Brien's, a bar next to Preservation Hall, where I had listened to some great jazz a few nights before. Guess what? Everybody was in Pat O'Brien's! They were drinking hurricane, a combination of rum and passion fruit juice, a famous drink that the bar offered. I had some, too.

Then, as in Cinderella, at midnight it was all over and the crowds went home. Today it seems like Mardi Gras was just a strange and beautiful dream.

Jack

P.S. Have you witnessed a holiday activity lately? If you have, could you tell me about it?

- b) Read some facts about Co Loa Festival. Write a letter to a pen pal of yours and tell him/her about this holiday activity.

#### Outline

- Introduction of the situation / event: the setting (Where? When? Who? What?)
- General features of the situation / event
- Specific details
- Conclusion

### Co Loa Festival

- 6th – 16th of 1st lunar month
- An Duong Vuong Temple; Dong Anh District; Ha Noi
- Commemoration of King An Duong Vuong, the first king of Au Lac
- Procession performed by people of 12 hamlets
- Tru and Cheo singing, swinging, and rice cooking competitions, etc.



c) Write about a holiday activity in your hometown (130-150 words).



### LANGUAGE FOCUS

#### Word Study

#### Words Related to Entertainment

a) Write the nouns from the box in the appropriate columns. The first ones have been done for you.

|          |             |             |              |
|----------|-------------|-------------|--------------|
| composer | musician    | masterpiece | cast         |
| musical  | performance | western     | jazz         |
| portrait | exhibition  | adventure   | concert      |
| painter  | art gallery | action      | scriptwriter |

| Art     | Music    | Movie   |
|---------|----------|---------|
| painter | composer | western |
|         |          |         |
|         |          |         |

b) Fill each blank with a noun from a) or a correct form of the verbs in the box.

watch

play

draw

act

paint

1. Last week, we went to a(n) \_\_\_\_\_ of Picasso's paintings.
2. I'm not keen on \_\_\_\_\_ movies. They show too many violent scenes.
3. It was in New Orleans that \_\_\_\_\_ and the blues got started.
4. I had an artist \_\_\_\_\_ my \_\_\_\_\_. It looked just like me.
5. I went to a great \_\_\_\_\_ yesterday. All the musicians \_\_\_\_\_ so well, and the conductor was excellent.
6. They said that *Mona Lisa* was a \_\_\_\_\_ by Leonardo da Vinci.
7. I like the \_\_\_\_\_ of *Gone with the Wind*. They all \_\_\_\_\_ well.

## Grammar

### Cleft Sentences in the Passive

#### Example

Besides movies and music, it's sports that *most Americans enjoy*.  
Besides movies and music, it's sports that *are enjoyed by most Americans*.

Rewrite the following sentences using the structure *It is/was ... that ... + the passive voice*.

1. It's music that my brother prefers.  
\_\_\_\_\_
2. It's major professional sports events that most Vietnamese attend.  
\_\_\_\_\_
3. It was traditional dishes that my father chose.  
\_\_\_\_\_
4. It's on New Year's Day that we give lucky money to children.  
\_\_\_\_\_
5. It's on Christmas Day that Santa Claus brings children fine gifts.  
\_\_\_\_\_

**Either... or ...** Example

They *both* play sports *and* watch them on TV.

They *either* play sports *or* watch them on TV.

Rewrite the following sentences, changing *both ... and ...* into *either... or ....*

1. If you are in London, you can visit both Piccadilly Circus and the live theaters.
2. You can both play a musical instrument and sing songs at the picnic.
3. Both your brother and you can attend the party.
4. We will be delighted to see both Ann and Jim.
5. To travel to Singapore, you can both take a plane and go by ship.

**Neither... nor ...** Example

They can't play sports. They can't use a musical instrument.

They can *neither* play sports *nor* use a musical instrument.

Combine the following sentences, using *neither... nor ....*

1. They can't begin working on Monday. They can't begin working on Wednesday.
2. She can't speak French fluently. She can't write it well.
3. On their next trip, my parents won't take a train. They won't go by plane.
4. I won't invite Ann to my birthday party. And I won't invite Alice to my birthday party.
5. My sister didn't watch TV last night. She didn't listen to music last night.
6. An's birthday party wasn't held last week. Lam's birthday party wasn't held last week.

**Either... or ..., Neither... nor ..., or Both** Example

I have two bicycles. *Both* of them are quite old. Now I take a bus to school, so I don't ride *either* of them any more. *Neither* of them is in good condition.

Put *both*, *either*, or *neither* in each blank.

1. This store has two elevators, but \_\_\_\_\_ of them are out of order. We have to walk up the stairs.

2. These two dresses are rather old-fashioned. I'm afraid I don't like \_\_\_\_\_ of them.
3. – Have you met the twin sisters in class 11B? They are very beautiful.  
– No. I haven't met \_\_\_\_\_ of the twins.
4. I like these two hats, but \_\_\_\_\_ of them fits me.
5. – What do you think about these two T-shirts?  
– Well, \_\_\_\_\_ of them look nice. You can take \_\_\_\_\_ the blue one or the white one.
6. I received two letters this morning. \_\_\_\_\_ of them was from my parents, and I was so disappointed.

### Agreement of Subject and Verb

*Choose the correct verb form in parentheses.*

1. – (Do, Does) both of you major in economics?  
– No, neither of us (do, does).
2. – Which shirt do you want – the white one or the blue one?  
– Either one (are, is) fine to me.
3. Not only Mr. Jones but also his wife (enjoy, enjoys) doing gardening.
4. Either my brother or I (is, am) meeting you at the airport tomorrow.
5. – Which city do you like – Nha Trang or Da Lat?  
– Both (are, is) nice cities. I like them both.
6. None of the boys in my class (plays, play) basketball.
7. Lam as well as both of his sisters (play, plays) the piano very well.
8. – (Were, Was) your brother and your sister at Linh's birthday party yesterday?  
– No, neither my brother nor my sister (were, was) there.
9. Lan together with her friends (are, is) visiting us today.
10. Jack doesn't smoke, and neither (does, do) his brothers.

# 14

## SPACE CONQUEST



### READING

#### Before You Read



Neil Armstrong



Yuri Gagarin



A space shuttle



An astronaut on the Moon



C. British architect Peter Inston has proposed a lunar complex for Hilton International, Inc. The Lunar Hilton would be a 5,000-room domed structure, powered by solar energy and supplied with drinking water from lunar ice. It would have restaurants and even a beach. Food could come from farms on the Moon's surface, and the ice discovered at the Moon's poles could be used for water. Moon buses may transport guests on low gravity excursions outside the hotel. Tourists would first have to get used to wearing special boots because of the lack of gravity on the Moon. Space will provide vast new frontiers for the adventurous to explore.

a) Check (✓) whether the following statements are true (T) or false (F).

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1. In a survey in Japan, people of all ages wanted to travel into space.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. More than 80% of people over the age of 60 would like to visit space.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. There would be a hotel on the Moon in the near future.                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Space tourists will orbit the Earth by the next generation of space shuttles.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The shape of the space hotel designed by Peter Inston would be round.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Passengers would take low gravity excursions outside the space hotel by Moon buses. | <input type="checkbox"/> | <input type="checkbox"/> |

b) Answer the following questions.

1. What does NASA stand for?
2. Why do people want to travel into space?
3. What project is NASA sponsoring?
4. How much does a trip to space cost?
5. How would a hotel get food and water on the Moon?
6. How would tourists walk on the Moon?

c) Work in groups. Discuss the following question.

If you were a space tourist, where would you go and how long would you stay? Explain your answer.



## LISTENING

a) *Work in groups. Answer the following questions.*

1. What are some of the requirements of astronauts? Check (✓) the correct answers.

- good health
- strong mind
- age
- self-confidence
- experience
- education
- nationality
- social status

2. Name some countries that have developed space exploration.

b) *Listen to a talk about astronaut selection and complete the table.*

| Country | Year | Candidate's age | Education degree | Hours of flying time |
|---------|------|-----------------|------------------|----------------------|
| The USA |      |                 |                  |                      |
| Russia  |      |                 |                  |                      |
| Japan   |      |                 |                  |                      |

c) *Listen to the talk again and fill in the blanks.*

1. The first American and Soviet astronauts were selected from \_\_\_\_\_.
2. Formerly, astronauts were \_\_\_\_\_.
3. Scientists, \_\_\_\_\_, and educators have been selected because the goals of \_\_\_\_\_ have become more diverse.
4. Astronauts need integrity, ability, and \_\_\_\_\_.

d) *Write five sentences about astronaut selection in the USA or Russia.*



## SPEAKING

## Talking about Possibility

## Degrees of Certainty

Lower degree

Higher degree

would  
could  
might  
may

should

must

 Example

Astronauts  
have to work in the sky  
lab for months.

They might miss their  
families a lot.



a) What would you say in the following situations? Use *must*, *would*, *could*, *might*. The first one has been done for you.

1. Dennis Tito, an American businessman, went into space. He has a lot of money. (rich)

*He must be very rich.*

2. He wants to travel into space once in his life. He needs lots of money. (save money)

He \_\_\_\_\_

3. She got high scores on her final exam. She had spent much time on her study. (work hard at home)

She \_\_\_\_\_

4. The child is crying. (hungry)

He \_\_\_\_\_

5. A: Where are you going for your vacation? (go to Nha Trang)

B: I \_\_\_\_\_

6. What's wrong with Jim? He looks pale. (tired)

He \_\_\_\_\_

b) *Work in pairs. Ask and answer questions about your plans next summer vacation. Use **must**, **would**, **could**, **might** in your answers.*

 Example

A: What do you plan to do next summer vacation?

B: I *would* stay home because I have to prepare for my entrance exam.

C: I *might* go to Da Lat because it's very hot in Ho Chi Minh City in summer.



## WRITING

### Writing a Report

a) *Complete William's report on a trip to Thailand with the words in the box.*

|         |      |        |           |        |
|---------|------|--------|-----------|--------|
| outside | go   | spend  | summer    | great  |
| float   | look | really | different | famous |

We went to Thailand for our (1)\_\_\_\_\_ vacation last year. It was our first trip to Asia and we loved it very much. We (2)\_\_\_\_\_ four days in Bangkok and did something (3)\_\_\_\_\_ every day. We went to the (4)\_\_\_\_\_ market very early one morning. We didn't buy anything there, we just (5)\_\_\_\_\_. Another day we went to Wat Phra Keo, the (6)\_\_\_\_\_ Temple of the Emerald Buddha. It was (7)\_\_\_\_\_ interesting. Then we saw two more temples nearby. We also (8)\_\_\_\_\_ on a river trip somewhere (9)\_\_\_\_\_ Bangkok. Everything was (10)\_\_\_\_\_. It is impossible to say what was the best thing about the trip.

b) *Write a report on your field trip or your vacation. (130-150 words)*



## LANGUAGE FOCUS

## Word Study

## Compound Nouns

- a) Make compound nouns with the words **space** and **air** by matching a word in column A with a word in column B.

| A        | B          |
|----------|------------|
| 1. space | a. line    |
| 2. air   | b. plane   |
|          | c. man     |
|          | d. shuttle |
|          | e. bed     |
|          | f. sick    |
|          | g. suit    |
|          | h. walk    |

- b) Use the compound nouns above to fill in the blanks to complete the sentences.

- The synonym of *astronaut* is \_\_\_\_\_.
- Ann was very tired after the flight because she was \_\_\_\_\_.
- Discovery* is a(n) \_\_\_\_\_.
- When traveling into space, people should wear a(n) \_\_\_\_\_.
- I like lying in a(n) \_\_\_\_\_ when going camping.

## Grammar

## Can, Could, and Be Able to



## Examples

- Two Japanese businessmen *were able to* pay a great amount of money to join a Russian space trip in 2001. (in a particular situation)
- George has traveled a lot. He *can* speak four languages. (ability)
- They didn't want to come with us at first but we *were able to* persuade them. (We managed to persuade them.)

Complete the answers with *be able to* or *can/could/couldn't*.

1. A: Did everybody escape from the fire?  
B: Yes, although the fire spread quickly, everybody \_\_\_\_\_.
2. A: Did you have difficulty finding my house?  
B: Not really. You had given me good directions and we \_\_\_\_\_.
3. A: Did you finish your work this afternoon?  
B: Yes, nobody disturbed me, so I \_\_\_\_\_.
4. Your grandfather was a very clever man. How many languages \_\_\_\_\_ he speak?
5. A: Was Tim a fast runner when he was 16?  
B: Yes, he \_\_\_\_\_ run 100 meters in 11 seconds.
6. A: You look tired.  
B: Yes, I \_\_\_\_\_ sleep last night.
7. A: You look tired this morning.  
B: Well, I \_\_\_\_\_ (not sleep) last night. There was a big party in my neighborhood. You \_\_\_\_\_ (hear) the music half a mile away.
8. A: What's the matter?  
B: The computer went wrong, but luckily Susan \_\_\_\_\_ (put) it right again.
9. A: Why were you so late?  
B: It was foggy, so the plane \_\_\_\_\_ (not take off).
10. A: Hi, David. I'm sorry. I \_\_\_\_\_ (not come) and see you before. I've been really busy lately. How are you?  
B: I'm OK, thanks. I \_\_\_\_\_ (walk) around now. The doctor says I \_\_\_\_\_ (go) back to work soon. It'll be nice \_\_\_\_\_ (go) out again. I hate being stuck here like this.

# 15

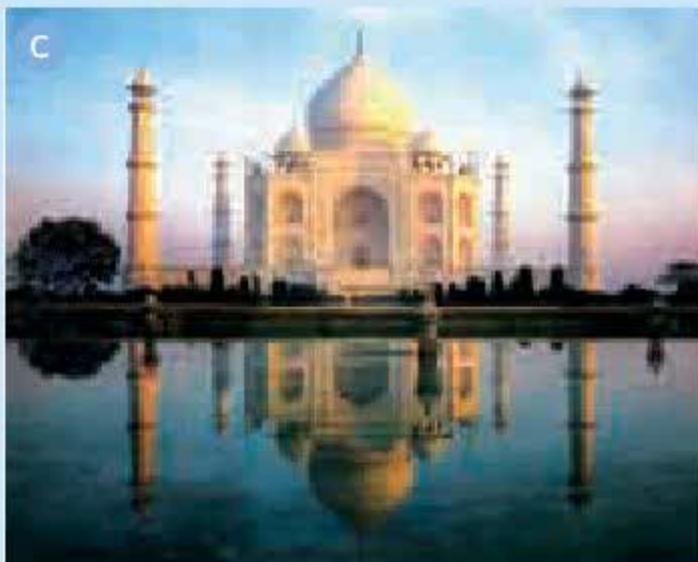
## WONDERS OF THE WORLD



### READING

#### Before You Read

Match the pictures with their names. Tell your partner what you know about these sites.



1. The Eiffel Tower \_\_\_\_\_

2. The Great Wall of China \_\_\_\_\_

3. An Egyptian Pyramid \_\_\_\_\_

4. The Taj Mahal \_\_\_\_\_

## Reading Text

Read the following extracts and do the tasks that follow.

### The Ancient Seven Wonders of the World

In 200 B.C., Philon of Byzantium, a traveler, first compiled a list of the most beautiful architectural buildings and sculptures, which are still known today as the Seven Wonders of the World. These wonders belong to the Ancient World and were all constructed more than 2,000 years ago. Today, only Egyptian Pyramids at Giza remain.

### The New Seven Wonders of the World

*"Our heritage is our future."*

In September 1999, Bernard Weber, a Swiss, launched his Web site to offer people the opportunity to participate in the first global Internet vote to elect the New Seven Wonders of the World of the past 2,200 years. There are 25 candidate sites, 17 from UNESCO's world heritage list and 8 sites suggested by the public. Seven of twenty-five nominated sites will be elected the New Seven Wonders of the World. Bernard Weber said, "Seven will be the exact number of things that an average person can remember with a little challenge, and you need that little challenge not to forget!" It is expected that the official declaration ceremony of the New Seven Wonders of the World in Lisbon, Portugal, on Saturday, July 7, 2007, will be broadcast around the world.

### World's Tallest Buildings

What are the tallest buildings in the world? Statistics may vary according to many kinds of structures and buildings. The Eiffel Tower in Paris, France, is said to be among the tallest man-made structures in the world. A French engineer, Alexandre Gustave Eiffel, who is the designer of the iron frame for the Statue of Liberty, designed this tower. Some other tallest buildings are the Empire State Building in New York, USA; the Jin Mao Building in Shanghai, China; the Sears Tower in Chicago, USA; and the Petronas Towers in Kuala Lumpur, Malaysia. At present, Taipei 101 [106 stories, 508 meters (1,670 ft) tall] in Taipei, Taiwan, is supposed to be the tallest building in the world. Still taller buildings are under construction in many countries. For example, it is said that the Burj Dubai Tower in Dubai will stand 800 meters (2,630 ft) tall once completed in 2008.

## Unit 15. Wonders of the World



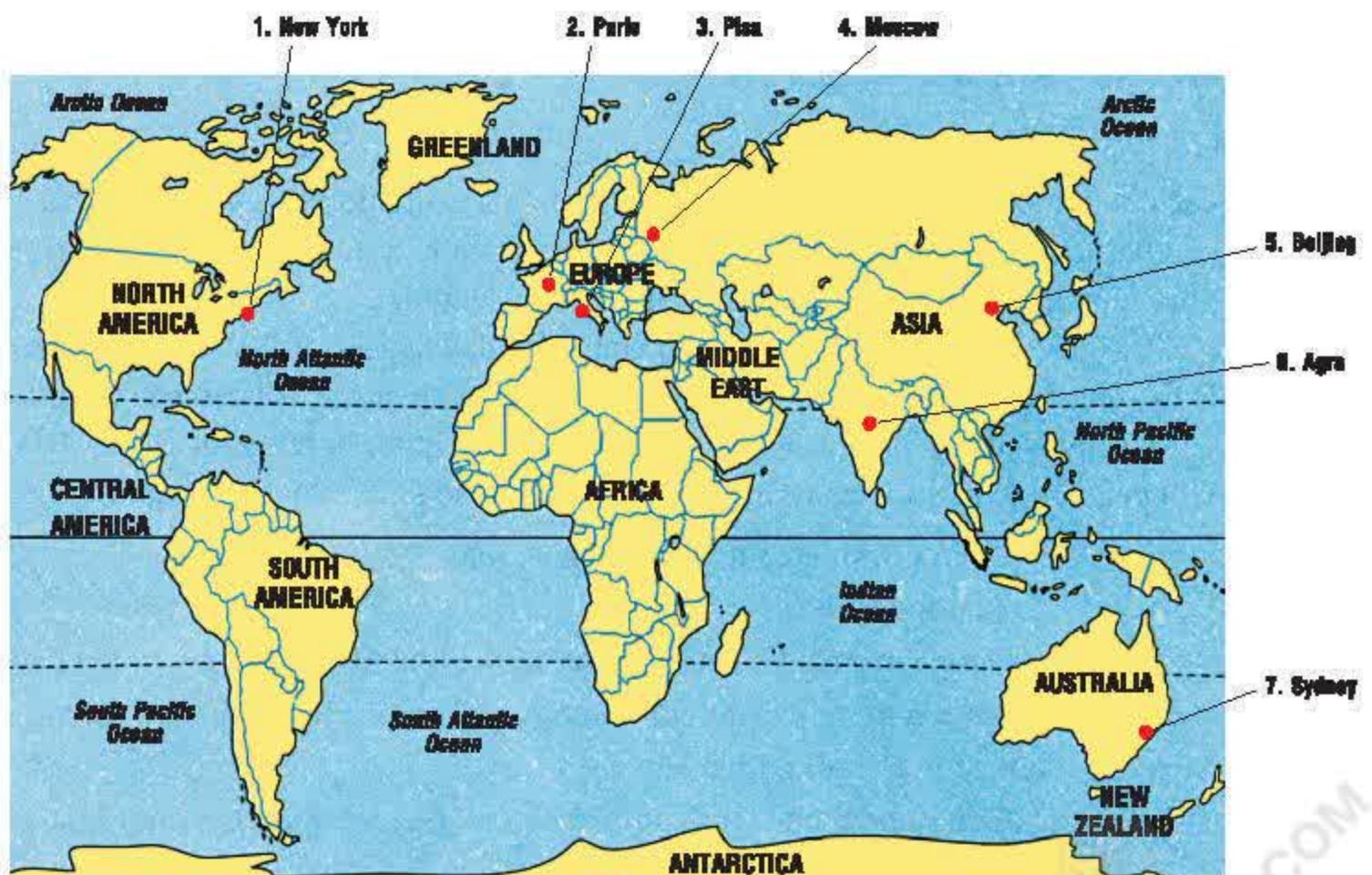
**a) Choose the best answer to each of the following questions.**

- When were the Seven Wonders of the World first compiled?
  - More than 2,000 years ago.
  - In 200 A.D.
  - In the 12th century.
  - In the 16th century.
- How many ancient wonders of the world still exist?
  - One.
  - Two.
  - Three.
  - Four.
- Who designed the metal structure for the Statue of Liberty?
  - An English engineer.
  - An American engineer.
  - A French engineer.
  - A Chinese engineer.
- Which of the following is NOT located in the United States?
  - The Sears Tower.
  - The Petronas Towers.
  - The Empire State Building.
  - The Statue of Liberty.
- Which of the following is the tallest building in the world now?
  - The Petronas Towers.
  - The Eiffel Tower.
  - Taipei 101.
  - The Empire State Building.

**b) Complete the following sentences with information from the text.**

1. A list of the most beautiful architectural buildings and sculptures was first compiled in \_\_\_\_\_.
2. In \_\_\_\_\_, Bernard Weber, a Swiss, launched his Web site to elect \_\_\_\_\_.
3. Some candidate sites are from \_\_\_\_\_; others are suggested by the public.
4. \_\_\_\_\_ is the exact number of things that an average person can remember with a little challenge.
5. The list of the New Seven Wonders of the World will be announced in Lisbon, Portugal, on \_\_\_\_\_.
6. Alexandre Gustave Eiffel designed the metal structures for not only \_\_\_\_\_ but also \_\_\_\_\_.
7. Taller buildings are \_\_\_\_\_ in many countries.

**c) Locate the following famous man-made landmarks on the world map.**



World Map

- The Great Wall of China
- The Taj Mahal
- The Kremlin and the Red Square
- The Leaning Tower of Pisa
- The Eiffel Tower
- The Statue of Liberty
- Sydney Opera House

Work in pairs. Tell your partner what you know about them.



## LISTENING

### The Taj Mahal - Architecture of Love

The Taj Mahal is often considered one of the most beautiful buildings in the world. It was built by an Indian Emperor as a memorial to his beloved wife.



a) Listen to the story about the Taj Mahal, and do the tasks after each part.

Now listen to Part I and check (✓) whether the following statements are true (T) or false (F).

#### PART I

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1. Prince Khurram first met Arjumand Banu Begum in his palace. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. He was fifteen years old when he met her.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. They fell in love at first sight.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Their wedding took place three years later.                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. He became the fifth Mughal Emperor of India in 1528.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. She was loved by all the people in the country.             | <input type="checkbox"/> | <input type="checkbox"/> |

Listen to Part II and answer the questions.

### PART II

1. When did she die?
2. What was the first promise she asked him to make?

Listen to Part III and fill in the blanks.

### PART III

- It took (1)\_\_\_\_\_ years to complete the monument at the cost of (2)\_\_\_\_\_ rupees.
- (3)\_\_\_\_\_ people worked on this construction.
- The Taj Mahal is built of (4)\_\_\_\_\_ and is most attractive at (5)\_\_\_\_\_ and (6)\_\_\_\_\_.
- When he died, Khurram was buried in (7)\_\_\_\_\_.

b) Listen to the whole story about the Taj Mahal and retell the story.



### SPEAKING

#### Asking for and Giving Information

a) What can you see in each picture below?



a. \_\_\_\_\_



c. \_\_\_\_\_



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



d. \_\_\_\_\_

e. \_\_\_\_\_

b) You would like to visit one of the places in the pictures in a). Work in pairs. Ask your partner for information about:

the weather

transportation

specialty foods/ specialties

clothes to bring along

some sightseeing spots

hotels

 Examples

- What's the weather like in Ha Noi in May?
- What kind of clothes should I bring along?

| Come and Discover Viet Nam |  |  |
|----------------------------|--|--|
| Destinations               | Ha Noi   | Hue  |
| Features                   | Viet Nam's capital   | World Cultural Heritage Site   |
| Weather                    | <ul style="list-style-type: none"> <li>- Best months:<br/>Nov. – Mar.</li> <li>- Wet: May – Oct.</li> <li>- Dry: Nov. – Apr.</li> <li>- Hot: Apr. – Sept.</li> </ul> | <ul style="list-style-type: none"> <li>- Best months:<br/>May – Jun.</li> <li>- Wet: Sept. – Jan.</li> <li>- Dry: Apr. – May</li> <li>- Hot: May – Aug.</li> <li>- Storms: Aug. – Sept.</li> </ul> |

|   |  |   |
|---|--|---|
| <b>Specialty foods/<br/>Specialties</b> | <ul style="list-style-type: none"> <li>– <i>Pho</i> (Vietnamese beef noodles)</li> <li>– <i>Gio lua</i> (lean meat pie)</li> <li>...</li> </ul>              | <ul style="list-style-type: none"> <li>– <i>Bun bo</i> (Hue rice noodles)</li> <li>– <i>Com hen</i> (Hue mussel rice)</li> <li>...</li> </ul> |
| <b>Tourist Attractions</b>              | <ul style="list-style-type: none"> <li>– Hoan Kiem Lake</li> <li>– Temple of Literature</li> <li>– President Ho Chi Minh's Mausoleum</li> <li>...</li> </ul> | <ul style="list-style-type: none"> <li>– Hue Imperial City</li> <li>– Thien Mu Pagoda</li> <li>– Royal Tombs</li> <li>...</li> </ul>          |

c) Tell your partner about your last visit to a sightseeing spot.



## WRITING

### Writing a Biography

A short biography often has these parts.

1.
  - Name, date, and place of birth
  - The person's family / social / cultural / educational background
2.
  - Life / career
  - Some highlights of the person's life / career
  - How this person influences others
3.
  - (Date and place of death)
  - Present life

a) Study the outline above and rearrange the following sentences. Then write a short biography of Alexandre Gustave Eiffel.



- a. However, he is most famous for designing the Eiffel Tower for the 1889 Paris Universal Exposition.
- b. In his later years, he began to study aerodynamics.
- c. He graduated from L'Ecole Centrale des Arts et Manufactures, Paris, in 1855.
- d. He died at the age of 91 in Paris in 1923.

- e. In 1884, Alexandre Gustave Eiffel began studying the construction of towers, and in 1885, he designed the interior workings for the Statue of Liberty in New York Harbor, USA.
- f. He will be remembered as a brilliant master engineer and architect.
- g. Alexandre Gustave Eiffel was born in Dijon, France, in 1832, to a family known for fine craftwork of wood and merchants of coal.
- h. He also designed ironwork for bridges.
- i. In 1862, he married Marie Gaudalet, and they had five children.

b) Write a biography of a person who has had a special influence on other people (a movie star, a sports person, a celebrity, etc.)



## LANGUAGE FOCUS

### Word Study

#### Compound Adjectives

a) Make 8 compound adjectives with *well-* and *-made*, using the given words.



Examples

*well-known, man-made*

|       |        |         |       |
|-------|--------|---------|-------|
| well- | ready  | custom  | -made |
|       | known  | behaved |       |
|       | kept   | self    |       |
|       | tailor | dressed |       |

b) Fill in each blank with an appropriate compound adjective. The first one has been done for you.

1. A: Why is that restaurant always crowded with customers?  
B: I think it is *well-known* for its friendly atmosphere and excellent service.
2. A: He's rich and successful as a result of his own work, not because of his family's wealth.  
B: Yes. He was proud of being a \_\_\_\_\_ man.

3. A: How did the band play last night?  
 B: They played badly, but the audience was surprisingly \_\_\_\_\_.  
 They remained seated until the end.
4. A: This smart suit must be very expensive.  
 B: Buy it for your husband. This is what today's \_\_\_\_\_ men are wearing.
5. A: It's surprising that he has a \_\_\_\_\_ garden.  
 B: Don't you know his hobby is gardening?
6. A: She seems \_\_\_\_\_ for the job.  
 B: Yes. Everyone thinks she's perfectly suited for it.
7. A: How long did it take you to make that birthday cake?  
 B: I didn't make it myself. I bought it \_\_\_\_\_.
8. A: She looks very smart in that suit.  
 B: A \_\_\_\_\_ suit usually looks better than a ready-made one.

## Grammar

### The Passive Construction

It is said that ...  
 He is said ...

#### Examples

1. *People say that* the Eiffel Tower *is* among the tallest man-made structures in the world.  
 → *It is said that* the Eiffel Tower *is* among the tallest man-made structures in the world.  
 → The Eiffel Tower *is said to be* among the tallest man-made structures in the world.
2. *People say that* Alexandre Gustave Eiffel *designed* the metal structures for not only the Eiffel Tower but also the Statue of Liberty.  
 → *It is said that* Alexandre Gustave Eiffel *designed* the metal structures for not only the Eiffel Tower but also the Statue of Liberty.  
 → Alexandre Gustave Eiffel *is said to have designed* the metal structures for not only the Eiffel Tower but also the Statue of Liberty.

a) Fill in each of the blanks with the passive construction of the verb in parentheses.

1. It \_\_\_\_\_ (expect) that more buildings will be built in this area.
2. It \_\_\_\_\_ (fear) that the monument would be soon destroyed by acid rain.
3. The referee \_\_\_\_\_ (suppose) to have awarded a penalty to the home team.
4. It \_\_\_\_\_ (think) to be a clear foul by Mike on the goalkeeper.
5. This amusement park \_\_\_\_\_ (consider) to be the most beautiful place in the city.
6. It \_\_\_\_\_ (say) that thousands of new jobs will be created during the Games.

b) Complete the second sentence so that it has a similar meaning to the first one.

1. People believe that the Taj Mahal is a symbol of love.  
→ *The Taj Mahal* \_\_\_\_\_
2. People think that all tourists admire the complicated red brick designs of My Son Sanctuary.  
→ *All tourists* \_\_\_\_\_
3. People believe that the Great Wall of China is the only world-famous construction on Earth that can be seen from space.  
→ *The Great Wall of China* \_\_\_\_\_
4. It is said that the Burj Dubai Tower in Dubai will stand 800 meters tall once completed in 2008.  
→ *The Burj Dubai Tower in Dubai* \_\_\_\_\_
5. It is expected that the Official Declaration ceremony of the New Seven Wonders of the World will be broadcast around the world.  
→ *The Official Declaration ceremony* \_\_\_\_\_
6. At present, Taipei 101 is supposed to be the tallest building in the world.  
→ *Many people suppose* \_\_\_\_\_

7. People think that taller buildings are being built.

→ *Taller buildings* \_\_\_\_\_

8. Everyone knows that My Son Sanctuary was an imperial city during the Cham dynasty, between the 4th and 12th centuries.

→ *My Son Sanctuary* \_\_\_\_\_

9. Many people believe that the King spent the last days of his life in prison staring into a small piece of glass at the reflection of the Taj Mahal.

→ *The King* \_\_\_\_\_

10. People think that the list of the Seven Wonders of the Ancient World was once a tourist guide for travelers of the ancient world.

→ *The list of the Seven Wonders of the Ancient World* \_\_\_\_\_

# 16

## AN ENGLISH-SPEAKING WORLD



### READING

#### Before You Read

Check (✓) the appropriate boxes to show whether English is used as the first, second, or foreign language in the countries in the box.



Singapore



Toronto



Mexico City



New York City



New Delhi



Paris

| Countries         | First language | Second language | Foreign language |
|-------------------|----------------|-----------------|------------------|
| Viet Nam          |                |                 |                  |
| Singapore         |                |                 |                  |
| France            |                |                 |                  |
| The United States |                |                 |                  |
| India             |                |                 |                  |
| Mexico            |                |                 |                  |
| Britain           |                |                 |                  |
| Australia         |                |                 |                  |
| New Zealand       |                |                 |                  |
| Canada            |                |                 |                  |
| South Africa      |                |                 |                  |

## Reading Text

*Read the text and do the tasks that follow.*

Although English is not the language with the largest number of native or 'first' language speakers, it has become a lingua franca. Many people living in the European Union, for example, frequently communicate in English as well as in their own languages. Like Latin in Europe in the Middle Ages, English is one of the main languages of international communication.

A major factor in the popularity of English has been the spread of commerce throughout the world and, in particular, the emergence of the United Kingdom and the United States as world economic powers. Moreover, much tourism is carried on, around the world, in English. So far, English has been the language of international air traffic control and is used widely in international sports games.

In the Western world, English is a dominant language in popular culture. Pop music in English has spread all over the world. Thus many people who are not English speakers can sing words from their favorite English songs. David Graddol, a British linguist, believes that English accounted for 80 percent of computer-based communication in the 1990s.

So far, we have talked about English as one language, and it has been referred to in the singular. Yet English, much like other languages such as Spanish, Portuguese, or Arabic, can take many forms. Most people are familiar with the fact that British and American English, while being similar, have many differences in pronunciation, vocabulary, grammar, and spelling. However, these are not the only varieties of English. Geography, social class, ethnic grouping, etc., affect the language being used. All varieties, whether South African, Canadian, Australian, or Singaporean, will have their own specific words and phrases and their own grammatical structures and pronunciation manners. There is, then, a wide variety of English, and this makes it difficult to describe the English language.

- a) Match each word or phrase in column A with a suitable definition or synonym in column B.

| A                         | B  |
|---------------------------|--|
| 1. first language speaker | a. advent (the appearance of something)        |
| 2. emergence              | b. make up                                     |
| 3. economic power         | c. one who speaks his/her mother tongue        |
| 4. dominant               | d. a country that has a well-developed economy |
| 5. account for            | e. more important (than other things)          |

- b) Check (✓) whether the following sentences are true (T), false (F), or not mentioned (NI) in the text. Then correct the false sentences.

|   | T                        | F                        | NI                       |
|---|--------------------------|--------------------------|--------------------------|
| 1. All the people living in the European Union use English instead of their own languages.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The spread of international trade has led to the increasing use of English in many parts of the world. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. English is used when a pilot asks for instructions at an international airport.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Most of the information on the Internet is in English.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Ethnic groups speak with the same English accent.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

c) Decide which of the following statements are facts (F) and which ones are opinions (O).

- |  | F                        | O                        |
|--|--------------------------|--------------------------|
| 1. English is one of the main languages of international communication.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I think most tourists use English when they are in a foreign country.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. English is used widely in international sports games.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. American English and British English have many differences in vocabulary, grammar, pronunciation, and spelling. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Graddol believes that English accounted for 80 percent of computer-based communication in the 1990s.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Many people suppose that it is difficult to describe the English language.                                      | <input type="checkbox"/> | <input type="checkbox"/> |

d) Work in groups of four. Discuss how English is used in Viet Nam.



## LISTENING

a) Work in pairs. Answer the following questions.

1. On what occasions do you offer gifts to your friends or relatives?
2. Do you often give vouchers as gifts?
3. What do you know about 'etiquette'?

b) Listen to a passage about the Americans' ways of offering gifts and check (✓) whether the following statements are true (T) or false (F).

- |   | T                        | F                        |
|---|--------------------------|--------------------------|
| 1. Almost every American offers gifts to their friends or relatives.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. In the United States, gift-givers need not follow any rules.                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Americans often bring a gift of money to a funeral.                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. A gift of money given to low-income elderly pensioners is not acceptable.    | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. A gift voucher to a popular store is often appreciated in the United States. | <input type="checkbox"/> | <input type="checkbox"/> |

- c) Listen to the first part of the passage again and fill the blanks with the missing information.

Emily Post was an American writer who became famous for her book on correct (1)\_\_\_\_\_ for social behaviors in the United States. Everyone (2)\_\_\_\_\_ at some time or another, and Ms. Post explains what to do in each situation. Whether the occasion is a (3)\_\_\_\_\_ party for a friend, relative, or (4)\_\_\_\_\_, there are some basic rules the (5)\_\_\_\_\_ and the receiver should follow. Flowers can be a wonderful gift to both men and women. For occasions such as (6)\_\_\_\_\_ and dinner parties, flowers are often required. Bringing the flowers in a vase can save the host or (7)\_\_\_\_\_ the trouble of running off to find a vase for the (8)\_\_\_\_\_ flowers. A plant is another choice if the receiver is a man.

- d) Work in groups of four. Talk about how Vietnamese people often offer gifts on special occasions such as weddings, birthday parties, and funerals.



## SPEAKING

### Expressing Optimism or Pessimism

- a) Work in pairs. Read the exchanges below, put the italicized parts in the appropriate columns, and add more expressions of your own.

- A: You look upset, don't you? What has happened to you?  
 B: I *feel depressed as I think I am a failure*. I have always failed at interviews for jobs.
- A: *It's very hopeful. I'm quite certain* that you'll pass the next English examination.  
 B: Thank you for your encouraging words.
- A: *The situation seems to be hopeless*. My mother's health seems to become worse every day.  
 B: I'm sorry to hear about that.
- A: How is your brother getting on with his English proficiency course?  
 B: He's doing very well. *I hope he'll pass* the proficiency test with high scores.

## Useful Expressions

### Expressing Optimism

– It's very hopeful.

–

–

–

### Expressing Pessimism

– I feel depressed as ...

–

–

–

b) *Work in pairs. Express your optimism or pessimism about the following situations.*

You want to

- get a scholarship to attend a university abroad, but you don't think you can get one.
- pass an interview for a job, and you think you can succeed in doing it.
- pass the entrance examination to a university, and you are full of hope of passing it.
- persuade a friend of yours to stop cheating at the exams, but that student refuses to listen to you.
- find a part-time job, but you are not able to find a suitable one.



## WRITING

### Writing a Report about a Famous Place

a) *Read the following report about Oxford.*

#### REPORT

*To:* XYZ Tourism Office

*From:* Ann Williams

*Subject:* The City of Oxford

We visited Oxford City on our trip to Britain on June 15-25 and were very impressed by its ancient and modern features.

Oxford, The City of Dreaming Spires, is famous all over the world for its University and place in history. For over 800 years, it has been home to royalty and scholars, and since the 9th century an established town, although people are known to have lived in the area for thousands of years.

Oxford is not only famous for its architecture. In the 20th century, it has developed quickly as an industrial and commercial center. Nowadays, it is a bustling cosmopolitan city, still with its ancient University, but home also to a growing hi-tech community. Many businesses are located in and around the city, whether on



one of the Science and Business Parks or within one of a number of residential areas. The Rover Group factory at Cowley, for example, is an important part of Britain's motor industry. Oxford is also an important center in the world of medicine. It is the home of Oxfam, the charity which raises millions of pounds to help poor people all over the world; and its airport contains Europe's leading air-training school.

Whether tourists visit Oxford for business or pleasure, there is plenty for them to enjoy and to do. This is a busy city, but, according to the local tourist board office, it is never unpleasantly crowded.

#### Outline

1. Introduction to the place
2. Oxford City's history
3. The development of Oxford
4. Other features

#### Useful Expressions

- It is famous for ... .
- It has been / is home to ... .
- It is a bustling cosmopolitan city.
- Many businesses are located in ... .
- It is a popular attraction for ... .

**b)** Write a report about a famous city that you know following the outline and the useful expressions listed above.



## LANGUAGE FOCUS

### Word Study

#### Words Related to People and Cities

a) In each diagram, four of the surrounding words cannot go with the noun in the center. Underline these words. The first one has been done for you.

|                |          |              |            |              |
|----------------|----------|--------------|------------|--------------|
| <u>excited</u> |          | old          | prosperous | upset        |
|                | exciting |              | home       | modern       |
| polluted       |          | <b>CITY</b>  |            | busy         |
|                | capital  |              | industrial | agricultural |
| antique        |          | cosmopolitan | historic   | small        |

|         |           |         |               |               |
|---------|-----------|---------|---------------|---------------|
| popular |           | antique |               | elderly       |
|         | expensive |         | <b>PEOPLE</b> | sophisticated |
| bored   |           |         |               | optimistic    |
|         |           | boring  |               | etiquette     |
| native  | powerful  |         | crowded       | wealthy       |
|         |           |         |               | reserved      |
|         |           |         |               | busy          |

b) Fill in the blanks with the adjectives from a). Use a different word in each blank.

- A: Tommy's really \_\_\_\_\_. He always hopes for the best.  
B: He does.
- A: New York is a \_\_\_\_\_ city, isn't it?  
B: It sure is. You can find people from all over the world there.
- A: Are Singaporeans \_\_\_\_\_ speakers of English?  
B: No. They speak English as a second language.
- A: Did you have a good time in London?  
B: We had a great time. It is really a \_\_\_\_\_ city with a lot of beautiful new buildings.
- A: What is the \_\_\_\_\_ city of Australia?  
B: Canberra.

## Grammar

## Comment Tags / Comment Clauses and Question Tags



## Examples

1. A: The situation seems very hopeful.  
B: *It does.*
2. A: Sydney is famous for its magnificent Sydney Opera House.  
B: *It is.*
3. A: You look upset, *don't you?*  
B: Yes. I feel depressed as I think I'm a failure.

Complete the exchanges with comment tags or question tags.

1. A: Latin was a dominant language in Europe in the Middle Ages.  
B: It \_\_\_\_\_.
2. A: Pop music in English has spread all over the world, \_\_\_\_\_?  
B: Yes, I think it has.
3. A: You can sing English songs, \_\_\_\_\_?  
B: Yes, I can.
4. A: People say that Chicago is a windy city.  
B: That's \_\_\_\_\_.
5. A: Let's listen to some English songs, \_\_\_\_\_?  
B: Yes, let's.
6. A: That student looks optimistic.  
B: He \_\_\_\_\_.

## Conditional Sentences (Review)

- a) Fill in the blanks with the correct expressions / conjunctions of condition in the box to complete the sentences.

|          |         |           |        |
|----------|---------|-----------|--------|
| if       | without | unless    | were   |
| provided | in case | supposing | should |

1. What \_\_\_\_\_ you get to a new place and can't speak English?
2. He would starve \_\_\_\_\_ his pension.
3. \_\_\_\_\_ I hadn't learned English before, I would not get this job.

4. \_\_\_\_\_ you change your mind, I won't be able to help you.
5. \_\_\_\_\_ you keep it in good condition, I'll lend you my car.
6. \_\_\_\_\_ we miss the plane, what shall we do?
7. \_\_\_\_\_ he happen to come, please give me a call.
8. \_\_\_\_\_ the government to cut value-added tax, prices would fall.

**b) Use the correct form of the verbs in parentheses.**

1. If a driver \_\_\_\_\_ (brake) suddenly on a wet road, he \_\_\_\_\_ (skid).
2. I \_\_\_\_\_ (use) the wrong medicine because I couldn't read the instructions. If I had been able to read the instructions, I \_\_\_\_\_ (be) all right.
3. – Why not \_\_\_\_\_ (buy) a season ticket?  
– I always \_\_\_\_\_ (lose) everything. If I \_\_\_\_\_ (buy) a season ticket, I \_\_\_\_\_ (lose) it.
4. – If I \_\_\_\_\_ (see) a tiger \_\_\_\_\_ (walk) past me, I \_\_\_\_\_ (climb) a tree.  
– That \_\_\_\_\_ (not, be) of any use. The tiger \_\_\_\_\_ (climb) after you.

**c) Rewrite the sentences in such a way that they mean almost the same as those printed before.**

1. We didn't go by air only because we didn't have enough money.  
*We would* \_\_\_\_\_
2. If he were able to speak English fluently, he would be employed by that company.  
*He cannot* \_\_\_\_\_
3. It was raining, so I didn't take the children to the beach.  
*If* \_\_\_\_\_
4. Take a taxi. Otherwise you'll miss your train.  
*Unless you* \_\_\_\_\_
5. It is possible that he will succeed in the interview when he can speak English fluently.  
*If he* \_\_\_\_\_

# CONSOLIDATION 4

## Units 13 – 16

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### PRONUNCIATION

a) Circle the word whose bold part is pronounced differently from that of the other three.

- |                      |                   |                   |                   |
|----------------------|-------------------|-------------------|-------------------|
| 1. A. <b>hold</b>    | B. <b>hour</b>    | C. <b>honest</b>  | D. <b>heir</b>    |
| 2. A. <b>beat</b>    | B. <b>climb</b>   | C. <b>debt</b>    | D. <b>doubt</b>   |
| 3. A. <b>rough</b>   | B. <b>cough</b>   | C. <b>though</b>  | D. <b>laugh</b>   |
| 4. A. <b>closed</b>  | B. <b>cheated</b> | C. <b>used</b>    | D. <b>opened</b>  |
| 5. A. <b>laughed</b> | B. <b>ducked</b>  | C. <b>dressed</b> | D. <b>beloved</b> |

b) Circle the word whose stress is on the third syllable.

- |                   |                     |                  |                |
|-------------------|---------------------|------------------|----------------|
| 1. A. countryside | B. hydroelectricity | C. communication | D. diagnostic  |
| 2. A. astronaut   | B. adventurous      | C. European      | D. industrial  |
| 3. A. examination | B. cosmopolitan     | C. sophisticated | D. performance |
| 4. A. entertain   | B. automobile       | C. ceremony      | D. optimism    |
| 5. A. Internet    | B. etiquette        | C. emerald       | D. picturesque |

### LISTENING COMPREHENSION

a) Listen and check (✓) whether the following statements are true (T) or false (F).

- |   | T                        | F                        |
|---|--------------------------|--------------------------|
| 1. Sydney Opera House is far from the harbor in Sydney. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. It is the finest modern building in Australia.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. It was designed by a Spanish architect.              | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. It has shell-shaped towers.                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The building was completed in 1973.                  | <input type="checkbox"/> | <input type="checkbox"/> |







4. This restaurant offers many specialties, but it's the traditional dishes \_\_\_\_\_ by my parents.
- A. that preferred                      B. what are preferred  
C. what preferred                      D. that are preferred
5. Neither my parents nor my brother \_\_\_\_\_ at my cousin's wedding party yesterday.
- A. were                                      B. was  
C. being                                      D. have been
6. If I had attended the party last night, I \_\_\_\_\_ able to go to work today.
- A. won't be                                  B. am not  
C. wouldn't have been                  D. wouldn't be
7. – Did you pass the entrance examination?  
– No, I didn't. I \_\_\_\_\_ it if I had studied harder.
- A. have passed                              B. could have passed  
C. could pass                                  D. passed
8. Take a seat, \_\_\_\_\_?
- A. will you                                      B. shall you  
C. don't you                                      D. won't you
9. David \_\_\_\_\_ run a marathon. He has a broken leg.
- A. mightn't                                      B. needn't  
C. couldn't                                      D. is going to
10. – I saw Jane at the supermarket yesterday.  
– It \_\_\_\_\_ Jane. She went home to the United States the day before yesterday.
- A. couldn't be                                  B. couldn't have been  
C. can't be                                      D. shouldn't have been
11. Without your great effort, you \_\_\_\_\_ in the last exam.
- A. shouldn't have succeeded              B. couldn't succeed  
C. wouldn't succeed                          D. wouldn't have succeeded
12. The man is said \_\_\_\_\_ a failure as a computer programmer when he was young.
- A. to have been                                  B. having been  
C. to be    D. being

## READING

Read the following passage and do the tasks that follow.

### The Industrial Revolution

Before the Industrial Revolution, most of world population was rural. English towns were then very different from modern towns: they were small and overcrowded, with filthy narrow cobbled streets. Life expectancy was short (40 to 50 years), and infant mortality rate was high.

With the invention of the steam engine, the Industrial Revolution, which began in Britain in 1750, has brought about a great deal of changes all over the world. During the Industrial Revolution, the population in American and European cities grew rapidly as more and more people moved from the countryside to the cities to work in newly-opened factories. By mid-nineteenth century, half of the English people lived in cities, and by the beginning of the twentieth century, the same was true of other European countries. In the 19th century new methods of transportation, in particular canals and railways, were developed for transporting goods from place to place. Since the beginning of the twentieth century, the automobile, the airplane, along with the new means of communication, have brought people all over the world closer together. Moreover, with new inventions in medical science, infant mortality has been greatly reduced, and life expectancy has constantly increased.

The Industrial Revolution has earned its place in history as a great social economic movement that has transformed the world within about two and a half centuries.

a) Find the word or phrase in the reading that means:

1. connected with the countryside \_\_\_\_\_
2. the number of years a person is expected to live \_\_\_\_\_
3. the number of deaths in a period of time \_\_\_\_\_
4. make something happen \_\_\_\_\_
5. completely change the appearance or character of something \_\_\_\_\_

b) Answer these questions.

1. Before the Industrial Revolution, what were English towns like?
2. Why did the population of American and European cities grow rapidly during the Industrial Revolution?
3. What new methods of transportation were developed in the 19th century?
4. How have new inventions in medical science affected people's lives?

## WRITING

*In about 150 words, write about a holiday activity you have had in Quang Ninh Province using the notes below.*

### Bach Dang Festival

- Time: 8th day of the 4th lunar month
- Place: Yen Giang Village, Quang Ninh Province
- Commemoration: National heroes (Ngo Quyen, Tran Hung Dao, and other famous generals)
- Events
  - Incense burning and offerings
  - Procession along the banks of the Bach Dang River
  - Boat racing
  - Wrestling
  - Cock fighting
- Conclusion: Solemn and enjoyable festival

## GLOSSARY

| A                                  |       |                      |                                      |    |
|------------------------------------|-------|----------------------|--------------------------------------|----|
| absent-minded                      | [n]   | / ,æbsənt'maɪndəd /  | đãng trí                             | 2  |
| accent                             | [n]   | / 'æk,sent /         | giọng                                | 16 |
| access                             | [n]   | / 'ækses /           | truy cập                             | 8  |
| accompany                          | [v]   | / ə'kʌmpəni /        | đi kèm                               | 3  |
| administration                     | [n]   | / əd,mɪnə'streɪʃən / | cơ quan                              | 14 |
| ADSL                               | [n]   | / ,eɪ di: es 'el /   | asymmetric digital subscriber line   | 8  |
| adventure                          | [n]   | / əd'ventʃər /       | (sự) phiêu lưu                       | 13 |
| adventurous                        | [adj] | / əd'ventʃərəs /     | có tính phiêu lưu                    | 1  |
| advertising                        | [n]   | / 'ædvər,taizɪŋ /    | quảng cáo                            | 8  |
| aerodynamics                       | [n]   | / ,erəudaɪ'næmɪks /  | khí động lực học                     | 15 |
| aeronautics                        | [n]   | / ,erə'nɔ:tɪks /     | hàng không học                       | 14 |
| affordable                         | [adj] | / ə'fɔ:rdəbəl /      | không đắt tiền                       | C3 |
| agency                             | [n]   | / 'eɪdʒənsi /        | công ti                              | 3  |
| agreeable                          | [adj] | / ə'gri:əbəl /       | thú vị                               | 5  |
| air traffic control                | [n.p] |                      | kiểm soát không lưu                  | 16 |
| alternative                        | [adj] | / ɔ:l'tɜ:nətɪv /     | khác nhau                            | 10 |
| ambition                           | [n]   | / æm'bɪʃən /         | tham vọng, ước mơ                    | C2 |
| ancestor                           | [n]   | / 'ænsəstər /        | tổ tiên                              | 7  |
| anniversary                        | [n]   | / ,ænə'vɜ:səri /     | lễ kỉ niệm hàng năm                  | 3  |
| anxiety                            | [n]   | / æŋ'zaiəti /        | (sự) băn khoăn lo lắng               | 1  |
| applicable                         | [adj] | / 'æplɪkəbəl /       | áp dụng cho                          | 5  |
| appreciation                       | [n]   | / ə'pri:ʃi:'eɪʃən /  | sự cảm kích, sự đánh giá cao         | 4  |
| approach                           | [n]   | / ə'prəʊtʃ /         | lối tiếp cận                         | 4  |
| architect                          | [n]   | / 'ɑ:kə'tekt /       | kiến trúc sư                         | 15 |
| arduous                            | [adj] | / 'ɑ:dʒəwəs /        | khó nhọc                             | 10 |
| area code                          | [n.p] |                      | mã vùng                              | 8  |
| ashamed                            | [adj] | / ə'ʃeɪmd /          | xấu hổ                               | 2  |
| astronaut                          | [n]   | / 'æstrə,nɔ:t /      | nhà phi hành                         | 14 |
| asymmetric                         | [adj] | / ,eɪsɪ'metɪk /      | không đối xứng                       | 8  |
| asymmetric digital subscriber line | [n.p] |                      | đường dây thuê bao số không đối xứng | 8  |
| athlete                            | [n]   | / 'æθli:t /          | vận động viên                        | 11 |
| athletic                           | [adj] | / æθ'letɪk /         | (trông có vẻ) thể thao               | 1  |
| athletics                          | [n]   | / æθ'letɪks /        | điền kinh                            | 11 |
| attachment                         | [n]   | / ə'tætʃmənt /       | tài liệu đính kèm                    | 8  |
| attain                             | [v]   | / ə'teɪn /           | đạt được                             | 4  |

|                    |       |                  |                           |    |
|--------------------|-------|------------------|---------------------------|----|
| attraction         | [n]   | / ə'trækʃən /    | nơi thu hút               | 9  |
| attractive         | [adj] | / ə'træktɪv /    | quyến rũ, hấp dẫn         | 1  |
| attribute          | [n]   | / 'ætrə,bju:t /  | phẩm chất                 | 5  |
| autumn             | [n]   | / 'ɔ:təm /       | mùa thu                   | 7  |
| <b>B</b>           |       |                  |                           |    |
| baby-sit           | [v]   | / 'beɪbi:,sɪt /  | giữ trẻ hộ                | 10 |
| bachelor           | [n]   | / 'bætʃələ /     | người (nam) độc thân      | 3  |
| back to back       | [adv] | / 'bæk tə 'bæk / | đầu lưng                  | 8  |
| backpack           | [n]   | / 'bækpæk /      | túi đeo trên lưng         | 9  |
| badminton          | [n]   | / 'bæd,mɪntən /  | cầu lông                  | 10 |
| ball               | [n]   | / bɔ:l /         | buổi khiêu vũ             | 13 |
| ballet             | [n]   | / bæ'l'eɪ /      | múa ba lê                 | C4 |
| bamboo             | [n]   | / bæm'bu: /      | tre, trúc                 | 2  |
| baseball           | [n]   | / 'beɪsbɔ:l /    | bóng chày                 | 11 |
| battery            | [n]   | / 'bætəri /      | pin, bình trữ điện        | 9  |
| 'dry ,cell battery | [n.p] | / ,bætəri /      | bộ pin khô                | 10 |
| bead               | [n]   | / bi:d /         | hạt chuỗi                 | 13 |
| 'beef ,noodle      | [n.p] |                  | phở bò                    | 15 |
| benefit            | [v]   | / 'benə'fɪt /    | được lợi ích              | 5  |
| beverage           | [n]   | / 'bevɪdʒ /      | thức uống                 | 3  |
| binoculars         | [n]   | / bɪ'nɒkjələz /  | ống nhòm                  | 9  |
| biodata            | [n]   | / ,baɪəu'deɪtə / | tiểu sử                   | 10 |
| biogas             | [n]   | / 'baɪəu,gæs /   | khí sinh vật              | 10 |
| biography          | [n]   | / baɪ'agrəfi /   | tiểu sử                   | 10 |
| biology            | [n]   | / baɪ'ælədʒi /   | sinh học                  | 10 |
| biomass            | [n]   | / 'baɪəu,mæs /   | khối sinh năng            | 10 |
| biotech            | [n]   | / 'baɪəutek /    | công nghệ sinh học        | 10 |
| biscuit            | [n]   | / 'bɪskət /      | bánh bích quy             | 1  |
| blog               | [n]   | / blɒg /         | nhật kí cá nhân trên mạng | 8  |
| blogger            | [n]   | / 'blɒgə /       | chủ nhật kí blog          | 8  |
| blunt              | [adj] | / blʌnt /        | (đầu dũa) lớn             | 3  |
| bobtail            | [n]   | / 'bɒtɪl /       | đuôi ngắn                 | 7  |
| bodybuilder        | [n]   | / 'bɒdi,bɪldə /  | vận động viên thể hình    | 11 |
| bodybuilding       | [n]   | / 'bɒdi,bɪldɪŋ / | môn thể hình              | 11 |
| bond               | [v]   | / bɒnd /         | gắn kết                   | 11 |
| booking            | [n]   | / 'bʊkɪŋ /       | việc giữ chỗ              | C3 |
| boot               | [v]   | / bu:t /         | khởi động                 | C2 |
| bow tie            | [n.p] | / 'bəʊ ,taɪ /    | nơ con bướm               | 13 |
| break down         | [v]   | / ,breɪk 'daʊn / | bị hỏng                   | 7  |
| breakdown          | [n]   | / 'breɪk ,daʊn / | phân tích phí tổn         | 7  |

|                      |       |                       |                         |    |
|----------------------|-------|-----------------------|-------------------------|----|
| break out into tears |       | / 'tɪrz /             | phát khóc               | 1  |
| break 'up with       | [v]   |                       | kết thúc quan hệ với    | 1  |
| broadcast            | [v]   | / 'brɔ:dkæst /        | truyền hình             | 15 |
| brochure             | [n]   | / brəʊ'ʃʊr /          | sách thông tin nhỏ      | 9  |
| bronze               | [n]   | / branz /             | (huy chương) đồng       | 11 |
| browser              | [n]   | / 'braʊzər /          | chương trình duyệt      | C2 |
| brush 'up            | [v]   |                       | ôn                      | 5  |
| buck's party         | [n.p] | / 'bʌks /             | bachelor party          | 3  |
| buffet               | [n]   | / bə'feɪ /            | bữa ăn tự chọn          | 3  |
| bump                 | [n]   | / bʌmp /              | (tên một bước khiêu vũ) | 13 |
| burn                 | [v]   | / bɜ:n /              | bỏng                    | 1  |
| bus                  | [n]   | / bʌs /               | đường truyền            | 8  |
| bush                 | [n]   | / buʃ /               | cây bụi                 | 2  |
| <b>C</b>             |       |                       |                         |    |
| cable                | [n]   | / 'keɪbəl /           | dây cáp                 | 8  |
| can't help           |       |                       | không thể không         | 13 |
| canal                | [n]   | / kə'næl /            | kênh                    | 9  |
| cancel               | [v]   | / 'kænsəl /           | đóng dấu (tem)          | 12 |
| cancellation         | [n]   | / ,kænsə'leɪʃən /     | (sự) huỷ bỏ             | 11 |
| cancer               | [n]   | / 'kænsər /           | bệnh ung thư            | 10 |
| candidacy            | [n]   | / 'kændədəsi /        | điều kiện tham gia      | 5  |
| candidate            | [n]   | / 'kændədeɪt /        | ứng cử viên             | 15 |
| canister             | [n]   | / 'kænəstər /         | bình chứa               | 9  |
| canoe                | [n]   | / kə'nu: /            | môn đua thuyền          | 11 |
| carbon dioxide       | [n.p] | / ,kɑ:bəndaɪ'aksaɪd / | cacbon đioxit           | 10 |
| career               | [n]   | / kə'rɪr /            | sự nghiệp               | 15 |
| carnival             | [n]   | / 'kɑ:nəvəl /         | ngày hội                | 13 |
| carry 'out           | [v]   |                       | thực hiện               | 7  |
| carve                | [v]   | / kɑ:v /              | chạm, khắc              | 9  |
| cast                 | [n]   | / kæst /              | bảng phân vai           | 13 |
| casually             | [adv] | / 'kæʒwəli /          | bình thường             | 1  |
| cave                 | [n]   | / keɪv /              | động                    | 9  |
| celebrate            | [v]   | / 'seləbreɪt /        | tổ chức lễ kỉ niệm      | 3  |
| celebration          | [n]   | / selə'breɪʃən /      | lễ kỉ niệm              | 3  |
| celebrity            | [n]   | / sə'lebrəti /        | người nổi danh          | 15 |
| celibate             | [adj] | / 'seləbət /          | sống độc thân           | 5  |
| cell                 | [n]   | / sel /               | chi bộ                  | 7  |
| cell phone           | [n.p] | / 'sel ,fəʊn /        | điện thoại di động      | 8  |
| cellular phone       | [n.p] | / 'seljələ ,fəʊn /    | cell phone              | 8  |
| cemetery             | [n]   | / 'seməteri /         | nghĩa trang             | 7  |

|                  |       |                      |                           |    |
|------------------|-------|----------------------|---------------------------|----|
| census           | [n]   | / 'sensəs /          | điều tra dân số           | C2 |
| ceremony         | [n]   | / 'serə,məʊni /      | ngghi lễ                  | 15 |
| challenge        | [n]   | / 'tʃæləndʒ /        | sự thách thức             | 5  |
| challenging      | [adj] | / 'tʃæləndʒɪŋ /      | thách thức                | 5  |
| channel          | [n]   | / 'tʃænəl /          | kênh (truyền hình)        | C4 |
| chat             | [v]   | / tʃæt /             | nói chuyện phiếm, tán gẫu | 2  |
| cheat            | [v]   | / tʃi:t /            | gian lận                  | 16 |
| cheerleader      | [n]   | / 'tʃɪr,lɪ:dər /     | người cổ vũ               | 5  |
| cheese           | [n]   | / tʃi:z /            | pho mát                   | 1  |
| chef             | [n]   | / ʃef /              | bếp trưởng                | 2  |
| chew             | [v]   | / tʃu: /             | nhai                      | 3  |
| chimney          | [n]   | / 'tʃɪmni /          | ống khói                  | 7  |
| citizenship      | [n]   | / 'sɪtəzən,ʃɪp /     | quyền công dân            | C1 |
| ˌclean 'up       | [v]   |                      | dọn sạch                  | 9  |
| 'clean,up        | [n]   |                      | việc dọn sạch             | 9  |
| cleft (sentence) | [adj] | / kleft /            | (câu) chẻ                 | 13 |
| clinic           | [n]   | / 'klɪnɪk /          | bệnh viện                 | 10 |
| coach            | [n]   | / kəʊtʃ /            | huấn luyện viên           | 4  |
| cobbled          | [adj] | / 'kɒbəld /          | trái sỏi                  | C4 |
| coconut          | [n]   | / 'kəʊkənʌt /        | trái dừa                  | 13 |
| code             | [n]   | / kəʊd /             | mã                        | 8  |
| collaborate      | [v]   | / kə'læbə'reɪt /     | cộng tác                  | 5  |
| collaboration    | [n]   | / kə'læbə'reɪʃən /   | sự cộng tác               | 5  |
| collapsible      | [adj] | / kə'læpsəbəl /      | có thể gấp gọn            | 1  |
| colleague        | [n]   | / 'kɒli:g /          | đồng nghiệp               | 7  |
| collision        | [n]   | / kə'lɪʒən /         | (sự) đụng (xe)            | 1  |
| commemoration    | [n]   | / kə'memə'reɪʃən /   | hoạt động kỉ niệm         | 13 |
| commencement     | [n]   | / kə'mensmənt /      | lễ tốt nghiệp             | 2  |
| commentary       | [n]   | / 'kɒmən,teri /      | lời bình                  | 8  |
| commerce         | [n]   | / 'kɒmɜ:rs /         | thương mại                | 8  |
| commune          | [n]   | / 'kɒmjʊ:n /         | xã                        | 4  |
| communication    | [n]   | / kə,mju:nə'keɪʃən / | giao tiếp                 | 8  |
| community        | [n]   | / kə'mju:nəti /      | cộng đồng                 | 4  |
| competitive      | [adj] | / kəm'petətɪv /      | mang tính cạnh tranh      | 11 |
| competitor       | [n]   | / kəm'petətər /      | người thi đấu             | 11 |
| compile          | [v]   | / kəm'paɪl /         | sưu tập                   | 15 |
| complex          | [n]   | / 'kɒmpleks /        | khu liên hợp              | 14 |
| compose          | [v]   | / kəm'pəʊz /         | soạn thư                  | 8  |
| compulsory       | [adj] | / kəm'pʌlsəri /      | bắt buộc                  | 9  |
| computing        | [n]   | / kəm'pjʊ:tɪŋ /      | công việc máy tính        | 8  |

|                |       |                   |                           |         |
|----------------|-------|-------------------|---------------------------|---------|
| concert        | [n]   | /'kɒnsərt /       | buổi hoà nhạc             | 13      |
| conduct        | [v]   | /'kɒndʌkt /       | đạo, hướng dẫn, tiến hành | 3, 4, 9 |
| conductor      | [n]   | /'kɒndʌktər /     | người chỉ huy dàn nhạc    | 13      |
| confess        | [v]   | /'kɒnfes /        | thừa nhận                 | 1       |
| confide        | [v]   | /'kɒnfəɪd /       | tin cậy, tin nhiệm        | 1       |
| confused       | [adj] | /'kɒnfju:zd /     | bối rối                   | 2       |
| congenial      | [adj] | /'kɒndʒi:njəl /   | tương đắc                 | 3       |
| connect        | [v]   | /'kənekt /        | nối kết                   | 8       |
| connection     | [n]   | /'kənekʃən /      | sự nối kết                | 8       |
| connectivity   | [n]   | /'kənek'tɪvətɪ /  | (tính) nối kết            | 8       |
| conquest       | [n]   | /'kɒŋkwɛst /      | chinh phục                | 14      |
| conservative   | [adj] | /'kɒnsərvətɪv /   | bảo thủ                   | 1       |
| construct      | [v]   | /'kɒnstrʌkt /     | xây dựng                  | 15      |
| construction   | [n]   | /'kɒnstrʌkʃən /   | (sự) xây dựng             | 15      |
| contact        | [v]   | /'kɒntækt /       | liên lạc                  | 8       |
| contingency    | [n]   | /'kɒntɪndʒənsi /  | dự phòng                  | 7       |
| controversial  | [adj] | /'kɒntroʊvɜrʃəl / | gây tranh cãi             | 5       |
| costume        | [n]   | /'kɒstʊ:m /       | đồng phục                 | 11      |
| cough          | [v]   | /'kɒ:f /          | hò                        | 3       |
| countdown      | [n]   | /'kaʊntdaʊn /     | đếm lùi từng ngày         | 7       |
| 'country ,code | [n.p] |                   | mã nước, mã quốc gia      | 8       |
| county         | [n]   | /'kaʊnti /        | huyện                     | 1       |
| cover          | [n]   | /'kʌvər /         | lớp phủ                   | 9       |
| craftwork      | [n]   | /'kræftwɜrk /     | sản phẩm thủ công         | 15      |
| crane          | [n]   | /'kreɪn /         | sếu                       | 9       |
| creative       | [adj] | /'kri:'eɪtɪv /    | sáng tạo                  | 12      |
| creativity     | [n]   | /'kri:'eɪtɪvətɪ / | óc sáng tạo               | 5       |
| crèche         | [n]   | /'krefʃ /         | máng cỏ                   | 7       |
| criterion      | [n]   | /'kraɪ'tɪrɪ:ən /  | tiêu chí                  | 5       |
| criticism      | [n]   | /'krɪtɪsɪzəm /    | lời chỉ trích             | 13      |
| criticize      | [v]   | /'krɪtɪsaɪz /     | phê bình                  | 5       |
| crown          | [n]   | /'kraʊn /         | vương miện                | 15      |
| crude          | [adj] | /'kru:d /         | thô                       | 10      |
| cruise         | [n]   | /'kru:z /         | cuộc đi chơi              | 16      |
| custom         | [n]   | /'kʌstəm /        | phong tục                 | 13      |
| cutlery        | [n]   | /'kʌtləri /       | dao, nĩa, muỗng, v.v.     | 3       |
| cycle          | [n]   | /'saɪkəl /        | chu kì                    | 10      |
| <b>D</b>       |       |                   |                           |         |
| dash           | [v]   | /'dæʃ /           | lao đi                    | 7       |
| dawn           | [n]   | /'dɔ:n /          | bình minh, rạng đông      | 15      |

|               |       |                     |  |    |
|---------------|-------|---------------------|--|----|
| deadline      | [n]   | / 'dedlaɪn /        | hạn chót                                 | 5  |
| decade        | [n]   | / 'dekeɪd /         | thập niên                                | 9  |
| decisive      | [adj] | / dɪ'saɪsɪv /       | quyết đoán                               | 1  |
| declaration   | [n]   | / ,deklə'reɪʃən /   | tuyên ngôn                               | 15 |
| decline       | [v]   | / dɪ'klaɪn /        | giảm sút                                 | 5  |
| decorate      | [v]   | / 'dekə'reɪt /      | trang hoàng                              | 7  |
| decoration    | [n]   | / ,dekə'reɪʃən /    | vật trang trí                            | 3  |
| degradation   | [n]   | / ,degrə'deɪʃən /   | (sự) làm giảm giá trị                    | 5  |
| degrading     | [adj] | / dɪ'greɪdɪŋ /      | mang tính xúc phạm, làm giảm giá trị     | 5  |
| delicious     | [adj] | / dɪ'lɪʃəs /        | ngon miệng                               | 3  |
| deliver       | [v]   | / dɪ'lɪvər /        | phát, phát biểu, trình bày               | 8  |
| deposit       | [n]   | / dɪ'pɒzɪt /        | tiền kí gởi (thế chân)                   | 9  |
| depressed     | [adj] | / dɪ'prest /        | chán nản                                 | 16 |
| depression    | [n]   | / dɪ'preʃən /       | trầm cảm                                 | 1  |
| derive        | [v]   | / dɪ'reɪv /         | phái sinh                                | 4  |
| design        | [v]   | / dɪ'zaɪn /         | thiết kế                                 | 15 |
| design        | [n]   | / dɪ'zaɪn /         | bản thiết kế                             | 15 |
| destination   | [n]   | / ,destə'neɪʃən /   | nơi đến                                  | 15 |
| detention     | [n]   | / dɪ'tenʃən /       | hình phạt giữ lại trường sau giờ tan học | 1  |
| diagnostic    | [adj] | / ,daɪg'nɒstɪk /    | chẩn đoán                                | C3 |
| dial-up       | [adj] | / 'daɪl,ʌp /        | qua quay số                              | 8  |
| diary         | [n]   | / 'daɪəri /         | nhật kí                                  | 8  |
| dimple        | [n]   | / 'dɪmpəl /         | lúm đồng tiền                            | 1  |
| dinner jacket | [n.p] | / 'dɪnər ,dʒækət /  | áo ngoài mặc vào dịp trang trọng         | 13 |
| disapproval   | [n]   | / ,dɪsə'pru:vəl /   | (sự) không tán thành                     | 13 |
| discouraging  | [adj] | / dɪs'kʌrədʒɪŋ /    | làm nản chí                              | 13 |
| dish          | [n]   | / dɪʃ /             | món ăn                                   | 3  |
| dispirited    | [adj] | / dɪ'spɪrətəd /     | chán nản                                 | 2  |
| dispose of    | [v]   | / dɪ'spəʊz əv /     | vứt bỏ                                   | 9  |
| dispute       | [n]   | / dɪ'spju:t /       | tranh cãi                                | 11 |
| disqualify    | [v]   | / dɪs'kwɒləfaɪ /    | loại, loại khỏi                          | 5  |
| distant       | [adj] | / 'dɪstənt /        | xa cách, dè dặt                          | 1  |
| distract      | [v]   | / dɪ'strækt /       | làm lãng trí                             | 5  |
| distribution  | [n]   | / ,dɪstrə'bju:ʃən / | sự phân bố                               | 3  |
| disturb       | [v]   | / dɪ'stɜ:b /        | quấy rầy                                 | 8  |
| domed         | [adj] | / doʊmd /           | có dạng vòm                              | 14 |
| dominant      | [adj] | / 'dɒmənənt /       | nổi bật nhất                             | 16 |
| double-click  | [v]   | / 'dʌbəl'klɪk /     | nhấp hai lần                             | C2 |
| draft         | [n]   | / dræft /           | bản nháp                                 | 8  |
| dragon        | [n]   | / 'dræɡən /         | con rồng                                 | 7  |

|                   |       |                     |                     |    |
|-------------------|-------|---------------------|---------------------|----|
| dragon dance      | [n.p] | /'drægən ˌdæns /    | múa rồng            | 13 |
| draw              | [v]   | / drɔː /            | vẽ                  | 13 |
| ˌdraw at ˈtention |       |                     | gây chú ý           | 2  |
| ˌdress ˈup        | [v]   |                     | cải trang           | 13 |
| drive             | [n]   | / draɪv /           | ổ đĩa               | 8  |
| duck              | [v]   | / dʌk /             | chui vào            | 13 |
| duettist          | [n]   | / du:'etəst /       | người hát song ca   | 7  |
| duplicate         | [n]   | /'du:plɪkət /       | bản sao             | 12 |
| dynamic           | [adj] | / daɪ'næmɪk /       | năng động           | 1  |
| <b>E</b>          |       |                     |                     |    |
| educate           | [v]   | /'edʒəˌkeɪt /       | giáo dục            | C1 |
| eggplant          | [n]   | /'egplænt /         | cà                  | 7  |
| elbow             | [n]   | /'elbou /           | khủy tay            | 3  |
| elect             | [v]   | / rɪ'lekt /         | bầu chọn            | 15 |
| electrode         | [n]   | / rɪ'lekˌtrəʊd /    | điện cực            | C3 |
| eligible          | [adj] | /'elɪdʒəbəl /       | đủ điều kiện        | 5  |
| eloquence         | [n]   | /'elɒkwəns /        | hùng biện           | 5  |
| e-mail            | [n]   | /'i:meɪl /          | thư điện tử         | 8  |
| embarrassment     | [n]   | / ɪm'bærəsmənt /    | tâm trạng lúng túng | 2  |
| emerald           | [n]   | /'emərəld /         | ngọc lục bảo        | 14 |
| emergence         | [n]   | / ɪ'mɜːrdʒəns /     | sự nổi lên          | 16 |
| emergency         | [n]   | / ɪ'mɜːrdʒənsɪ /    | trường hợp khẩn cấp | 8  |
| energize          | [v]   | /'enərˌdʒaɪz /      | làm cho hăng hái    | 7  |
| engage            | [v]   | / ɪn'geɪdʒ /        | tham gia            | 3  |
| engine            | [n]   | /'endʒɪn /          | máy, động cơ        | 9  |
| enhance           | [v]   | / ɪn'hæns /         | nâng cao            | 5  |
| enthusiastic      | [adj] | / ɪnˌθuːzɪ:'æstɪk / | nhiệt tình, say mê  | 1  |
| entirely          | [adv] | / ɪn'taɪrli /       | hoàn toàn           | 5  |
| envisage          | [v]   | / ɪn'vɪzɪdʒ /       | dự kiến xây         | 14 |
| eradicate         | [v]   | /'ɪrædɪˌkeɪt /      | xoá                 | 4  |
| ethanol           | [n]   | /'eθəˌnɒl /         | etanol              | 10 |
| ethnic            | [adj] | /'eθnɪk /           | dân tộc             | 16 |
| etiquette         | [n]   | /'etəkət /          | phép xã giao        | 3  |
| evaluate          | [v]   | / ɪ'væljəˌweɪt /    | đánh giá            | 4  |
| eve               | [n]   | / iːv /             | ngày hôm trước      | 7  |
| event             | [n]   | / ɪ'vent /          | môn thi đấu         | 13 |
| evolve            | [v]   | / ɪ'vɒlv /          | phát triển          | 1  |
| exercises         | [n]   | /'eksɜːˌsaɪzəz /    | lễ trao bằng        | 2  |
| expedition        | [n]   | /'ekspeɪˌdɪʃən /    | (cuộc) thám hiểm    | 9  |
| expertise         | [n]   | /'ekspeɪˌtiːz /     | sự thành thạo       | 12 |

|                  |       |                      |                                  |    |
|------------------|-------|----------------------|----------------------------------|----|
| explode          | [v]   | / ɪk'spləʊd /        | bùng nổ                          | 9  |
| exploit          | [v]   | / ɪk'splɔɪt /        | khai thác                        | 10 |
| expose           | [v]   | / ɪk'spəʊz /         | tiếp xúc                         | 10 |
| exposition       | [n]   | / ,ɛkspə'zɪʃən /     | (cuộc) triển lãm                 | 15 |
| eye              | [v]   | / aɪ /               | nhắm đến                         | 11 |
| <b>F</b>         |       |                      |                                  |    |
| factor           | [n]   | / 'fæktər /          | nhân tố                          | 16 |
| falcon           | [n]   | / 'fælkən /          | chim ưng, chim cắt               | 2  |
| farewell         | [n]   | / fer'wel /          | từ biệt                          | 3  |
| fascinated       | [adj] | / 'fæsə'neɪtɪd /     | say mê, bị thu hút               | 5  |
| fast             | [v]   | / fæst /             | nhịn ăn, ăn chay, ăn kiêng       | 7  |
| federation       | [n]   | / ,fedə'reɪʃən /     | liên đoàn                        | 11 |
| feminist         | [n]   | / 'femənəst /        | người đấu tranh cho quyền phụ nữ | 5  |
| filthy           | [adj] | / 'fɪlθi /           | bẩn thỉu                         | C4 |
| finalize         | [v]   | / 'faɪnəlaɪz /       | đúc kết                          | 11 |
| fine             | [n]   | / faɪn /             | tiền phạt                        | 5  |
| fireplace        | [n]   | / 'faɪrpleɪs /       | lò sưởi                          | 7  |
| fireworks        | [n]   | / 'faɪrwɜːks /       | pháo hoa                         | 7  |
| firsthand        | [adj] | / ,fɜːst'hænd /      | tại chỗ, trực tiếp               | 4  |
| fixed            | [adj] | / fɪkst /            | cố định                          | 3  |
| flash            | [n]   | / flæʃ /             | đèn nháy (máy ảnh)               | 9  |
| flashlight       | [n]   | / 'flæʃlaɪt /        | đèn pin                          | 9  |
| flight attendant | [n.p] | / 'flaɪt ə'tendənt / | tiếp viên hàng không             | 4  |
| flock            | [n]   | / flɒk /             | đàn                              | 9  |
| floppy disk      | [n.p] | / 'flɒpi 'dɪsk /     | đĩa mềm                          | 8  |
| flysheet         | [n]   | / 'flaɪʃi:t /        | tấm bạt phủ                      | 7  |
| focus            | [v]   | / 'fəʊkəs /          | tập trung                        | 1  |
| format           | [n]   | / 'fɔːrmæt /         | hình thức                        | 4  |
| forward          | [v]   | / 'fɔːrwɜːd /        | gởi chuyển tiếp                  | 8  |
| fossil fuel      | [n.p] | / 'fɒsəl ,fjuːəl /   | nhiên liệu hoá thạch             | 10 |
| fragrance        | [n]   | / 'freɪgrəns /       | hương của hoa                    | 2  |
| frontier         | [n]   | / frʌn'tɪr /         | biên giới                        | 14 |
| fruitful         | [adj] | / 'fru:tfəl /        | có kết quả tốt, thành công       | 4  |
| ft               | [n]   | / fi:t /             | feet                             | 15 |
| fuel             | [n]   | / 'fjuːəl /          | nhiên liệu                       | 9  |
| <b>G</b>         |       |                      |                                  |    |
| gambling         | [n]   | / 'gæmblɪŋ /         | cờ bạc                           | 3  |
| gamekeeper       | [n]   | / 'geɪmki:pər /      | người bảo vệ động vật hoang dã   | 9  |
| gasoline         | [n]   | / 'gæsəli:n /        | xăng                             | 10 |
| gathering        | [n]   | / 'gæðərɪŋ /         | cuộc họp mặt                     | 3  |

|                  |       |                          |                                  |    |
|------------------|-------|--------------------------|----------------------------------|----|
| gem              | [n]   | / dʒem /                 | đá quý                           | 10 |
| generate         | [v]   | / 'dʒenə,reit /          | phát ra                          | 10 |
| generous         | [adj] | / 'dʒenərəs /            | rộng lượng, hào phóng            | 15 |
| genitive         | [n]   | / 'dʒenitiv /            | sinh cách                        | 7  |
| get in 'touch    |       |                          | liên lạc                         | 1  |
| giggle           | [v]   | / 'gɪɡəl /               | cười rúc rích                    | 1  |
| ginger           | [n]   | / 'dʒɪndʒər /            | gừng                             | 7  |
| global           | [adj] | / 'gləʊbəl /             | toàn cầu                         | 15 |
| grab             | [v]   | / græb /                 | chộp                             | 13 |
| grade            | [n]   | / greɪd /                | lớp                              | 1  |
| graphics         | [n]   | / 'græfiks /             | đồ hoạ                           | 8  |
| grateful         | [adj] | / 'ɡreɪtfəl /            | biết ơn                          | 4  |
| gratitude        | [n]   | / 'græti,tu:d /          | lòng biết ơn                     | 4  |
| grave            | [n]   | / greɪv /                | mả, mộ                           | 7  |
| gravity          | [n]   | / 'grævəti /             | trọng lực                        | 14 |
| groom            | [n]   | / gru:m /                | chàng rể                         | 3  |
| groundsheet      | [n]   | / 'graʊndʃi:t /          | tấm bạt lót làm chỗ nằm trên đất | 7  |
| guarantee        | [n]   | / ,ɡærən'ti: /           | bảo đảm                          | 1  |
| guava            | [n]   | / 'gwavə /               | trái ổi                          | 1  |
| guy rope         | [n.p] | / 'ɡaɪ ,roʊp /           | dây căng lều                     | 7  |
| <b>H</b>         |       |                          |                                  |    |
| hallucinate      | [v]   | / hə'lu:sə,neɪt /        | bị ảo giác                       | 9  |
| hamlet           | [n]   | / 'hæmlət /              | ấp                               | 13 |
| harbor           | [n]   | / 'hɑ:bər /              | cảng                             | 15 |
| hard copy        | [n.p] | / ,hɑ:d 'kɒpi /          | bản in ra giấy                   | 8  |
| hardship         | [n]   | / 'hɑ:ʃɪp /              | sự gian khổ                      | 4  |
| haunt            | [v]   | / hɔ:nt /                | ám ảnh                           | 7  |
| heat-seeking     | [adj] | / 'hi:t,si:kɪŋ /         | tâm nhiệt                        | 2  |
| heyday           | [n]   | / 'heɪdeɪ /              | thời hoàng kim                   | 5  |
| hesitate         | [v]   | / 'hezə,teɪt /           | ngần ngại                        | 4  |
| highlight        | [n]   | / 'haɪlaɪt /             | nét nổi bật                      | 15 |
| hilarious        | [adj] | / hɪ'ləri:əs /           | vui vẻ, vui nhộn                 | 5  |
| hockey           | [n]   | / 'hɒki /                | khúc côn cầu                     | 13 |
| hook up          | [v]   | / ,hʊk 'ʌp /             | móc nối                          | 8  |
| house            | [v]   | / haʊz /                 | cung cấp chỗ trú ẩn              | 9  |
| housewarming     | [n]   | / 'haʊs,wɔ:rmɪŋ /        | tiệc mừng nhà mới, tiệc tân gia  | 3  |
| hover            | [v]   | / 'hʌvər /               | huơ                              | 3  |
| hurricane        | [n]   | / 'hʌrə,kem /            | (tên rượy)                       | 13 |
| hydroelectric    | [adj] | / ,haɪdrou'lektrɪk /     | thủy điện                        | 10 |
| hydroelectricity | [n]   | / ,haɪdrou'lek'trɪsəti / | thủy điện                        | 4  |

| I                                |       |                      |                               |    |
|----------------------------------|-------|----------------------|-------------------------------|----|
| I.D.                             |       | / ,aɪ 'di: /         | identity card                 | 5  |
| ice-skate                        | [v]   | / 'aɪskeɪt /         | trượt băng                    | 5  |
| identity ,card                   | [n.p] | / aɪ'dentəti /       | thẻ chứng minh                | 5  |
| illegal                          | [adj] | / ɪ'li:gəl /         | phi pháp                      | 1  |
| illiteracy                       | [n]   | / ɪ'lɪtərəsi /       | tình trạng mù chữ             | 4  |
| immigrant                        | [n]   | / 'ɪməgrənt /        | người nhập cư                 | C2 |
| immigration                      | [n]   | / ,ɪmə'greɪʃən /     | sự nhập cư                    | C2 |
| impact                           | [n]   | / 'ɪmpækt /          | tác động                      | 2  |
| inadequate                       | [adj] | / ɪn'ædɪkwət /       | bất lực                       | 2  |
| incense                          | [n]   | / 'ɪnsens /          | hương, nhang                  | C4 |
| indifferent                      | [adj] | / ɪn'dɪfrənt /       | bàng quan                     | 1  |
| industry                         | [n]   | / 'ɪndəstri /        | tính cần cù (công)            | 5  |
| inept                            | [adj] | / ɪ'nept /           | vụng về                       | 2  |
| infant                           | [n]   | / 'ɪnfənt /          | trẻ con                       | C4 |
| inhibit                          | [v]   | / ɪn'hɪbət /         | cản trở                       | 5  |
| innovative                       | [adj] | / 'ɪnə'veɪtɪv /      | sáng tạo                      | C1 |
| insert                           | [v]   | / ɪn'sɜ:t /          | gài vào                       | 8  |
| integrity                        | [n]   | / ɪn'tegrəti /       | tính trung thực               | 14 |
| interface                        | [n]   | / 'ɪntər'feɪs /      | giao diện                     | C2 |
| Inter,national<br>,Access 'Code  | [n.p] |                      | mã gọi trực tiếp quốc tế      | 8  |
| Inter,national Direct<br>Dialing | [n.p] | / dɪ'rekt 'daɪəlɪŋ / | quay số gọi trực tiếp quốc tế | 8  |
| interpersonal                    | [adj] | / ,ɪntər'pɜ:sənəl /  | người với người               | 4  |
| introduce                        | [v]   | / ,ɪntrə'du:s /      | đưa vào                       | 7  |
| invader                          | [n]   | / ɪn'veɪdər /        | người xâm lược                | 7  |
| invalid                          | [n]   | / 'ɪnvəlɪd /         | thương binh                   | 7  |
| investigate                      | [v]   | / ɪn'vestə'geɪt /    | điều tra                      | 10 |
| ironwork                         | [n]   | / 'aɪərnwɜ:rk /      | bộ phận bằng sắt              | 15 |
| J                                |       |                      |                               |    |
| jingle                           | [v]   | / 'dʒɪŋgəl /         | kêu leng keng                 | 7  |
| jovial                           | [adj] | / 'dʒəʊviəl /        | vui vẻ                        | 3  |
| judo                             | [n]   | / 'dʒu:doʊ /         | võ judo                       | 11 |
| junkyard                         | [n]   | / 'dʒʌŋk,jɑ:rd /     | nơi chứa phế liệu             | 9  |
| K                                |       |                      |                               |    |
| karaoke                          | [n]   | / ,keri'ouki /       | hát karaoke                   | 5  |
| karate                           | [n]   | / kə'ra:ti /         | võ karate                     | 11 |
| karatedo                         | [n]   | / kə'ratidou /       | võ karatedo                   | 11 |
| kayak                            | [n]   | / 'kaɪæk /           | môn đua thuyền nhẹ            | 11 |

|                     |       |                        |                             |    |
|---------------------|-------|------------------------|-----------------------------|----|
| kerosene            | [n]   | / 'kerə,si:n /         | dầu lửa                     | 10 |
| key                 | [v]   | / ki: /                | bấm phím                    | 8  |
| kiosk               | [n]   | / 'ki:ɔsk /            | quán nhỏ                    | C3 |
| kite                | [n]   | / kaɪt /               | diều                        | 2  |
| krewe               | [n]   | / kru: /               | câu lạc bộ ở New Orleans    | 13 |
| <b>L</b>            |       |                        |                             |    |
| land                | [v]   | / lænd /               | đáp, hạ cánh                | 9  |
| landline            | [n]   | / 'lænd,lain /         | (điện thoại) cố định        | 8  |
| lantern             | [n]   | / 'læntərn /           | đèn xách                    | 10 |
| lap                 | [n]   | / læp /                | đùi                         | 3  |
| launch              | [v]   | / lɔ:ntʃ /             | khai trương                 | 15 |
| lawbreaker          | [n]   | / 'lɔ:,breɪkər /       | người phạm pháp             | 16 |
| lean                | [v]   | / li:n /               | nghiêng                     | 15 |
| leave               | [n]   | / li:v /               | thời gian nghỉ              | 7  |
| leave be'hind       | [v]   |                        | quên mang theo              | 8  |
| legal               | [adj] | / 'li:gəl /            | theo pháp luật              | C1 |
| leisure             | [n]   | / 'li:ʒər /            | lúc nhàn rỗi                | 13 |
| lick                | [v]   | / lɪk /                | liếm                        | 3  |
| life expectancy     | [n.p] | / ,laɪf ɪk'spektənsi / | tuổi thọ trung bình         | C4 |
| life jacket         | [n.p] | / 'laɪf ,dʒækət /      | áo cứu đuối                 | 9  |
| lightning           | [n]   | / 'laɪtnɪŋ /           | chớp                        | 1  |
| limestone           | [n]   | / 'laɪm,sti:n /        | đá vôi                      | 16 |
| linger              | [v]   | / 'lɪŋgər /            | tồn tại                     | 11 |
| lingua franca       | [n.p] | / ,lɪŋgwə 'fræŋkə /    | ngôn ngữ chung              | 16 |
| linguist            | [n]   | / 'lɪŋgwəst /          | nhà ngôn ngữ học            | 16 |
| link                | [v]   | / lɪŋk /               | nối kết                     | 8  |
| literacy            | [n]   | / 'lɪtərəsi /          | sự biết chữ                 | 4  |
| 'literacy ,class    | [n.p] |                        | lớp học xoá mù chữ          | 4  |
| 'literacy ,problem  | [n.p] |                        | vấn đề mù chữ               | 4  |
| 'literacy ,program  | [n.p] |                        | chương trình xoá mù chữ     | 4  |
| look 'after         | [v]   |                        | chăm sóc                    | 4  |
| lost                | [adj] | / lɔ:st /              | bối rối                     | 2  |
| lottery             | [n]   | / 'lɒtəri /            | xổ số                       | 7  |
| love at first sight | [n.p] | / 'sɑɪt /              | tình yêu khi mới thoạt nhìn | 15 |
| lowlands            | [n]   | / 'ləʊləndz /          | vùng đất thấp               | C2 |
| <b>M</b>            |       |                        |                             |    |
| magnificent         | [adj] | / məɡ'nɪfəsənt /       | lộng lẫy                    | 16 |
| mailbox             | [n]   | / 'meɪlbɒks /          | hộp thư                     | 8  |
| manger              | [n]   | / 'meɪndʒər /          | máng                        | 7  |
| manners             | [n]   | / 'mænənz /            | cách ứng xử                 | 3  |

|                           |       |                   |  |      |
|---------------------------|-------|-------------------|--|------|
| manure                    | [n]   | / mə'nʊr /        | phân                                   | 10   |
| marble                    | [n]   | / 'mɑ:bəl /       | đá hoa, cẩm thạch                      | 15   |
| marital                   | [adj] | / 'mæ:rətəl /     | hôn nhân                               | 3    |
| marquee                   | [n]   | / mɑ:'ki: /       | lều bạt lớn                            | 13   |
| marriage                  | [n]   | / 'mæ:rɪdʒ /      | hôn nhân                               | 3    |
| martyr                    | [n]   | / 'mɑ:tər /       | liệt sĩ                                | 7    |
| masterpiece               | [n]   | / 'mæstəpi:s /    | kiệt tác                               | 13   |
| matter                    | [n]   | / 'mætər /        | chất                                   | 10   |
| mature                    | [adj] | / mə'tʃʊr /       | trưởng thành                           | C3   |
| mausoleum                 | [n]   | / ,mɔ:sə'li:əm /  | lăng mộ, lăng tẩm                      | 15   |
| MC (master of ceremonies) | [n]   | / ,em'si:/        | người dẫn chương trình buổi lễ         | 5    |
| melting pot               | [n.p] | / 'meltɪŋ ,pɒt /  | nơi tụ cư                              | 13   |
| memorial                  | [n]   | / mə'mɔ:ri:əl /   | đài kỉ niệm                            | 15   |
| menu bar                  | [n.p] | / 'menju: ,bɑr /  | thanh trình đơn                        | C2   |
| merchant                  | [n]   | / 'mɜ:tʃənt /     | thương gia                             | 15   |
| merely                    | [adv] | / 'mɪrli /        | chỉ là                                 | 3    |
| message                   | [n]   | / 'mesɪdʒ /       | thư (điện tử), tin nhắn                | 8    |
| mineral                   | [n]   | / 'mɪnərəl /      | chất khoáng                            | 10   |
| mislead                   | [v]   | / mɪs'li:d /      | làm cho nghĩ sai                       | 13   |
| missile                   | [n]   | / 'mɪsəl /        | tên lửa                                | 2    |
| mistake                   | [v]   | / mə'steɪk /      | lấy nhầm                               | 2    |
| mistletoe                 | [n]   | / 'mɪsəl,təʊ /    | cây tầm gửi                            | 7    |
| mobile phone              | [n.p] | / 'məʊbəl ,fəʊn / | cell phone                             | 8    |
| modem                     | [n]   | / 'məʊdəm /       | (thiết bị nối máy tính với điện thoại) | 8    |
| monitor                   | [n]   | / 'mɒnɪtər /      | bộ hiển thị màn hình                   | 8    |
| monotonous                | [adj] | / mə'nɒtənəs /    | đơn điệu                               | 5    |
| monument                  | [n]   | / 'mɒnjəmənt /    | công trình kỉ niệm                     | 15   |
| mortality                 | [n]   | / mə:r'tæləti /   | tử suất                                | C4   |
| Mount                     | [n]   | / maʊnt /         | núi                                    | 9    |
| mourn                     | [v]   | / mɔ:rn /         | than khóc, thương tiếc                 | 7,15 |
| Mt.                       | [n]   | / maʊnt /         | Mount                                  | 9    |
| mussel                    | [n]   | / 'mʌsəl /        | con trai (hến)                         | 15   |
| mutual                    | [adj] | / 'mjʊ:tʃwəl /    | lẫn nhau                               | 4    |
| <b>N</b>                  |       |                   |  |      |
| napkin                    | [n]   | / 'næpkən /       | khăn ăn                                | 3    |
| narrative                 | [n]   | / 'nærətɪv /      | bài tường thuật                        | 1    |
| nasty                     | [adj] | / 'næsti /        | khó chịu, ghê tởm                      | 1    |
| native                    | [adj] | / 'neɪtɪv /       | (tiếng) mẹ đẻ                          | 16   |
| ,neck and 'neck           |       |                   | ngang nhau, so kè                      | 5    |

|                   |       |                   |                          |      |
|-------------------|-------|-------------------|--------------------------|------|
| if need 'be       |       |                   | nếu cần                  | 3    |
| Net               | [n]   | / net /           | Internet                 | 8    |
| nominate          | [v]   | / 'nɒmə,neɪt /    | đề cử                    | 15   |
| noodle            | [n]   | / 'nu:dəl /       | mì sợi                   | 15   |
| notepad           | [n]   | / 'nəʊt,pæd /     | bảng ghi chú             | 8    |
| novel             | [n]   | / 'nɒvəl /        | tiểu thuyết              | 2    |
| nuclear           | [adj] | / 'nu:kli:ər /    | hạt nhân                 | 10   |
| nutrition         | [n]   | / nu:'trɪʃən /    | dinh dưỡng               | C1   |
| <b>O</b>          |       |                   |                          |      |
| object            | [v]   | / əb'dʒekt /      | phản đối                 | 5    |
| obliged           | [adj] | / ə'blaɪdʒd /     | cảm ơn                   | 4    |
| observance        | [n]   | / əb'zərvəns /    | việc làm lễ              | 7    |
| observe           | [v]   | / əb'zɜ:v /       | tuân theo, cử hành       | 3, 7 |
| occasion          | [n]   | / ə'keɪʒən /      | địp                      | 3    |
| odor              | [n]   | / 'ɒdə /          | mùi                      | 2    |
| on-line           | [adj] | / 'ɒn'laɪn /      | trực tuyến               | 8    |
| opera             | [n]   | / 'ɒprə /         | nhạc kịch                | 5    |
| operate           | [v]   | / 'ɒpə,reɪt /     | hoạt động, vận hành      | 10   |
| operation         | [n]   | / ,ɒpə'reɪʃən /   | ca phẫu thuật            | 10   |
| optimism          | [n]   | / 'ɒptɪ,mɪzəm /   | sự lạc quan              | 16   |
| optimistic        | [adj] | / ,ɒptɪ'mɪstɪk /  | lạc quan                 | 16   |
| orbit             | [v]   | / 'ɔ:rbət /       | quay quanh quỹ đạo       | 14   |
| ornamental (tree) | [adj] | / ,ɔ:rnə'mentəl / | (cây) kiểng              | 7    |
| outskirts         | [n]   | / 'aʊtskɜ:ts /    | ngoại ô                  | 16   |
| oxygen            | [n]   | / 'ɒksədʒən /     | ôxi                      | 9    |
| <b>P</b>          |       |                   |                          |      |
| ,pack 'up         | [v]   |                   | thu dọn                  | 1    |
| package           | [n]   | / 'pækɪdʒ /       | bưu kiện                 | 8    |
| pageant           | [n]   | / 'pædʒənt /      | cuộc thi                 | 5    |
| painter           | [n]   | / 'peɪntər /      | họa sĩ                   | 13   |
| parade            | [v]   | / pə'reɪd /       | diễu hành                | 5    |
| parade            | [n]   | / pə'reɪd /       | cuộc diễu hành           | 13   |
| parcel            | [n]   | / 'pɑ:səl /       | bưu kiện                 | 8    |
| participant       | [n]   | / pɑ:'tɪsɪpənt /  | người tham gia           | 3    |
| ,pass 'by         | [v]   |                   | đi ngang qua             | 2    |
| passion-fruit     | [n]   | / 'pæʃən ,fru:t / | quả dưa gang tây         | 13   |
| password          | [n]   | / 'pæswɜ:d /      | mật lệnh                 | C2   |
| pay phone         | [n.p] | / 'peɪ ,fəʊn /    | điện thoại trả tiền ngay | 8    |
| peak              | [n]   | / pi:k /          | đỉnh cao, đỉnh điểm      | 5    |
| pensioner         | [n]   | / 'penʃənər /     | người hưởng lương hưu    | 16   |

|                     |       |                     |                             |        |
|---------------------|-------|---------------------|-----------------------------|--------|
| persuade            | [v]   | / pər'sweɪd /       | thuyết phục                 | 14     |
| pessimism           | [n]   | / 'pesə,mɪzəm /     | sự bi quan                  | 16     |
| phobia              | [n]   | / 'fəʊbi:ə /        | nỗi sợ hãi                  | 1      |
| physical edu'cation | [n.p] | / 'fɪzɪkəl /        | giáo dục thể chất           | 5      |
| pick up             | [v]   | / ,pɪk 'ʌp /        | đón                         | 8      |
| poke                | [v]   | / pəʊk /            | đẩy                         | 3      |
| pop-up              | [adj] | / 'pɒ,pʌp /         | bật lên                     | C2     |
| porter              | [n]   | / 'pɔ:rtər /        | người khuân vác             | 9      |
| portrait            | [n]   | / 'pɔ:trət /        | chân dung                   | 13     |
| position            | [n]   | / pə'zɪʃən /        | cương vị, chỗ làm           | 4      |
| postal              | [adj] | / 'pəʊstəl /        | đưa thư, phát thư, bưu điện | 8      |
| postmark            | [n]   | / 'pəʊstmark /      | dấu bưu điện                | 5      |
| poultry             | [n]   | / 'pəʊltri /        | gà vịt                      | 12     |
| power               | [n]   | / 'paʊər /          | năng lượng, cường quốc      | 10, 16 |
| power station       | [n.p] | / 'paʊər ,steɪʃən / | nhà máy điện                | 10     |
| practical           | [adj] | / 'præktɪkəl /      | thực tế                     | 1      |
| prawn               | [n]   | / prɔ:n /           | tôm he                      | 10     |
| precious            | [adj] | / 'preʃəs /         | quý                         | 4      |
| presentation        | [n]   | / ,prezən'teɪʃən /  | bài trình bày               | 4      |
| press               | [v]   | / pres /            | ấn, nhấn                    | 8      |
| prestigious         | [adj] | / pres'tɪdʒəs /     | có uy tín                   | 5      |
| principal           | [n]   | / 'prɪnsəpəl /      | hiệu trưởng                 | 1      |
| printer             | [n]   | / 'prɪntər /        | máy in                      | 8      |
| printout            | [n]   | / 'prɪntaʊt /       | hard copy                   | 8      |
| procession          | [n]   | / prə'seɪʃən /      | đám rước                    | 13     |
| professional        | [adj] | / prə'feʃənəl /     | chuyên nghiệp               | 13     |
| proficiency         | [n]   | / prə'fɪʃənsi /     | trình độ thành thạo         | 16     |
| project             | [n]   | / 'prɒdʒekt /       | dự án                       | 14     |
| prospect            | [n]   | / 'prɒspekt /       | triển vọng                  | 10     |
| prosperity          | [n]   | / prɒs'perəti /     | sự thịnh vượng              | 7      |
| prosperous          | [adj] | / 'prɒspərəs /      | thành đạt                   | 1      |
| proverb             | [n]   | / 'prɒvərb /        | tục ngữ                     | 1      |
| provider            | [n]   | / prə'vaɪdər /      | nhà cung cấp                | 8      |
| province            | [n]   | / 'prɒvəns /        | tỉnh                        | 15     |
| psychological       | [adj] | / saɪkə'lɒdʒɪkəl /  | (thuộc) tâm lí              | 1      |
| punctual            | [adj] | / 'pʌŋtʃwəl /       | đúng giờ                    | 1      |
| purity              | [n]   | /'pjʊrɪti/          | sự thuần khiết, tinh khiết  | 5      |
| ,put a'way          | [v]   |                     | cất đi                      | 3      |
| pyramid             | [n]   | / 'pɪrə,mɪd /       | kim tự tháp                 | 15     |
| <b>Q</b>            |       |                     |                             |        |
| quote               | [v]   | / kwəʊt /           | trích dẫn                   | 11     |

| R                                |       |                        |  |      |
|----------------------------------|-------|------------------------|--|------|
| radioactivity                    | [n]   | / ˌreɪdiːoʊæk'tɪvəti / | phóng xạ   | 11   |
| rain out                         | [v]   | / ˌreɪn 'aʊt /         | hoãn thi đấu vì mưa to                             | 11   |
| rainout                          | [n]   | / 'reɪn,aʊt /          | việc hoãn thi đấu vì mưa to                        | 11   |
| raise                            | [v]   | / reɪz /               | gây (quỹ)  | 4    |
| random                           | [adj] | / 'rændəm /            | ngẫu nhiên   | 3    |
| re <sub>1</sub> duce me to tears |       | / 'tɪrz /              | làm tôi bật khóc                                   | 1    |
| reception                        | [n]   | / rɪ'sepʃən /          | lễ tân   | 9    |
| recipient                        | [n]   | / rɪ'sɪpi:ənt /        | người nhận   | 8    |
| record                           | [n]   | / 'rekərd /            | đĩa hát  | 3    |
| record                           | [v]   | / rɪ'kɔ:rd /           | ghi âm   | 13   |
| recreation                       | [n]   | / ˌrekri:'eɪʃən /      | tiêu khiển   | 3    |
| recycling                        | [n]   | / rɪ'saɪklɪŋ /         | tái chế  | 4    |
| redundant                        | [adj] | / rɪ'dʌndənt /         | thừa, rườm rà                                      | 5    |
| reflection                       | [n]   | / rɪ'fleksʃən /        | hình ảnh phản chiếu                                | 15   |
| refrain from                     | [v]   | / rɪ'freɪn frəm /      | cố tránh   | 3    |
| refund                           | [n]   | / 'ri:fʌnd /           | tiền hoàn lại                                      | 8    |
| register                         | [v]   | / 'redʒəstər /         | đăng kí  | 9    |
| rehearse                         | [v]   | / rɪ'hɜ:rs /           | diễn tập   | 3    |
| reign                            | [n]   | / reɪn /               | thời gian còn là hoa hậu                           | 5    |
| reinforce                        | [v]   | / ˌri:ən'fɔ:rs /       | củng cố  | 3    |
| relative                         | [n]   | / 'relətɪv /           | người thân   | 2    |
| relaxed                          | [adj] | / rɪ'læks /            | thoải mái  | 1    |
| remedial                         | [adj] | / rɪ'mi:di:əl /        | dành cho học viên chậm hiểu hoặc yếu kém, sửa chữa | 4, 9 |
| reminder                         | [n]   | / rɪ'maɪndər /         | điều nhắc nhở                                      | 5    |
| remote                           | [adj] | / rɪ'məʊt /            | hẻo lánh   | 4    |
| renewable                        | [adj] | / rɪ'nu:əbəl /         | có thể phục hồi                                    | 10   |
| renown                           | [n]   | / rɪ'naʊn /            | tiếng tăm  | 13   |
| repentance                       | [n]   | / rɪ'pentəns /         | sự hối hận   | 7    |
| reserved                         | [adj] | / rɪ'zɜ:vd /           | kín đáo, dè dặt                                    | 1,2  |
| residential                      | [adj] | / ˌrezə'dentʃəl /      | (thuộc) chỗ ở                                      | 5    |
| resolution                       | [n]   | / ˌrezə'lju:ʃən /      | quyết tâm  | 7    |
| respiratory                      | [adj] | / 'respəreɪtɔ:ri /     | hô hấp   | 10   |
| retreat into his 'shell          |       | / rɪ'tri:t /           | rút khỏi con mắt của mọi người                     | 2    |
| reunification                    | [n]   | / rɪju:nɪfə'keɪʃən /   | tái thống nhất                                     | 7    |
| reunion                          | [n]   | / ri:'ju:njən /        | đoàn tụ  | 2    |
| revolutionary                    | [adj] | / ˌrevə'lju:ʃənəri /   | cách mạng  | 7    |
| ridge                            | [n]   | / rɪdʒ /               | bờ, rìa  | 9    |
| rocket                           | [n]   | / 'rɒkət /             | tên lửa  | 14   |
| romantic                         | [adj] | / rou'mæntɪk /         | lãng mạn   | 1    |

|                    |       |                     |                               |     |
|--------------------|-------|---------------------|-------------------------------|-----|
| round the 'clock   |       |                     | suốt ngày đêm                 | 9   |
| round the 'corner  |       |                     | gần đến                       | 7   |
| rout               | [v]   | / raʊt /            | gởi                           | 8   |
| router             | [n]   | / 'raʊtə /          | bộ chọn đường truyền          | 8   |
| rowing             | [n]   | / 'rəʊɪŋ /          | môn chèo thuyền               | 13  |
| rum                | [n]   | / rʌm /             | rượu rom                      | 13  |
| runner-up          | [n]   | / 'rʌnə,rʌp /       | á hậu, người về nhì           | 5   |
| rupee              | [n]   | / ,ru:'pi: /        | (tiền Ấn Độ)                  | 15  |
| rural              | [adj] | / 'rʊərəl /         | nông thôn                     | C4  |
| <b>S</b>           |       |                     |                               |     |
| sack race          | [n.p] | / 'sæk ,reɪs /      | nhảy bao bố                   | 13  |
| sanctuary          | [n]   | / 'sæŋktʃə,wəri /   | thánh đường                   | 15  |
| sausage            | [n]   | / 'sɔ:sɪdʒ /        | xúc xích                      | 7   |
| savories           | [n]   | / 'seɪvərɪz /       | món ăn mặn, không ngọt        | 3   |
| savory             | [adj] | / 'seɪvəri /        | (món ăn) mặn, không ngọt      | 3   |
| scale              | [n]   | / skeɪl /           | quy mô                        | 13  |
| scene              | [n]   | / si:n /            | cảnh                          | 13  |
| schedule           | [n]   | / 'skedʒu:l /       | kế hoạch, chương trình        | 11  |
| scriptwriter       | [n]   | / 'skrɪpt,rʌɪtə /   | người viết kịch bản           | 13  |
| sculpture          | [n]   | / 'skʌlptʃər /      | tác phẩm điêu khắc            | 15  |
| secretary          | [n]   | / 'sekɹə,teri /     | bí thư                        | 7   |
| seed               | [n]   | / si:d /            | hạt                           | 7   |
| self-controlled    | [adj] | / ,selfkən'trəʊld / | tự chủ                        | 1   |
| sensitive          | [adj] | / 'sensətɪv /       | dễ xúc động                   | 1   |
| sepak takraw       | [n.p] | / 'sepæk 'tækɹɔ: /  | môn cầu mây                   | 11  |
| service            | [n]   | / 'sɜ:vɪs /         | dịch vụ                       | 8   |
| ,set 'off          | [v]   |                     | bắt đầu đi                    | 4   |
| shadow             | [n]   | / 'ʃædəʊ /          | bóng                          | 2   |
| on their shoulders |       | / 'ʃəʊldəz /        | do trách nhiệm của các bạn ấy | 1   |
| shuttle            | [n]   | / 'ʃʌtəl /          | tàu con thoi                  | 14  |
| sibling            | [n]   | / 'sɪblɪŋ /         | anh, chị, em                  | 3   |
| at first sight     |       | / 'saɪt /           | khi thoáng nhìn               | 1   |
| silly              | [adj] | / 'sɪli /           | ngờ nghệch, lố bịch           | 2   |
| skinny             | [adj] | / 'skɪni /          | gầy nhom                      | 1   |
| sleigh             | [n]   | / sleɪ /            | xe kéo trên tuyết             | 7   |
| slim               | [adj] | / slɪm /            | mảnh mai                      | 1   |
| ,slip 'away        | [v]   |                     | biến đi                       | 2   |
| slogan             | [n]   | / 'sləʊgən /        | khẩu hiệu                     | 11  |
| smelly             | [adj] | / 'smeli /          | có mùi hôi                    | 1   |
| sneeze             | [v]   | / sni:z /           | hắt hơi                       | 3   |
| sociable           | [adj] | / 'səʊʃəbəl /       | dễ thân thiện                 | 1,2 |

|                   |       |                     |                      |    |
|-------------------|-------|---------------------|----------------------|----|
| ˌsoft ˈdrɪŋk      | [n.p] |                     | nước ngọt            | 3  |
| softball          | [n]   | / ˈsɔːftbɔːl /      | môn bóng mềm         | 11 |
| solar             | [adj] | / ˈsoulər /         | (thuộc) Mặt Trời     | 10 |
| solemn            | [adj] | / ˈsələm /          | long trọng           | 7  |
| soloist           | [n]   | / ˈsouləwəst /      | người hát đơn ca     | 7  |
| source            | [n]   | / sɔːrs /           | nguồn                | 13 |
| spare             | [adj] | / spær /            | dự phòng             | 10 |
| spare             | [v]   | / spær /            | dành ra              | C1 |
| speaker           | [n]   | / ˈspiːkər /        | loa                  | 8  |
| specialty         | [n]   | / ˈspeʃəlti /       | đặc sản              | 15 |
| sponsor           | [v]   | / ˈspɒnsər /        | bảo trợ              | 14 |
| stadium           | [n]   | / ˈsteɪdiəm /       | sân vận động         | 11 |
| stag ˌnight       | [n.p] | / ˈstæg /           | bachelor party       | 3  |
| stag ˌparty       | [n.p] | / ˈstæg /           | bachelor party       | 3  |
| standards         | [n]   | / ˈstændərdz /      | chuẩn mực            | 3  |
| stare             | [v]   | / ster /            | nhìn đăm đăm         | 15 |
| statue            | [n]   | / ˈstætʃuː /        | tượng                | 15 |
| status bar        | [n.p] | / ˈsteɪtəs ˌbɑːr /  | thanh trạng thái     | C2 |
| steam engine      | [n.p] | / ˈstiːm ˌendʒɪn /  | máy hơi nước         | C4 |
| stew              | [n]   | / stuː /            | món hầm              | 7  |
| ˌstick to ˈgether |       |                     | gắn bó               | 1  |
| stipulate         | [v]   | / ˈstɪpjəˌleɪt /    | quy định             | 5  |
| stockings         | [n]   | / ˈstɒkɪŋz /        | vớ, tất              | 7  |
| stout             | [adj] | / staʊt /           | to khỏe              | 1  |
| strike            | [v]   | / straɪk /          | nhổ (trại)           | 7  |
| stuff             | [n]   | / stʌf /            | đồ đạc               | 1  |
| stuffed           | [adj] | / stʌft /           | nhồi                 | 1  |
| stunning          | [adj] | / ˈstʌnɪŋ /         | gây ấn tượng sâu sắc | 13 |
| submarine         | [n]   | / ˈsʌbməˌriːn /     | tàu ngầm             | 1  |
| subscriber        | [n]   | / sʌbˈskraɪbər /    | người thuê bao       | 8  |
| summit            | [n]   | / ˈsʌmɪt /          | đỉnh (núi)           | 9  |
| sunglasses        | [n]   | / ˈsʌŋglæsəz /      | kính mát             | 9  |
| supervisor        | [n]   | / ˈsuːpərˌvaɪzər /  | người kiểm tra       | 4  |
| survival          | [n]   | / sərˈvaɪvəl /      | sống còn             | 9  |
| suspension        | [n]   | / sʌˈspenʃən /      | treo giò             | 11 |
| swimsuit          | [n]   | / ˈswɪmˌsuːt /      | quần áo tắm          | 5  |
| symbolic          | [adj] | / sɪmˈbɒlɪk /       | tượng trưng          | 11 |
| sympathetic       | [adj] | / ˌsɪmpəˈθetɪk /    | thông cảm, đồng cảm  | 1  |
| <b>T</b>          |       |                     |                      |    |
| tae kwon do       | [n.p] | / ˈtaɪ ˈkwɒn ˈdoʊ / | võ tae kwon do       | 11 |
| tailor-made       | [adj] | / ˌteɪlərˈmeɪd /    | hoàn toàn thích hợp  | 15 |

|                             |       |                                       |  |    |
|-----------------------------|-------|---------------------------------------|--|----|
| talent                      | [n]   | / 'tælənt /                           | tài năng   | 4  |
| tasty                       | [adj] | / 'teɪsti /                           | ngon   | 1  |
| 'tea ,service               | [n.p] |                                       | bộ đồ trà  | 8  |
| telecommunications          | [n]   | / ,teləkə ,myu:nə'keɪʃənz/            | viễn thông   | 8  |
| telecommuting               | [n]   | / 'telɪkə ,mju:tɪŋ /                  | làm việc tại nhà qua máy tính<br>kết nối với cơ quan       | 8  |
| teleconferencing            | [n]   | / 'telɪ ,kɑ:nfərənsɪŋ /               | dự hội nghị qua điện thoại hoặc<br>thu phát hình trực tiếp | 8  |
| tent peg                    | [n.p] | / 'tent ,peg /                        | cọc lều  | 7  |
| terrified                   | [adj] | / 'terə ,faɪd /                       | cảm thấy kinh hãi  | 1  |
| theatrical                  | [adj] | / θi:'ætrɪkəl /                       | (về) sân khấu  | 13 |
| thermal                     | [adj] | / 'θɜ:məl /                           | nhiệt  | 10 |
| the ,thing 'is              |       |                                       | vấn đề cần xem xét là                                      | 9  |
| thunder                     | [n]   | / 'θʌndər /                           | tiếng sấm  | 1  |
| tidy                        | [v]   | / 'taɪdi /                            | dọn sạch   | 4  |
| tiebreak                    | [n]   | / 'taɪ ,breɪk /                       | ván đấu quyết định thắng thua<br>khi hoà                   | 5  |
| timid                       | [adj] | / 'tɪməd /                            | rụt rè   | 1  |
| tinsel                      | [n]   | / 'tɪnsəl /                           | kim tuyến  | 7  |
| to and fro                  | [adv] | / ,tu: ən 'frʊ /                      | đi đi lại lại  | 2  |
| toolbar                     | [n]   | / 'tu:l ,bɑ: /                        | thanh công cụ  | 8  |
| tour                        | [n]   | / tʊr /                               | (cuộc đi) du lịch  | 8  |
| tourism                     | [n]   | / 'tʊrɪzəm /                          | (ngành) du lịch  | 8  |
| tower                       | [n]   | / 'taʊər /                            | tháp   | 15 |
| track                       | [v]   | / træk /                              | truy nhập  | 8  |
| 'track and 'field           | [n.p] |                                       | điền kinh (thi đấu trên đường đua)                         | 11 |
| triathlon                   | [n]   | / traɪ'æθ ,lɒn /                      | ba môn phối hợp (bơi, xe đạp<br>và chạy bộ)                | 11 |
| trick or treat              | [n.p] | / ,trɪk ɔ:r 'tri:t /                  | cho hoặc phá (câu nói vào dịp<br>lễ Halloween)             | 13 |
| T-shirt                     | [n]   | / 'ti:ʃɜ:t /                          | áo thun ngắn tay   | 1  |
| tuck                        | [v]   | / tʌk /                               | nhét   | 3  |
| tug of war                  | [n.p] | / ,tʌg əv 'wɔ:r /                     | trò chơi kéo co  | 5  |
| tumble                      | [v]   | / 'tʌmbəl /                           | đổ nhào  | 13 |
| <b>U</b>                    |       |                                       |  |    |
| unconscious                 | [adj] | / ʌn'kɒnʃəs /                         | ngất đi  | 1  |
| unicorn                     | [n]   | / 'ju:nɪ ,kɔ:rn /                     | con lân  | 7  |
| uniform resource<br>locator |       | / ju:nəfɔ:rm ,rɪsɔ:rs<br>'ləʊkeɪtər / | bộ định vị nguồn không đối                                 | C2 |
| universal                   | [adj] | / ju:nə'vɜ:səl /                      | (cả) thế giới  | 15 |
| universal serial bus        | [n.p] | / ju:nə ,vɜ:səl ,sɪri:əl<br>'bʌs /    | đường truyền nối tiếp<br>đa năng                           | 8  |

|                  |       |                       |   |       |
|------------------|-------|-----------------------|---|-------|
| unsociable       | [adj] | / ʌn'soʊʃəbəl /       | khó gần   | 1     |
| urgent           | [adj] | / 'ɜrdʒənt /          | gấp   | 8     |
| URL              |       | / ,ju: ɑr 'el /       | uniform resource locator                          | C2    |
| USB              |       | / ,ju: es 'bi: /      | universal serial bus                              | 8     |
| <b>V</b>         |       |                       |   |       |
| vacation         | [n]   | / veɪ'keɪʃən /        | kì nghỉ   | 13    |
| in vain          |       | / 'veɪn /             | vô ích  | 2     |
| valuable         | [adj] | / 'væljəbəl /         | quý giá   | 4     |
| value            | [n]   | / 'vælju: /           | giá trị   | 13    |
| vegetation       | [n]   | / ,vedʒə'teɪʃən /     | thực vật  | 9     |
| vehicle          | [n]   | / 'vi:ɪkəl /          | xe cộ   | 2     |
| venue            | [n]   | / 'venju: /           | địa điểm  | 7     |
| vicious          | [adj] | / 'viʃəs /            | xấu xa  | 1     |
| volunteer        | [n]   | / ,vɒləntɪr /         | người tình nguyện                                 | 4     |
| volunteer        | [v]   | / ,vɒləntɪr /         | tự nguyện, tình nguyện                            | 4     |
| voucher          | [n]   | / 'vaʊtʃər /          | phiếu đã trả tiền                                 | 16    |
| <b>W</b>         |       |                       |   |       |
| walk out         | [v]   | / ,wɔ:k 'aʊt /        | rời sàn đấu, từ chối thi đấu                      | 11    |
| walkout          | [n]   | / 'wɔ:kəʊt /          | (việc) bỏ cuộc, từ chối thi đấu                   | 11    |
| wander           | [v]   | / 'wɑndər /           | đi thơ thẩn                                       | 2     |
| waste            | [n]   | / weɪst /             | chất thải   | 9     |
| watermelon       | [n]   | / 'wɔ:tər,melən /     | đưa hấu   | 7     |
| ,by the 'way     |       |                       | à này   | 1     |
| weave            | [v]   | / wi:v /              | kết vòng  | 13    |
| web cam          | [n]   | / 'web,kæm /          | máy ảnh nối kết với máy tính                      | 8     |
| Web page         | [n.p] | / 'web ,peɪdʒ /       | trang Web   | 8     |
| Web site         | [n.p] | / 'web ,saɪt /        | điểm Web  | 5     |
| weightlifting    | [n]   | / 'weɪt,lɪftɪŋ /      | cử tạ   | 11    |
| welcome          | [v]   | / 'welkəm /           | chào đón  | 3     |
| western          | [n]   | / 'westərn /          | phim miền tây (ở Hoa Kỳ)                          | 13    |
| Wikipedia        | [n]   | / wiki'pi:dʒə /       | (tên bộ bách khoa toàn thư trên mạng)             | 8     |
| witch            | [n]   | / wɪtʃ /              | phù thủy  | 13    |
| withdraw         | [v]   | / wɪð'drɔ: /          | rút   | 5     |
| witness          | [v]   | / 'wɪtnəs /           | chứng kiến  | 2     |
| wood             | [n]   | / wʊd /               | rừng cây, gỗ                                      | 2, 10 |
| work station     | [n.p] | / 'wɜ:k ,steɪʃən /    | bàn làm việc với máy tính                         | 8     |
| wrestling        | [n]   | / 'reslɪŋ /           | đấu vật   | 7     |
| wushu            | [n]   | / 'wu:ʃu: /           | môn wushu   | 11    |
| <b>Y</b>         |       |                       |   |       |
| Yahoo! Messenger | [n]   | / ,yɑhʊ: 'mesəndʒər / | (tên điểm mạng giúp gọi điện thoại bằng máy tính) | 8     |

## GLOSSARY OF NAMES

|                     |       |                            |  |    |
|---------------------|-------|----------------------------|--|----|
| A.D.                |       | / ,ei'di: /                | anno Domini                                  | 15 |
| Agra                |       | / 'agrə /                  | (tên thành phố ở Ấn Độ)                      | 15 |
| Aldrin              |       | / 'ɔldrɪn /                | (họ người)                                   | 14 |
| Ali                 |       | / 'ali /                   | (tên người)                                  | 1  |
| Allison             |       | / 'æləsən /                | (tên công ti)                                | 14 |
| Andrew              |       | / 'ændru: /                | (tên người)                                  | 12 |
| Angola              |       | / æŋ'goulə /               | (tên nước)                                   | 6  |
| anno Domini         |       |                            | Công nguyên                                  | 15 |
| Arabic              |       | / 'erəbɪk /                | tiếng Ả Rập                                  | 16 |
| Armstrong           |       | / 'ɑ:m, strɔ:ŋ /           | (họ người)                                   | 9  |
| Asian Games         |       | / 'eɪzən 'geɪmz /          | Đại hội Thể thao châu Á                      | 11 |
| Ayers Rock          |       | / 'erz 'rɒk /              | (tên một khối đá lớn ở Australia)            | 9  |
| B.C.                |       | / ,bi:'si: /               | before Christ                                | 15 |
| Bandar Seri Begawan |       | / 'bʌndər 'seri bə'gawən / | (thủ đô nước Brunei)                         | 6  |
| Bangkok             |       | / 'bæŋ,kɒk /               | (thủ đô Thái Lan)                            | 8  |
| Bangladesh          |       | / 'bæŋglə'deɪʃ /           | (tên nước ở Nam Á)                           | 6  |
| before Christ       |       | / 'kraɪst /                | trước Công nguyên                            | 15 |
| Bill                |       | / bɪl /                    | (tên người)                                  | 10 |
| Brunei              |       | / bru:'naɪ /               | (tên nước ở Đông Nam Á)                      | 6  |
| Brunei Darussalam   |       | / bru:,naɪ də'ru:sæləm /   | (tên đầy đủ của nước Brunei)                 | 6  |
| Bruneian            |       | / bru:'naɪən /             | người nước Brunei                            | 6  |
| Buddha              |       | / 'bu:də /                 | Phật   | 14 |
| Byzantium           |       | / bi'zænfɪ:əm /            | (tên cũ của thành phố Istanbul ở Thổ Nhĩ Kỳ) | 15 |
| Caracas             |       | / kə'rakəs /               | (thủ đô Venezuela)                           | 10 |
| Caribbean           |       | / ,kærə'bi:ən /            | khu vực quanh biển Caribbean                 | 13 |
| Chicago             |       | / ʃi'kagou /               | (tên thành phố ở Hoa Kỳ)                     | 13 |
| Chris               |       | / 'krɪs /                  | (tên người)                                  | 9  |
| Christmas           |       | / 'krɪsməs /               | lễ Giáng sinh                                | 3  |
| Cinderella          |       | / ,sɪndə'relə /            | (tên truyện cổ)                              | 13 |
| Cliff               |       | / klɪf /                   | (họ người)                                   | 8  |
| Commonwealth        |       | / 'kɒmənwelθ /             | khối Thịnh vượng chung                       | C2 |
| Daniel              |       | / 'dænjəl /                | (tên người)                                  | 8  |
| Danish              | [adj] | / 'deɪnɪʃ /                | (thuộc) Đan Mạch                             | C4 |
| Deng Xiaoping       |       | / 'dɒŋ ʃaʊ'pɪŋ /           | Đặng Tiểu Bình                               | 7  |
| Dennis              |       | / 'denɪs /                 | (tên người)                                  | 14 |
| Dick                |       | / dɪk /                    | (tên người)                                  | 12 |

|                           |       |                                 |                                    |    |
|---------------------------|-------|---------------------------------|------------------------------------|----|
| Doha                      |       | / 'doʊhɑ /                      | (thủ đô nước Qatar)                | 11 |
| Dubai                     |       | / ,du:'baɪ /                    | (tên nước ở Tây Á)                 | 15 |
| Dutch                     |       | / dʌtʃ /                        | người nước Hà Lan                  | 6  |
| East Timor                |       | / 'i:st 'ti:mɔ:r /              | Đông Timor (tên nước)              | 6  |
| Edinburgh                 |       | / 'edɪnbərə /                   | (thủ phủ của Scotland)             | C2 |
| Edwin                     |       | / 'edwɪn /                      | (tên người)                        | 14 |
| Egypt                     |       | / 'i:dʒɪpt /                    | Ai Cập                             | C1 |
| Egyptian                  | [adj] | / ɪ'dʒɪptʃən /                  | (thuộc) Ai Cập                     | 15 |
| Eiffel                    |       | / 'aɪfəl /                      | (tên tháp ở Pháp)                  | 15 |
| Emily                     |       | / 'eməli /                      | (tên người)                        | 16 |
| Empire ,State             |       | / 'empaɪr /                     | (tên toà nhà ở thành phố New York) | 15 |
| Eric                      |       | / 'erɪk /                       | (tên người)                        | 10 |
| European Union            |       | / jʊərə'pi:ən 'ju:njən /        | Liên minh châu Âu                  | 16 |
| Everest                   |       | / 'evərɪst /                    | (tên núi)                          | 9  |
| Florida                   |       | / 'flɔ:rɪdə /                   | (tên bang ở Hoa Kỳ)                | 13 |
| Frankenstein              |       | / 'fræŋkən'staɪn /              | (tựa phim)                         | C3 |
| Fuji                      |       | / 'fu:dʒi /                     | Phú Sĩ                             | 9  |
| Gagarin                   |       | / gə'gərɪn /                    | (họ người)                         | 14 |
| Giza                      |       | / 'gi:zə /                      | (tên kim tự tháp ở Ai Cập)         | 15 |
| Glasgow                   |       | / 'glæzɡəʊ /                    | (tên hải cảng ở Scotland)          | C2 |
| Glenn                     |       | / glen /                        | (họ người)                         | 14 |
| Gómez                     |       | / 'gomez /                      | (họ người)                         | 6  |
| Gregorian calendar        |       | / grə'gɔ:riən 'kæləndər /       | dương lịch                         | 7  |
| Guangzhou                 |       | / 'gwɑŋ'dʒəʊ /                  | Quảng Châu                         | 11 |
| Halloween                 |       | / ,hælə'wi:n /                  | lễ Halloween                       | 13 |
| Harris                    |       | / 'hærɪs /                      | (họ người)                         | 6  |
| Hawaii                    |       | / hə'waɪ /                      | (tên bang ở Hoa Kỳ)                | 14 |
| Henry                     |       | / 'henri /                      | (tên người)                        | 4  |
| Hill                      |       | / hɪl /                         | (họ người)                         | C3 |
| Hilton                    |       | / 'hɪltən /                     | (tên công ti)                      | 14 |
| Himalayan                 | [adj] | / ,hɪmə'leɪən /                 | ở dãy núi Himalayas                | 9  |
| Honolulu                  |       | / ,hənə'lu:lu: /                | (thủ phủ bang Hawaii, Hoa Kỳ)      | 14 |
| Houston                   |       | / 'hju:stən /                   | (tên thành phố ở Hoa Kỳ)           | 8  |
| Inca                      |       | / 'ɪŋkə /                       | người dân tộc Inca ở Nam Mỹ        | 6  |
| India                     |       | / 'ɪndiə /                      | Ấn Độ                              | 6  |
| Indian                    | [adj] | / 'ɪndi:ən /                    | (thuộc) Ấn Độ                      | 15 |
| Indonesian                | [adj] | / ,ɪndə'ni:zən /                | (thuộc) Indonesia                  | 11 |
| Industrial Revolution     |       | / ɪn'dʌstri:əl revə'lʊ:ʃən /    | cuộc Cách mạng Công nghiệp         | C3 |
| Internet Service Provider | [n.p] | / ,ɪntənet 'sɜrvəs prə'vaɪdər / | nhà cung cấp dịch vụ Internet      | C2 |
| Iran                      |       | / ɪ'rɑ:n /                      | (tên nước)                         | 11 |

|                   |       |                              |   |    |
|-------------------|-------|------------------------------|---|----|
| Iraq              |       | / 'rɑ:k /                    | (tên nước)  | 11 |
| Ireland           |       | / 'aɪərlənd /                | (tên nước ở châu Âu)                                      | 3  |
| Islamic           | [adj] | / ɪs'lamɪk /                 | (thuộc) đạo Hồi   | 7  |
| ISP               |       | / ,aɪ es' pi: /              | Internet Service Provider                                 | C2 |
| Jackson           |       | / 'dʒæksən /                 | (họ người)  | 10 |
| James             |       | / dʒeɪmz /                   | (tên người)   | C1 |
| Jane              |       | / dʒeɪn /                    | (tên người)   | 12 |
| Janus             |       | / 'dʒeɪnəs /                 | (tên thần)  | 7  |
| Jewish            | [adj] | / 'dʒu:ɪʃ /                  | (thuộc) Do Thái   | 7  |
| Jim               |       | / dʒɪm /                     | (tên người)   | 4  |
| Jin Mao           |       | / 'dʒɪn 'maʊ /               | Kim Mậu   | 15 |
| Joe               |       | / dʒoʊ /                     | (tên người)   | 10 |
| Jones             |       | / dʒoʊnz /                   | (họ người)  | 6  |
| Jordan            |       | / 'dʒɔ:rdən /                | (tên nước)  | 11 |
| Julia             |       | / 'dʒu:liə /                 | (tên người)   | 12 |
| Karen             |       | / 'kærən /                   | (tên người)   | 10 |
| Kenya             |       | / 'kenjə /                   | (tên nước ở châu Phi)                                     | 10 |
| Kenyan            |       | / 'kenjən /                  | người nước Kenya  | 10 |
| Korean            | [adj] | / kə'riən /                  | (thuộc) Hàn Quốc  | 11 |
| Kremlin           |       | / 'kremlɪn /                 | (tên cung điện ở Nga)                                     | 15 |
| Laos              |       | / 'ləʊs /                    | nước Lào  | 9  |
| Latin             |       | / 'lætən /                   | tiếng La-tinh   | 16 |
| Latin America     |       | / 'lætən ə'merəkə /          | châu Mỹ La-tinh   | C1 |
| Lebanon           |       | / 'lebənən /                 | (tên nước ở Tây Á)  | 11 |
| Leonardo da Vinci |       | / ,li:ʊ'nɑ:dəʊ də 'vɪntʃi: / | (tên họa sĩ người Italy)                                  | 13 |
| Lisbon            |       | / 'lɪzbən /                  | (thủ đô Bồ Đào Nha)                                       | 15 |
| London            |       | / 'lʌndən /                  | (thủ đô nước Anh)   | 8  |
| Luther            |       | / 'lu:θər /                  | (tên người)   | 10 |
| Manchester        |       | / 'mæntʃɪstər /              | (tên thành phố ở Anh)                                     | C2 |
| Mardi Gras        |       | / 'mɑ:di ,grɑ /              | (tên ngày lễ)   | 13 |
| Maria             |       | / mə'ri:ə /                  | (tên người)   | 6  |
| Mars              |       | / mɑ:z /                     | sao Hoả   | 5  |
| Martin            |       | / 'mɑ:tin /                  | (tên người)   | 10 |
| Mary              |       | / 'meri /                    | (tên người)   | 8  |
| Maxim's           |       | / 'mæksɪmz /                 | (tên nhà hàng)  | 3  |
| Maypole           |       | / 'meɪ,pəʊl /                | cột để khiêu vũ hoặc chơi thể thao trong ngày lễ Lao động | 13 |
| Middle Ages       |       | / ,mɪdəl 'eɪdʒəz /           | thời Trung cổ   | 16 |
| Mina              |       | / 'mɪnə /                    | (tên người)   | 10 |
| Mona Lisa         |       | / ,mɒnə 'li:sə /             | (tên bức họa chân dung)                                   | 13 |
| Mont Blanc        |       |                              | (tên núi ở Pháp)  | C3 |

|   |       |                         |  |    |
|---|-------|-------------------------|--|----|
| Mughal  | [adj] | / 'mu:gəl /             | (thuộc) người Mông Cổ xưa                        | 15 |
| Muharram  |       | / mu:'hærəm /           | tháng 1 (lịch đạo Hồi)                           | 7  |
| Nancy   |       | / 'nænsi /              | (tên người)                                      | 8  |
| NASA  |       | / 'næsə /               | National Aeronautics and Space Administration    | 14 |
| National Aero'nautics and 'Space Administration |       |                         | Cơ quan Hàng không và Không gian Quốc gia        | 14 |
| Naypyidaw                                       |       | / ,neipi'i:ðə: /        | thủ đô Myanmar                                   | 6  |
| Neil  |       | / niəl /                | (tên người)                                      | 14 |
| Nepal   |       | / nə'pɔ:l /             | (tên nước ở châu Á)                              | 9  |
| Nepalese  | [adj] | / ,nepə'li:z /          | (thuộc) Nepal                                    | 9  |
| New Delhi                                       |       | / ,nu: 'deli /          | (thủ đô Ấn Độ)                                   | 11 |
| New Jersey                                      |       | / ,nu: 'dʒɜ:zi /        | (tên bang ở Hoa Kỳ)                              | 5  |
| New Orleans                                     |       | / ,nu: 'ɔ:rljənz /      | (tên cảng ở Hoa Kỳ)                              | 13 |
| New South Wales                                 |       | / ,nu: sauθ 'weɪlz /    | (tên bang ở Australia)                           | 8  |
| Nick  |       | / nɪk /                 | (tên người)                                      | 1  |
| Norris  |       | / 'nɔ:ris /             | (họ người)                                       | 8  |
| Northern Ireland                                |       | / ,nɔ:rðərn 'aɪərlənd / | (phần của vương quốc Anh ở đông bắc đảo Ireland) | C2 |
| Pat O'Brien's                                   |       | / 'pæt ou'brɪənz /      | (tên quán rượu)                                  | 13 |
| Petronas  |       | / pi:trou'næs /         | (tên tòa nhà ở Malaysia)                         | 15 |
| Picasso   |       | / pi'kasou /            | (họ họa sĩ)                                      | 13 |
| Piccadilly Circus                               |       | / 'pɪkə,dɪli 'sɜ:kəs /  | (tên quảng trường ở London)                      | 13 |
| Pisa  |       | / 'pi:zə /              | (tên thành phố ở Italy)                          | 15 |
| Portugal  |       | / 'pɔ:rtʃəgəl /         | Bồ Đào Nha                                       | 15 |
| Portuguese                                      |       | / ,pɔ:rtʃə'gi:z /       | tiếng Bồ Đào Nha                                 | 16 |
| Pusan   |       | / 'pu:'san /            | (tên thành phố ở Hàn Quốc)                       | 11 |
| Qatar   |       | / 'katar /              | (tên nước ở Tây Á)                               | 11 |
| Roman   | [adj] | / 'rɔumən /             | (thuộc) La Mã                                    | 7  |
| Rome  |       | / rɔum /                | (thủ đô nước Italy)                              | 8  |
| Rosh Hashanah                                   |       | / 'rouʃ hɑ'ʃɔ:nə /      | (tên ngày lễ)                                    | 7  |
| Rowland   |       | / 'roulənd /            | (tên người)                                      | C3 |
| Russia  |       | / 'rʌʃə /               | nước Nga   | 14 |
| Sacramento                                      |       | / ,sækrə'mentou /       | (thủ phủ bang California)                        | 1  |
| Santa Claus                                     |       | / 'sæntə ,klɔ:z /       | Ông già Nô-en                                    | 7  |
| Scotland  |       | / 'skɒtlənd /           | (phần phía bắc của vương quốc Anh)               | C2 |
| Sears   |       | / 'si:rz /              | (tên tòa nhà ở Hoa Kỳ)                           | 15 |
| Shanghai  |       | / 'ʃæŋ'hai /            | Thượng Hải                                       | 6  |
| Shenzhen  |       | / 'ʃen'ʒen /            | Thâm Quyến                                       | 6  |
| Sherpa  |       | / 'ʃɜ:pə /              | (người địa phương ở dãy Himalayas)               | 9  |

|   |       |                               |   |    |
|---|-------|-------------------------------|---|----|
| Shiite  |       | / 'ʃi:ɪt /                    | người dòng Shiite của đạo Hồi                                     | 7  |
| Snell   |       | / snel /                      | (tên đường)   | 8  |
| Sonora  |       | / sə'nɔ:rə /                  | (tên thành phố)   | 8  |
| Spain   |       | / speɪn /                     | nước Tây Ban Nha  | 6  |
| Spanish   |       | / 'spæɪnɪʃ /                  | tiếng Tây Ban Nha   | 12 |
| Stockholm   |       | / 'stɒkhoum /                 | (thủ đô Thụy Điển)  | 10 |
| Susan   |       | / 'su:zən /                   | (tên người)   | 1  |
| Sweden  |       | / 'swi:dən /                  | nước Thụy Điển  | 6  |
| Swedish   | [adj] | / 'swi:dɪʃ /                  | (thuộc) Thụy Điển   | 6  |
| Swiss   |       | / swɪs /                      | người Thụy Sĩ   | 15 |
| Taipei  |       | / 'taɪ 'peɪ /                 | Đài Bắc   | 15 |
| Taj Mahal   |       | / 'tɑ: mə'hɑ:l /              | (tên lăng ở Ấn Độ)  | 15 |
| Tanzania  |       | / ,tænzə'ni:ə /               | (tên nước ở châu Phi)   | C1 |
| Temple of Literature  |       | / 'lɪtərətʃər /               | Văn Miếu  | 15 |
| Texas   |       | / 'teksəs /                   | (tên bang ở Hoa Kỳ)   | 8  |
| Tim   |       | / tɪm /                       | (tên người)   | 14 |
| Tishri  |       | / 'tɪʃri /                    | tháng 1 (lịch Do Thái)  | 7  |
| Tito  |       | / 'ti:tou /                   | (họ người)  | 14 |
| U.K   |       | / ju: 'keɪ /                  | United Kingdom  | 3  |
| UNESCO  |       | / ju:'neskou /                | United Nations Educational, Scientific, and Cultural Organization | 15 |
| United Arab Emirates  |       | / ju,nɑ:ɪtɪd ,ærəb 'emɪrəts / | Các Tiểu Vương quốc Ả Rập Thống nhất                              | 11 |
| United Kingdom  |       | / ju, nɑ:ɪtəd 'kɪŋdəm/        | Vương quốc Anh  | 3  |
| United Nations Educational, Scientific, and Cultural Organization |       |                               | Tổ chức Giáo dục, Khoa học và Văn hoá Liên hiệp quốc              | 15 |
| Universal Postage System  |       |                               | Hệ thống Bưu điện toàn cầu  | C3 |
| UPS   |       | / ju: pi: 'es /               | Universal Postage System  | C3 |
| Uzbekistan  |       | / uz,bekɪ'stæn /              | (tên nước)  | 11 |
| Valentine   |       | / 'vælən,tɑɪn /               | lễ Valentine  | 7  |
| Venezuela   |       | / ,venə'zweɪlə /              | (tên nước ở Nam Mỹ)   | 10 |
| Virginia  |       | / vər'dʒɪnjə /                | (tên bang ở Hoa Kỳ)   | 8  |
| Wales   |       | / weɪlz /                     | (phần tây nam của vương quốc Anh)                                 | C2 |
| Weber   |       | / 'veɪbər /                   | (họ người)  | 15 |
| Wellington  |       | / 'welɪŋtən /                 | (thủ đô New Zealand)  | 8  |
| William   |       | / 'wɪljəm /                   | (tên người)   | 14 |
| Wilson  |       | / 'wɪlsən /                   | (họ người)  | 9  |
| Yangtze   |       | / 'jæŋ'tsi/                   | Dương Tử  | 6  |
| Yellowstone   |       | / 'jelou,stoun /              | (tên công viên quốc gia ở Hoa Kỳ)                                 | 9  |
| Yuri  |       | / 'jʊri /                     | (tên người)   | 14 |
| Zulu  |       | / 'zu:lu: /                   | (tên bộ tộc ở Nam Phi)  | 13 |

# APPENDICES

## ABBREVIATIONS

*adj.* adjective  
*adv.* adverb  
*n.* noun

*n.p.* noun phrase  
*v.* verb  
ˈ primary stress  
ˌ secondary stress

## PRONUNCIATION SYMBOLS (Cambridge Dictionary of American English, 2000 Edition)

### Consonants

|      |       |         |     |        |          |
|------|-------|---------|-----|--------|----------|
| /p/  | pen   | /pen/   | /s/ | see    | /si:/    |
| /b/  | bad   | /bæd/   | /z/ | zoo    | /zu:/    |
| /t/  | tea   | /ti:/   | /ʃ/ | shoe   | /ʃu:/    |
| /d/  | did   | /dɪd/   | /ʒ/ | vision | /'vɪʒən/ |
| /k/  | cat   | /kæt/   | /h/ | hat    | /hæt/    |
| /g/  | get   | /get/   | /m/ | man    | /mæn/    |
| /tʃ/ | chain | /tʃeɪn/ | /n/ | now    | /naʊ/    |
| /dʒ/ | jam   | /dʒæm/  | /ŋ/ | sing   | /sɪŋ/    |
| /f/  | fall  | /fɔ:l/  | /l/ | leg    | /leg/    |
| /v/  | van   | /væn/   | /r/ | red    | /red/    |
| /θ/  | thin  | /θɪn/   | /j/ | yes    | /jes/    |
| /ð/  | this  | /ðɪs/   | /w/ | wet    | /wet/    |

### Vowels and Diphthongs

|      |        |          |      |       |          |
|------|--------|----------|------|-------|----------|
| /i:/ | see    | /si:/    | /ʌ/  | cup   | /kʌp/    |
| /ɪ/  | happy  | /'hæpi/  | /ɜ/  | fur   | /fɜr/    |
| /ɪ/  | sit    | /sɪt/    | /ə/  | about | /ə'baʊt/ |
| /e/  | ten    | /ten/    | /eɪ/ | say   | /seɪ/    |
| /æ/  | cat    | /kæt/    | /oʊ/ | go    | /goʊ/    |
| /ɑ/  | father | /'fɑðər/ | /aɪ/ | my    | /maɪ/    |
| /ɔ:/ | saw    | /sɔ:/    | /ɔɪ/ | boy   | /bɔɪ/    |
| /ʊ/  | put    | /pʊt/    | /aʊ/ | now   | /naʊ/    |
| /u:/ | too    | /tu:/    | /ju/ | pure  | /pjʊr/   |



HUÂN CHƯƠNG HỒ CHÍ MINH



## SÁCH GIÁO KHOA LỚP 11

### 1. TOÁN HỌC

- ĐẠI SỐ VÀ GIẢI TÍCH 11
- HÌNH HỌC 11

### 2. VẬT LÝ 11

### 3. HOÁ HỌC 11

### 4. SINH HỌC 11

### 5. NGỮ VĂN 11 (tập một, tập hai)

### 6. LỊCH SỬ 11

### 7. ĐỊA LÝ 11

### 8. TIN HỌC 11

### 9. CÔNG NGHỆ 11

### 10. GIÁO DỤC CÔNG DÂN 11

### 11. GIÁO DỤC QUỐC PHÒNG - AN NINH 11

### 12. NGOẠI NGỮ

#### • TIẾNG ANH 11

#### • TIẾNG PHÁP 11

#### • TIẾNG NGA 11

#### • TIẾNG TRUNG QUỐC 11

### SÁCH GIÁO KHOA LỚP 11 - NÂNG CAO

Ban Khoa học Tự nhiên :

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

• VẬT LÝ 11 • HOÁ HỌC 11 • SINH HỌC 11

Ban Khoa học Xã hội và Nhân văn :

• NGỮ VĂN 11 (tập một, tập hai)

• LỊCH SỬ 11 • ĐỊA LÝ 11

• NGOẠI NGỮ (TIẾNG ANH 11, TIẾNG PHÁP 11,  
TIẾNG NGA 11, TIẾNG TRUNG QUỐC 11)

mã vạch



Tem chống giả

Giá: .....