

BỘ GIÁO DỤC VÀ ĐÀO TẠO

TIẾNG ANH

11



NHÀ XUẤT BẢN GIÁO DỤC VÀ ĐÀO TẠO
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BỘ GIÁO DỤC VÀ ĐÀO TẠO

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

TIẾNG ANH

(Tái bản lần thứ tư)

11



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

Chịu trách nhiệm xuất bản : Chủ tịch HĐQT kiêm Tổng Giám đốc **NGÔ TRẦN ÁI**
Phó Tổng Giám đốc kiêm Tổng biên tập **NGUYỄN QUÝ THAO**

Biên tập lần đầu : **LÊ THỊ HUỆ - TRẦN THỊ KHÁNH**

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Biên tập mĩ thuật : **NGUYỄN THANH LONG**

Thiết kế sách : **NGUYỄN BÍCH LA**

Trình bày bìa và minh họa : **NGUYỄN BÍCH LA**

Sửa bản in : **TRẦN THU HÀ**

Chép bản : **CÔNG TY CỔ PHẦN MĨ THUẬT VÀ TRUYỀN THÔNG**

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

TIẾNG ANH 11

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

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

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

B. SPEAKING: Gồm các hoạt động luyện kĩ năng nói theo các chức năng ngôn ngữ và theo chủ đề của đơn vị bài học, được trình bày qua các hoạt động giao tiếp như thực hành nói theo cặp, thảo luận theo nhóm và nói cá nhân.

C. LISTENING: Gồm các đoạn văn hay các đoạn thoại liên quan đến chủ đề bài học. Mục đích của mục này là nhằm rèn luyện các kĩ năng nghe hiểu của học sinh, củng cố và chỉnh sửa lại những sai lệch trong phát âm và trong các cấu trúc ngôn ngữ của học sinh.

D. WRITING: Gồm các nhiệm vụ hay các hoạt động nhằm phát triển kĩ năng viết của học sinh theo các thể loại văn bản khác nhau như viết thư cá nhân, thư mời, miêu tả thông tin trong biểu bảng, v.v...

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

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

| | |
|-----------------------|------------|
| Listening | : 2,5 điểm |
| Reading | : 2,5 điểm |
| Writing | : 2,5 điểm |
| Language Focus | : 2,5 điểm |

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

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

CÁC TÁC GIẢ



Tower Bridge



Buckingham Palace

| | Reading | Speaking |
|---|---|--|
| Unit 1 FRIENDSHIP Page 12 | <ul style="list-style-type: none"> • Guessing meaning in context • Identifying main idea • Passage comprehension | <ul style="list-style-type: none"> • Describing physical characteristics • Discussing personalities • Role-playing: Talking about a famous friend |
| Unit 2 PERSONAL EXPERIENCES Page 22 | <ul style="list-style-type: none"> • Guessing meaning in context • Understanding the sequence of events in a story • Passage comprehension | <ul style="list-style-type: none"> • Talking about past experiences and how they affected one's life |
| Unit 3 A PARTY Page 32 | <ul style="list-style-type: none"> • Scanning for specific information • Identifying and correcting false information | <ul style="list-style-type: none"> • Talking about parties and how to plan parties |
| Unit 4 VOLUNTEER WORK Page 46 | <ul style="list-style-type: none"> • Word formation • Extensive reading: multiple-choice questions • Passage comprehension | <ul style="list-style-type: none"> • Identifying types of volunteer work • Asking and answering questions about volunteer work • Talking about volunteer work |
| Unit 5 ILLITERACY Page 56 | <ul style="list-style-type: none"> • Dictionary skills • Identifying main idea • Passage comprehension | <ul style="list-style-type: none"> • Talking about literacy problems and offering solutions |
| Unit 6 COMPETITIONS Page 66 | <ul style="list-style-type: none"> • Word meaning in context • Passage comprehension • Scanning for specific information | <ul style="list-style-type: none"> • Asking for and giving information about types of competitions • Talking about a competition or contest |

| Listening | Writing | Language Focus |
|---|---|---|
| <p>Monologue:</p> <ul style="list-style-type: none"> Deciding on True or False statements Listening and taking notes | <ul style="list-style-type: none"> Writing about a friend | <ul style="list-style-type: none"> Pronunciation: /dʒ/ /tʃ/ Grammar: <ul style="list-style-type: none"> Infinitive with <i>to</i> Infinitive without <i>to</i> |
| <p>Dialogue:</p> <ul style="list-style-type: none"> Deciding on True or False statements Gap-filling | <ul style="list-style-type: none"> Writing a personal letter to describe a past experience | <ul style="list-style-type: none"> Pronunciation: /m/ /n/ /ŋ/ Grammar: <ul style="list-style-type: none"> Present simple indicating past time Tense revision: past simple, past progressive and past perfect |
| <p>Monologue:</p> <ul style="list-style-type: none"> Deciding on True or False statements Comprehension questions | <ul style="list-style-type: none"> Writing an informal letter of invitation | <ul style="list-style-type: none"> Pronunciation: /l/ /r/ /h/ Grammar: <ul style="list-style-type: none"> Infinitive and gerund Passive infinitive and gerund |
| <p>Monologue:</p> <ul style="list-style-type: none"> Gap-filling Comprehension questions | <ul style="list-style-type: none"> Writing a formal letter expressing gratitude | <ul style="list-style-type: none"> Pronunciation: /w/ /j/ Grammar: <ul style="list-style-type: none"> Gerund and present participle Perfect gerund and perfect participle |
| <p>Monologue:</p> <ul style="list-style-type: none"> Extensive listening: multiple-choice questions Comprehension questions | <ul style="list-style-type: none"> Describing information in a table | <ul style="list-style-type: none"> Pronunciation: /pl/ /bl/ /pr/ /br/ Grammar: <ul style="list-style-type: none"> Reported speech with infinitive(s) |
| <p>Monologue:</p> <ul style="list-style-type: none"> Deciding on True or False statements Comprehension questions | <ul style="list-style-type: none"> Writing a letter of reply | <ul style="list-style-type: none"> Pronunciation: /tr/ /dr/ /tw/ Grammar: <ul style="list-style-type: none"> Reported speech with gerund |

| | Reading | Speaking |
|--|--|--|
| Unit 7 WORLD POPULATION Page 80 | <ul style="list-style-type: none"> • Guessing meaning in context • Passage comprehension | <ul style="list-style-type: none"> • Identifying causes to population explosion • Identifying problems facing overpopulated countries • Working out solutions to problems of overpopulated countries • Talking about problems of overpopulation and offering solutions |
| Unit 8 CELEBRATIONS Page 90 | <ul style="list-style-type: none"> • Dictionary skills • Deciding on True or False statements • Passage comprehension | <ul style="list-style-type: none"> • Talking about the celebration of Tet and other festivals' activities |
| Unit 9 THE POST OFFICE Page 100 | <ul style="list-style-type: none"> • Word meaning: antonyms • Passage comprehension • Scanning for specific information | <ul style="list-style-type: none"> • Making requests • Talking about different postal and telecommunication services |
| Unit 10 NATURE IN DANGER Page 114 | <ul style="list-style-type: none"> • Guessing meaning in context • Identifying main idea • Passage comprehension | <ul style="list-style-type: none"> • Talking about nature in danger • Talking about measures for protecting endangered nature |
| Unit 11 SOURCES OF ENERGY Page 124 | <ul style="list-style-type: none"> • Identifying meaning in context • Scanning for information • Passage comprehension • Gap-filling | <ul style="list-style-type: none"> • Talking about advantages and disadvantages of energy sources |

| Listening | Writing | Language Focus |
|---|--|--|
| <p>Monologue:</p> <ul style="list-style-type: none"> Extensive listening: multiple-choice questions Comprehension questions Summarizing main ideas | <ul style="list-style-type: none"> Interpreting statistics on population from a chart | <ul style="list-style-type: none"> Pronunciation: /kl/ /gl/ /kr/ /gr/ /kw/ Grammar: <ul style="list-style-type: none"> Conditional types 1 and 2 Conditional type 3 Conditional in reported speech |
| <p>Dialogue:</p> <ul style="list-style-type: none"> Selective listening Comprehension questions | <ul style="list-style-type: none"> Describing a celebration's activities | <ul style="list-style-type: none"> Pronunciation: /fl/ /fr/ /θr/ Grammar and vocabulary: <ul style="list-style-type: none"> Pronouns <i>one(s), someone, anyone, no one, everyone</i> Vocabulary: words describing celebrations |
| <p>Monologue:</p> <ul style="list-style-type: none"> Extensive listening: multiple-choice questions Comprehension questions | <ul style="list-style-type: none"> Writing a formal letter to express satisfaction or dissatisfaction | <ul style="list-style-type: none"> Pronunciation: /sp/ /st/ /sk/ Grammar: <ul style="list-style-type: none"> Defining relative clauses (revision) Non-defining relative clauses (revision) |
| <p>Monologue:</p> <ul style="list-style-type: none"> Deciding on True or False statements Comprehension questions | <ul style="list-style-type: none"> Describing a location | <ul style="list-style-type: none"> Pronunciation: /s1/ /s2m/ /s3n/ /s4w/ Grammar: <ul style="list-style-type: none"> Relative pronouns with prepositions |
| <p>Monologue:</p> <ul style="list-style-type: none"> Extensive listening: multiple-choice questions Gap-filling | <ul style="list-style-type: none"> Describing information from a chart | <ul style="list-style-type: none"> Pronunciation: /ʃr/ /spl/ /spr/ Grammar: <ul style="list-style-type: none"> Relative clauses replaced by participles and <i>to</i> infinitives (revision) |

| | Reading | Speaking |
|---|---|--|
| Unit 12 THE ASIAN GAMES Page 136 | <ul style="list-style-type: none"> • Guessing meaning in context • Scanning for specific information • Passage comprehension | <ul style="list-style-type: none"> • Asking for and giving information about the Asian Games • Talking about sports results |
| Unit 13 HOBBIES Page 146 | <ul style="list-style-type: none"> • Dictionary skills: explaining meaning in context • Passage comprehension | <ul style="list-style-type: none"> • Talking about a hobby • Talking about collections |
| Unit 14 RECREATION Page 154 | <ul style="list-style-type: none"> • Guessing meaning in context: multiple-choice • Passage comprehension | <ul style="list-style-type: none"> • Expressing agreements and disagreements about entertainment activities and stating the reasons |
| Unit 15 SPACE CONQUEST Page 166 | <ul style="list-style-type: none"> • Identifying main ideas: matching • Passage comprehension • Summarizing skills | <ul style="list-style-type: none"> • Asking and answering questions on given information • Talking about historical events in the space conquest |
| Unit 16 THE WONDERS OF THE WORLD Page 178 | <ul style="list-style-type: none"> • Guessing meaning in context • Passage comprehension • Scanning for specific information | <ul style="list-style-type: none"> • Distinguishing facts and opinions • Using facts and opinions to talk about features of man-made places |

| Listening | Writing | Language Focus |
|---|--|---|
| <p>Monologue:</p> <ul style="list-style-type: none"> Extensive listening: multiple-choice questions Comprehension questions | <ul style="list-style-type: none"> Describing the preparations for the coming Asian Games | <ul style="list-style-type: none"> Pronunciation: /str/ /skr/ /skw/ Grammar: <ul style="list-style-type: none"> Relative clauses (revision) Omission of relative pronouns |
| <p>Monologue:</p> <ul style="list-style-type: none"> Deciding on True or False statements Gap-filling | <ul style="list-style-type: none"> Writing about a collection | <ul style="list-style-type: none"> Pronunciation: /pt/ /bd/ /ps/ /bz/ Grammar: Cleft sentences <ul style="list-style-type: none"> Subject focus Object focus Adverbial focus |
| <p>Monologue:</p> <ul style="list-style-type: none"> Deciding on True or False statements Comprehension questions | <ul style="list-style-type: none"> Describing a camping holiday | <ul style="list-style-type: none"> Pronunciation: /ts/ /dz/ /tʃt/ /dʒd/ Grammar: <ul style="list-style-type: none"> Conjunctions: <i>both ... and</i>, <i>not only ... but also</i>, <i>either ... or</i>, <i>neither ... nor</i> Cleft sentences in the passive |
| <p>Monologue:</p> <ul style="list-style-type: none"> Deciding on True or False statements Comprehension questions | <ul style="list-style-type: none"> Writing a biography | <ul style="list-style-type: none"> Pronunciation: /nt/ /nd/ /nθ/ /ns/ /nz/ Grammar and vocabulary: <ul style="list-style-type: none"> <i>Could /be able to</i> Tag questions |
| <ul style="list-style-type: none"> Gap-filling Comprehension questions | <ul style="list-style-type: none"> Writing a report on a man-made place | <ul style="list-style-type: none"> Pronunciation: /ft/ /vd/ /fs/ /vz/ Grammar: <ul style="list-style-type: none"> <i>It is said that ...</i> <i>People say that ...</i> |



A. READING

Before you read



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

You've got a friend!

by Carol King

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

While you read

Read the passage and then do the tasks that follow.

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

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

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

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

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

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

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

| | | | |
|--------------|-----------|---------------|------------|
| acquaintance | mutual | give-and-take | loyal to |
| incapable of | unselfish | friend | suspicious |

1. Good friendship should be based on _____ understanding.
2. The children seem to be _____ working quietly by themselves.
3. He is a(n) _____ man. He always helps people without thinking of his own benefit.
4. A(n) _____ is a person one simply knows, and a(n) _____ is a person with whom one has a deeper relationship.
5. You can't always insist on your own way – there has to be some _____.
6. Despite many changes in his life, he remained _____ his working principles.
7. He started to get _____ when she told him that she had been to Britain for many times.

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

- A. A friend in need is a friend indeed
- B. Conditions of true friendship
- C. Features of a good friend
- D. Friends and acquaintances

Task 3. Answer the questions.

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

After you read

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

B. SPEAKING

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



Useful language:

| | |
|------------|--|
| height | <i>tall, medium, short,...</i> |
| face | <i>square, large, oval,...</i> |
| forehead | <i>broad, high...</i> |
| nose | <i>straight, crooked,...</i> |
| hair | <i>black, grey,...</i> |
| appearance | <i>handsome, beautiful, good-looking,...</i> |

Example:

A: *Can you describe the man in the picture?*

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



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

| | | |
|------------|----------|---------------|
| caring | sincere | helpful |
| hospitable | generous | understanding |
| modest | honest | pleasant |



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

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

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

- his/her name
- date of birth
- his/her physical characteristics
- his/her hobbies
- his/her personalities
- why he/she is interested in Maths
- how much time he/she spends on Maths every day
- what makes him/her a good friend
- what made him/her successful
- what he/she does in his/her free time

Useful language:

His or her personalities:

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

How he or she won the prize:

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

C. LISTENING

Before you listen

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

1. Who is your best friend?
2. How did you happen to meet him or her?
3. How long have you known each other?
4. What qualities do you admire in your best friend?

- *Listen and repeat.*

| | | |
|--------------------|-----------|-----------|
| apartment building | guitarist | motorbike |
| sense of humour | favourite | around |

While you listen

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

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

T **F**

Lan's Talk

1. Ha and Lan shared an apartment in Nguyen Cong Tru Residential Area in Hanoi.
2. Lan thinks that Haiphong people are unfriendly.
3. Lan spent two days in Do Son.
4. Ha took Lan to Do Son on her motorbike.
5. Ha introduced Lan to a number of her friends there.
6. Ha and Lan have become friends since Lan's trip to Do Son.

Long's Talk

1. Minh and Long have been friends since school.
2. Long was a guitarist.
3. Long loves Minh's sense of humour.
4. They have a lot of things in common.
5. Minh always helped Long out of difficulties.

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

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

After you listen

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

D. WRITING

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

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

E. LANGUAGE FOCUS

• **Pronunciation:** / dʒ / - / tʃ /

• **Grammar:**

1. Infinitive with *to*

2. Infinitive without *to*

Pronunciation

- Listen and repeat.

/ dʒ /

| | |
|---------|-----------|
| jam | dangerous |
| joke | passenger |
| January | village |

/ tʃ /

| | |
|------------|--------|
| children | mutual |
| changeable | church |
| cheese | which |

- Practise reading aloud these sentences.

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

Grammar

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

Examples:

- train catch she a have

*She has a train **to** catch.*

- lot of a housework there be do

*There is a lot of housework **to** do.*

1. who something eat want?

2. letters I write some have.

3. delighted hear I be the news.

4. my shopping some mother do have.

5. always much talk have you too about.

6. lovely see it again you be.

7. out cold it go too be.

8. passed exams know happy I be that you have the.

Exercise 2. Rewrite the sentences, using the words given in brackets.

Examples:

– They arrived home late. (He saw)

He saw them arrive home late.

– She didn't want to stay there for the weekend. (They made her)

They made her stay there for the weekend.

1. They got out of the car. (The police watched)

2. They allowed him to write a letter to his wife. (They let)

3. They talked in the next room. (I heard)

4. The customs officer told him to open the briefcase. (The customs officer made)

5. The cat jumped through the window. (The boy saw)

6. Maybe the company will ask him to pay some extra money. (Do you think the company will make)

7. The animal moved towards me, I felt it. (I felt)

8. She wants to go for a picnic. (Do you think her parents will let)



A. READING

Before you read

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



While you read

Read the story and then do the tasks that follow.

MY MOST EMBARRASSING EXPERIENCE

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

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

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

“How did you pay for it?” he asked.

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

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

Can you imagine how I felt then?



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

making a fuss sneaky glanced embarrassing idols

1. The girl was so shy that she didn't look at him in the face. She just _____ at him and looked away.
2. She complains noisily about anything she doesn't like. She is the type of person who is always _____.
3. She was in a very _____ situation. She felt so stupid and didn't know what to say.
4. Teenagers nowadays often have their own _____ who they really love and imitate in different ways.
5. I don't like the look of that man. There is something _____ about him.



Task 2. Work in pairs. Put the pictures of the events (on page 22) in the order they happened in the story.

1. Picture ...
2. Picture ...
3. Picture ...
4. Picture ...
5. Picture ...
6. Picture ...



Task 3. Answer the questions.

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

After you read

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

B. SPEAKING

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

Example: *I – d*

| A | B |
|---|--|
| 1. speaking English to a native English speaker | a. makes you love your country more |
| 2. being seriously ill | b. teaches you a lesson and makes you study harder |
| 3. travelling to other parts of the country | c. makes you appreciate your health more |
| 4. failing an exam | d. makes you more interested in learning English |
| 5. talking to a famous pop star | e. changes your attitude to pop stars |

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



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



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

Useful structures:

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

C. LISTENING

Before you listen

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



• Listen and repeat.

memorable
terrified

scream
replaced

gas stove
unforgettable

escape
protected

While you listen

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

| | T | F |
|---|--------------------------|--------------------------|
| 1. Christina is a businesswoman. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The fire happened three years ago. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The fire started in the bedroom. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. When the fire started, Christina was reading a book. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Her mother came and rescued her. | <input type="checkbox"/> | <input type="checkbox"/> |



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

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

After you listen

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

D. WRITING

Writing a personal letter about a past experience

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

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

E. LANGUAGE FOCUS

● **Pronunciation:** / m / - / n / - / ŋ /

● **Grammar:**

1. Present simple indicating past time

2. Tense revision: the past simple, past progressive
and past perfect

Pronunciation

● Listen and repeat.

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

● Practise reading aloud these sentences.

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

Grammar

Exercise 1. Use the correct present tense forms of the verbs in brackets in the story below. The first one has been done for you as an example.

The story is about a girl called Little Red Riding Hood who (0. live) lives with her mother. Little Red Riding Hood's grandmother (1. invite) _____ her to her cottage, so one fine day she (2. set) _____ off to visit her. The little girl (3. get) _____ ready, (4. wave) _____ goodbye to her mother and (5. promise) _____ to be careful. On her arm she (6. carry) _____ a basket which (7. contain) _____ a cake her mother (8. bake) _____ specially. It (9. be) _____ a lovely spring morning, the sun (10. shine) _____ and the birds (11. sing) _____, feeling happy that the winter (12. be) _____ over.

Exercise 2. Complete the sentences by putting the verbs into the past simple or past progressive.

Examples:

Do you like this picture? My uncle _____ it. (paint)

– *Do you like this picture? My uncle **painted** it.*

We _____ lunch when we _____ the news. (have, hear)

– *We **were having** lunch when we **heard** the news.*

1. He _____ his arm when he _____ football. (break, play)

2. Julia _____ her first novel when she _____ 19 years old. (write, be)

3. I _____ on the computer when the fire _____ out. (work, break)

4. When it _____ to rain, they _____ through the forest. (start, walk)

5. He _____ us about his marriage when we _____ afternoon tea. (tell, have)

6. Sorry, I _____ to you. I _____ about something else. (not listen, think)

7. I _____ you last night, but you _____. What _____ you _____? (phone, not answer, do)

8. Mary _____ her glasses at the time, so she _____ what kind of car the man _____. (not wear, not notice, drive)

Exercise 3. Write the sentences, putting the verbs in each sentence into the past simple or the past perfect.

Example:

When the police (arrive), the car (go).

– *When the police arrived, the car had gone.*

1. They (eat) everything by the time I (arrive) at the party.

2. When I (find) my purse, someone (take) the money out of it.

3. By the time I (get) into town, the shops (close).

4. When they (get) to the station, the train (leave).

5. By the time you (get) her letter, she (arrive) in Paris.

6. The police (pay) no attention to Clare's complaint because she (phone) them so many times before.

7. I (go) to the post office to ask about my package, but they (say) that it (not arrive) yet.

8. When I (look) at the new dress for half an hour, I (ask) how much it (cost).

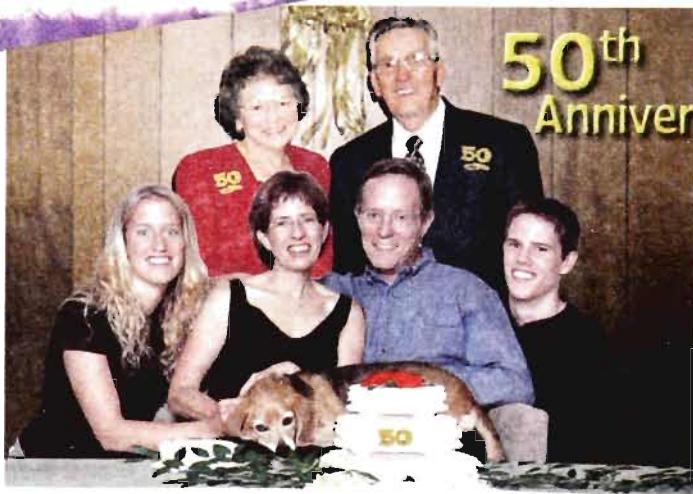


A. READING

Before you read

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

1. What is the relationship between the people in the pictures?
2. What are they celebrating?



While you read

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

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

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

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

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

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

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

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



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

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



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

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

After you read

Work in pairs. Answer the following questions.

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

B. SPEAKING

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



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

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

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

| | |
|-----------------|--------------------------------------|
| – budget | – formal or informal dress |
| – date and time | – decorations |
| – who to invite | – entertainment (music, games, etc.) |
| – place | – food and drink |

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

C. LISTENING

Before you listen

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

1. When do you like to organise your birthday party, during the day or in the evening?
2. What foods and drinks are often served at your birthday party?
3. What activities do you often have at your birthday party?

• *Listen and repeat.*

| | | | |
|-----------|------------|--------|---------------|
| gathering | restaurant | prizes | birthday cake |
| decorated | icing | slices | clapped |



While you listen

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

T F

1. Mai's birthday party was held at home in the evening.
2. Over twenty guests were at the birthday party.
3. The birthday cake was cut at the beginning of the party.
4. The birthday party lasted about three hours.
5. All the friends stayed after the party to tidy up the mess.

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

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

After you listen

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

D. WRITING

Writing a letter of invitation

 **Task 1. Work in pairs.** Ask and answer the following questions.

1. On what occasions are parties held?
2. What kind of clothes do people often wear at a party?
3. What kind of presents do people often bring to a party?



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

winners

to cook

at my house

by Monday

to come

refreshments

67 Ngoc Ha Street
Hanoi, Vietnam

Dear Minh Hanh,

I am having a New Year's Eve party (1) _____ at 7 p.m. on 31st December. Would you like (2) _____? Most of our classmates have been invited, too. There will be lots of (3) _____ and some special foods that I myself am going (4) _____. Of course, there will be dancing and some games with nice prizes for the (5) _____. Please let me know (6) _____ whether you can come.

Love,
An Duc



Task 3. You are going to hold a party. You want to invite your classmates to the party. Write a letter of invitation, following these guidelines.

- What party are you going to organise?
- Where and when do you intend to organise the party?
- How many people do you plan to invite and who are they?
- What activities will take place at the party?
- What food and drink will be served at the party?

E. LANGUAGE FOCUS

• Pronunciation: / l / – / r / – / h /

• Grammar:

1. Infinitive and gerund

2. Passive infinitive and gerund

Pronunciation

• Listen and repeat.

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

• Practise reading aloud these sentences.

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

Grammar

Infinitive and gerund

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

Example: The doctor was forced **to operate** immediately to save the patient's life. (operate)

1. Most passengers dislike _____ to sit in small, uncomfortable seats on long flights. (have)
2. I must drive more carefully. I can't risk _____ another speeding ticket. (get)
3. Did Dick mean _____ Sue about the party, or did it slip out accidentally? (tell)
4. You must keep _____ on the computer until you understand how to use all of the programmes. (practise)
5. The judge demanded _____ the original document, not the photocopy. (see)

Passive infinitive

Exercise 2. Choose the correct answer to complete the sentences.

Example: When I told Tim the news, he seemed **B**.

A. to surprise B. to be surprised

1. Ms. Thompson is always willing to help, but she doesn't want _____ at home unless there is an emergency.
A. to call B. to be called
2. The children agreed _____ the candy equally.
A. to divide B. to be divided
3. I expected _____ to the party, but I wasn't.
A. to invite B. to be invited
4. I expect _____ at the airport by my uncle.
A. to meet B. to be met
5. Mr. Steinberg offered _____ us to the train station.
A. to drive B. to be driven

Passive infinitive and gerund

Exercise 3. Choose the correct answer to complete the sentences.

Example: Instead of B about the good news, Tom seemed to be indifferent.

A. exciting B. being excited C. to excite D. to be excited

1. The new students hope _____ in many of the school's social activities.

A. including B. being included C. to include D. to be included

2. Jack got into trouble when he refused _____ his briefcase for the customs officer.

A. opening B. being opened C. to open D. to be opened

3. Barbara didn't mention _____ about her progress report at work, but I'm sure she is.

A. concerning B. being concerned C. to concern D. to be concerned

4. You'd better save some money for a rainy day. You can't count on _____ by your parents every time you get into financial difficulty.

A. rescuing B. being rescued C. to rescue D. to be rescued

5. Please forgive me. I didn't mean _____ you.

A. upsetting B. being upset C. to upset D. to be upset

TEST YOURSELF A

I. Listening (2.5 points)

Listen and complete the sentences.

1. They've known each other for _____.
A. 25 years
B. 35 years
C. 45 years
D. 55 years

2. They became friends because they _____.
A. went to a different school
B. lived in the same city
C. went to the same school
D. lived next door to each other

3. They lost contact with each other when one of them _____.
A. moved to England
B. moved to Scotland
C. changed his school
D. changed his house

4. They've been living here in Brighton since _____.
A. 1998
B. 1990
C. 1995
D. 1999

5. They did not see each other _____.
A. in the park
B. at lunch time
C. at James' wedding
D. in the pub

II. Reading (2.5 points)

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

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

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



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

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

1. Why was the birthday party in the passage not an ordinary celebration?

2. What did the writer bring a camera to the party for?

3. How was the birthday boy dressed?

4. Why didn't he enjoy the hugs or kisses from the guests very much?

5. How did the writer feel about the birthday party and what did he look forward to after it?

III. Pronunciation and Grammar (2.5 points)

a) Listen and put a tick (✓) in the right box, paying attention to the pronunciation of the underlined part of the word.

| | |
|--|--|
| 1. <input type="checkbox"/> <u>n</u> ine | <input type="checkbox"/> <u>m</u> ine |
| 2. <input type="checkbox"/> <u>h</u> our | <input type="checkbox"/> <u>h</u> ouse |
| 3. <input type="checkbox"/> <u>matc</u> hing | <input type="checkbox"/> <u>ma</u> chine |
| 4. <input type="checkbox"/> <u>y</u> am | <input type="checkbox"/> <u>j</u> am |

b) Complete the sentences, using the right form (base, full or passive) of the infinitive in brackets.

1. It's a pleasure _____ (see) you again after so long.
2. _____ (be) honest, I've never done this type of work before.
3. She agreed _____ (phone) them.
4. I must _____ (pay) the phone bill by tomorrow.
5. They expected _____ (meet) at the airport by the General Director.
6. John hoped _____ (appoint) as headteacher of the school.

IV. Writing (2.5 points)

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

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



A. READING

Before you read

Read the following saying and explain what it means.

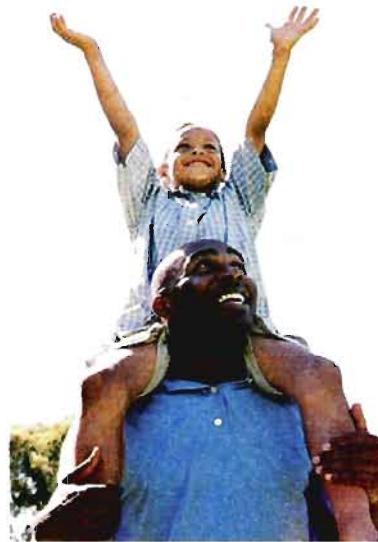
“If you give me a fish,
I will eat today.
If you teach me to fish,
I will eat my whole life long.”

Big Brothers Big Sisters
Little Moments. Big Magic.

While you read

Read the passage and then do the tasks that follow.

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



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

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

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

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



Task 1. The word *volunteer* appears in the passage in different parts of speech. Use an appropriate form of the word *volunteer* to complete each of the following sentences.

1. When she retired, she did a lot of _____ service for the Red Cross.
2. She was not fired. She left the company _____.
3. She needs some _____ to clean up the kitchen.
4. Last month the company _____ to donate fifty trucks to help the flooded areas.



Task 2. Choose the best answer from A, B, C or D for each of the following sentences.

1. Volunteers usually help those who are sick or old in their homes by _____.
 - A. mowing the lawns, doing shopping and cleaning up their houses
 - B. cooking, sewing or washing their clothes
 - C. telling them stories, and singing and dancing for them
 - D. taking them to baseball games
2. Big Brothers is _____.
 - A. the name of a club
 - B. a home for children
 - C. the name of a film
 - D. an organisation for boys who no longer have fathers
3. Most of the boys' and girls' clubs use many high school and college students as volunteers because they _____.
 - A. have a lot of free time
 - B. can understand the problems of younger boys and girls
 - C. know how to do the work
 - D. are good at playing games

4. Volunteers believe that _____.

- in order to make others happy, they have to be unhappy
- the happiest people are those who make themselves happy
- the happiest people are those who are young and healthy
- bringing happiness to others makes them the happiest people

5. The best title for the passage is _____.

- Taking Care of Others
- Voluntary Work in the United States
- Volunteers: The Happiest People in the World
- Helping Old and Sick People in the United States

 **Task 3.** Answer the questions.

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

After you read

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

B. SPEAKING

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

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

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

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

B: We're helping people in mountainous areas.

A: What exactly are you doing?

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

A: Do you enjoy the work?

B: Yes. I like helping people.

| Your activities | What exactly you are doing |
|--|---|
| <ul style="list-style-type: none">• Helping people in mountainous areas• Helping old or sick people• Helping disadvantaged or handicapped children• Taking care of war invalids and the families of martyrs• Taking part in directing the traffic  | <ul style="list-style-type: none">• Teaching the children to read and write• Giving them money• Playing games with them• Listening to their problems• Cleaning up their houses• Doing their shopping• Cooking meals• Taking them to places of interest• Directing vehicles at the intersections• Helping old people and young children to cross the road |

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

Example:

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

C. LISTENING

Before you listen

- Tick (✓) the best answers to the questions that suit you.

1. How often do you support charities?

regularly from time to time never

2. What's the best way of raising money to support charities?

through donations through taxes through fund-raising activities

3. Which of these kinds of volunteer work do you prefer?

helping the elderly helping the poor helping the sick

- Listen and repeat.

Organisation for Educational Development Spring School

co-operate disadvantaged children fund-raising co-ordinate

While you listen

 **Task 1.** Listen and fill in the missing information.

1. Spring School is an _____ school in Ho Chi Minh City.
2. Around _____ live and study at the school.
3. About _____ from District 1 regularly attend classes.
4. Organisation for Educational Development co-operated with Spring School to set up English classes in _____.
5. The school requires _____ to help organise their fund-raising dinner held annually in _____.

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

1. What is the aim of Spring School?
2. What classes were set up in 1999?
3. Why do children participate in fund-raising performances?
4. Where do children dance, sing and play music?
5. Why are foreign volunteers needed?

After you listen

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

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

D. WRITING

 **Task 1.** Read the letter and underline the sentences that express the following points:

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

197 Hill Road, Los Angeles
20th December, 2005

Dear Sir/Madam,
I am very happy to have received a donation of \$500 from your company some days ago. The money will help us to repair the old school building and build a new block of flats for the handicapped students. We will certainly issue a receipt as soon as possible.
I would like to express our thanks for the donation from your company and hope to get more assistance and cooperation from your company in the future.
I look forward to hearing from you soon.
Yours faithfully,

David James
Secretary of School Building Fund



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

E. LANGUAGE FOCUS

● **Pronunciation:** / w / – / j /

● **Grammar:**

1. **Gerund and present participle**

2. **Perfect gerund and perfect participle**

Pronunciation

● Listen and repeat.

/ w /

we

wheel

west

wet

wine

whale

/ j /

yes

years

yellow

use

young

York

● Practise reading aloud these sentences.

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

Grammar

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

spend

behave

wait

park

start

bend

meet

listen

Example:

He found that _____ was difficult in that city.

– *He found that parking was difficult in that city.*

1. I have no objection to _____ to your story again.
2. Touch your toes without _____ your knees!
3. You should be ashamed of yourself for _____ so badly.
4. I am looking forward to _____ you.
5. You can't prevent him from _____ his own money.
6. Would you mind _____ for a moment?
7. In spite of _____ late, we arrived in time.

Exercise 2. Complete each of the following sentences with an appropriate present participle of the verbs from the box.

lie

modernize

shop

pass

prepare

rise

try

read

burn

Example:

I saw him _____ my house.

– *I saw him passing my house.*

1. She smelt something _____ and saw smoke _____.
2. If she catches you _____ her diary, she'll be furious.

3. They found a tree _____ across the road.
4. I'm going _____ this afternoon.
5. He doesn't spend much time _____ his lessons.
6. They wasted a whole afternoon _____ to repair the bike.
7. They spent a lot of money _____ the house.

Exercise 3. Put the verbs in brackets into the perfect gerund or perfect participle.

Examples:

He was accused of _____ (desert) his ship two months ago.

– *He was accused of **having deserted** his ship two months ago.*

_____ (fail) twice, he didn't want to try again.

– ***Having failed** twice, he didn't want to try again.*

1. I object to him _____ (make) private calls on the office phone.
2. _____ (be) his own boss for such a long time, he found it hard to accept orders from another.
3. They denied _____ (be) there.
4. _____ (tie) one end of the rope to his bed, he threw the other end out of the window.
5. _____ (read) the instruction, he snatched up the fire extinguisher.
6. The children admitted _____ (take) the money.



A. READING

Before you read



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

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

While you read

Read the passage and then do the tasks that follow.

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

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

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

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



Task 1. Find the Vietnamese equivalent to the following expressions.

1. Universalisation of Primary Education: _____
2. The Vietnam Society of Learning Promotion: _____
3. illiteracy eradication: _____
4. farming techniques: _____
5. family planning: _____



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

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



Task 3. Answer the questions.

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

After you read

Work in groups. Ask and answer the questions.

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

B. SPEAKING

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

| A | B |
|---|---|
| 1. Many students cannot buy all the required textbooks. 2. Students cheat in exams. 3. Many children live far from school. 4. Many students left the school before completing it. 5. Many students have difficulty in learning English. | a. enforce strict school regulations b. provide free textbooks for students from low-income families c. offer special tutoring lessons d. provide transportation to schools e. reduce the number of students in a class f. build new schools g. collect used textbooks for school libraries h. help them do their homework i. set up an English speaking club j. provide cassettes and videos in English |

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

Example:

A: *Many students cannot buy all the required textbooks. What do you think we should do to help them?*

B: *I think we should ask the school head-master to provide free textbooks for students from low-income families.*

C: *We should collect used textbooks for school libraries.*

 **Task 3. Work in groups.** Think of three or four problems your class is experiencing. Talk about them and offer solutions. You may use the cues below:

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

C. LISTENING

Before you listen

- *Work in pairs. Ask and answer the questions.*

1. Have you ever done a survey?
2. Do you know where Perth is?

- *Listen and repeat.*

| | | | |
|--------------|----------|------------|-------------------|
| effective | maturity | weaknesses | performance |
| self-respect | academic | Perth | Western Australia |

While you listen



Task 1. Listen and choose the best option to complete the following sentences.

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

3. About _____ of the students expected their teachers to be motivated and interested in what they were doing.

- 80 per cent
- 55 per cent
- 60 per cent
- 100 per cent

4. Nearly all the students believed that learning should focus on _____.
A. the importance of life
B. the importance of skills
C. important life skills
D. important communication skills

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

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

After you listen

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

D. WRITING

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

| | | |
|----------|--------------|-----------|
| went up | rise | different |
| declined | dramatically | varied |

The table describes the literacy rates of the population in different parts of the country of Fancy from 1998 to 2007. As can be seen, they (1) _____ considerably between 1998 and 2007. In the Lowlands,

there was a gradual (2) _____ in the number of both males and females who were literate. In contrast, the literacy rate in the Midlands (3) _____ steadily in both the number of males and females. In the Highlands, the trend for literacy rate was (4) _____ from the other regions. While the number of literate males (5) _____ sharply between 1998 and 2007, the number of literate females fell (6) _____. This data may help the researchers or planners make suitable plans for educational development in each area of the country.

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

Literacy rates in Sunshine country from 1998-2007

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

Useful language:

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

| Nouns | Verbs | Adjectives | Adverbs |
|--------------|--------------|-------------------|----------------|
| rise | rise | slight | slightly |
| increase | increase | steady | steadily |
| decrease | decrease | sharp | sharply |
| drop | drop | gradual | gradually |
| fall | fall | dramatic | dramatically |

You may begin with:

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

E. LANGUAGE FOCUS

● **Pronunciation:** /pl/ – /bl/ – /pr/ – /br/

● **Grammar:**

Reported speech with infinitive(s)

Pronunciation

● Listen and repeat.

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

● Practise reading aloud the dialogue.

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

Grammar

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

Example:

“Keep quiet,” the teacher said to us.

– *The teacher told us to keep quiet.*

1. “We’ll come back again.”

They promised _____.

2. “You’d better not swim too far from the shore,” the lifeguard said to us.

The lifeguard advised _____.

3. “Could you close the window?” John said to Peter.

John asked _____.

4. “You should join the football team, Eric,” said the teacher.

The teacher encouraged _____.

5. “I’ll give it to him tomorrow,” John said.

John promised _____.

6. “I’d like Lan to become a doctor,” my mum said.

My mum wanted _____.

7. “Remember to lock the door before going to school,” my sister said.

My sister reminded _____.

8. “You should go home and rest for a while,” said the boss.

His boss advised _____.

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

Example:

“Be careful of strangers and don’t go out at night.” (WARN)

– *He warned us to be careful of strangers and not to go out at night.*

1. “You should not drink too much beer.” (ADVISE)

2. “Come and see me whenever you want.” (INVITE)

3. “Please don’t smoke in my car.” (ASK)

4. “Sue, give me your phone number.” (TELL)

5. “Don’t forget to give the book back to Joe.” (REMIND)

6. “I’ll never do it again.” (PROMISE)

7. “All right, I’ll wait for you.” (AGREE)

8. “Please, lend me some money.” (ASK)



A. READING

Before you read

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

Sao Mai Television Singing Contest
Quiz: “Road to Mount Olympia”

Olympic Games
London Marathon



a. _____

b. _____



c. _____

d. _____

Work with a partner. Answer the following questions.

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

While you read

Read the passage and then do the tasks that follow.

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

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

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



Task 1. Match the words or phrases on the left with their definitions on the right.

| | |
|-------------------|--|
| 1. representative | a. without problems or difficulties |
| 2. annual | b. enthusiasm and energy |
| 3. stimulate | c. altogether or as a total |
| 4. in all | d. a person chosen or appointed on behalf of another person or a group |
| 5. spirit | e. encourage or make something more active |
| 6. smoothly | f. happening or done once every year |



Task 2. Answer the questions.

1. Who took part in the annual final English Competition last Saturday?
2. What was the aim of the competition?
3. Who sponsored the competition?
4. What did each group of students have to do during the contest?
5. What did the judges have to do to choose the winner of the competition?
6. What would be awarded to the winner?



Task 3. Read paragraph 3 again and complete the sentences.

1. In Activity 5, Hung was unable _____.
2. Having achieved the highest score, Group B _____.
3. Group C lost the game because they just got _____.
4. Nga encouraged her group by saying _____.

After you read

This is the poem Hung recited at the annual final English Competition. Read and translate it into Vietnamese.

| | |
|---|--|
| <i>Do you like the sky at night When the stars are shining bright? Do you like it in the day When the clouds all go away?</i> | <i>What I like is the morning sun Shining on me when I run. And I also like the rain Pattering on my windowpane.</i> |
|---|--|

B. SPEAKING

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

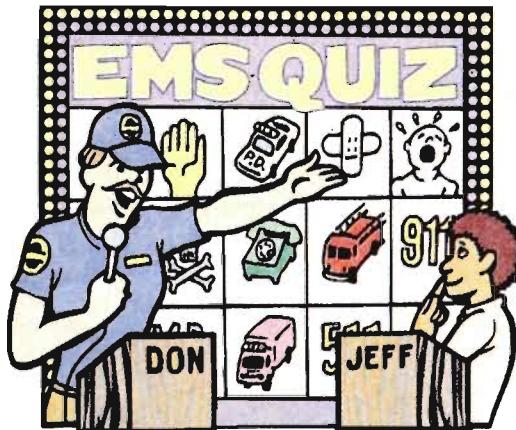
| Type of competition/ contest | Like | Dislike |
|--|------|---------|
| General Knowledge Quiz | | |
| English Competition | | |
| Art Competition (Painting, Drawing, Sculpture ...) | | |
| Poetry Reading /Reciting Competition | | |
| Singing Contest | | |
| Athletics Meeting (Running, Jumping...)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

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

Example:

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

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



Useful language

| | |
|-------------|--|
| great | – opportunity to test my general knowledge |
| interesting | – good time to practise my English |
| good fun | – opportunity for my creative activities |
| boring | – makes me feel sleepy |
| wonderful | – makes me cheerful/feel happy |
| exciting | – good chance for my physical training |



Task 3. Work in groups. Talk about a competition or contest you have recently joined or seen. Use the suggestions below.

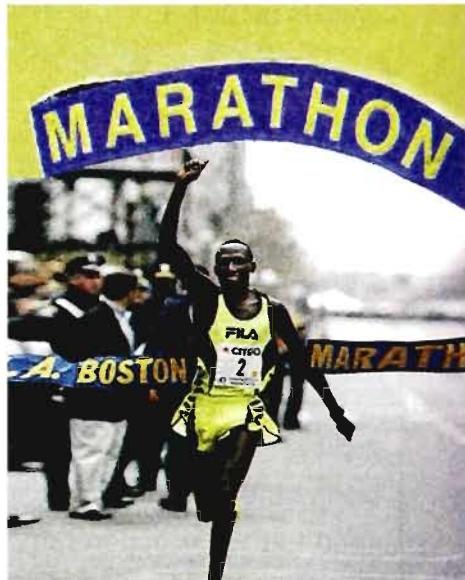
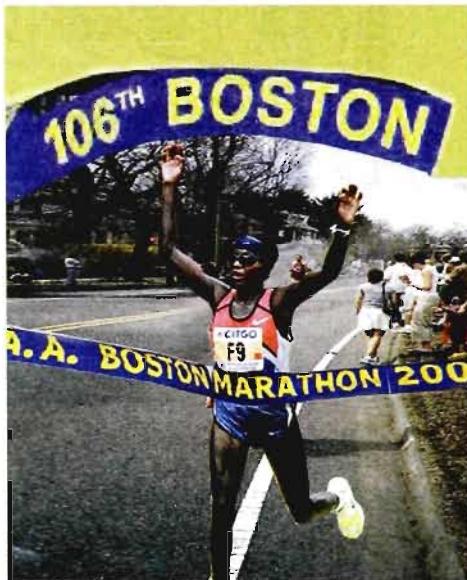
1. Where and when did you see or take part in it?
2. What type of competition or contest was it?
3. Who organized it?
4. Who participated in it?
5. Who won the competition/contest?
6. Did you enjoy it? Why/Why not?

C. LISTENING

Before you listen

Work in pairs. Ask and answer the following questions.

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



• Listen and repeat.

| | | | |
|----------|----------|-------------|-----------|
| race | formally | female | McDermott |
| athletic | clock | association | Kuscsik |

While you listen

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

T F

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

2. It began in 1897.  

3. John McDermott clocked 2 hours 15 minutes and 10 seconds.  

4. Women were officially allowed to participate in the races in 1957.  

5. In 1984, 34 countries took part in the marathon.  

6. According to the race's rules, runners have to pass through the centre of Boston.  

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

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

After you listen

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

D. WRITING

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



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

Dear Sir / Madam,

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

Yours faithfully,
Thu Trang



 **Task 2.** Imagine you are Kate Johnson, secretary of the English Speaking Competition. Write a letter to respond to Thu Trang, using the details below.

- number of participants: 25
- venue: 106 Tran Hung Dao Street, Hoan Kiem District, Hanoi
- date: 25th November
- arrival time: 7:00 p.m.; starting time: 8:00 p.m.
- phone number: (04) 9838188
- e-mail: Englishclub06@yahoo.com

E. LANGUAGE FOCUS

● **Pronunciation:** /tr/ - /dr/ - /tw/

● **Grammar:**

Reported speech with gerund

Pronunciation

● *Listen and repeat.*

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

● *Practise reading aloud these sentences.*

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

Grammar

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

Example:

“It was nice of you to help me. Thank you very much,” Tom said to you.
— *Tom thanked me for helping him.*

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

Exercise 2. Rewrite the dialogues in reported speech, using gerund.

Example:

Teacher: Come in, Peter!

Peter: I'm sorry I'm late.

Peter apologised for being late.

1. Linda: Let me pay for the meal.

Tom: Certainly not! I'll pay.

Tom insisted on _____.

2. Mr. Smith: I feel like meeting our children soon.

Mrs. Smith: I think so.

Mr. and Mrs. Smith looked forward to _____.

3. Woman: Hey! You've broken the window of my house!

Boy: Oh ... no, I've just arrived here. I don't know anything about it.

The boy denied _____.

4. Policeman: You mustn't leave the shop!

Customer: What's that?

Policeman: Stay here! You mustn't leave the shop!

The policeman stopped the customer (from) _____.

5. Detective: You have stolen Mrs. Brown's car!

The thief: Yes...! But...

The thief admitted _____.

6. Mary: What shall we do on Saturday?

Ann: What about having a party?

Ann suggested _____.

7. John's wife: The house is very nice! We'll certainly buy it!

John: I think so.

John and his wife were thinking of _____.

TEST YOURSELF B

I. Listening (2.5 points)

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

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

II. Reading (2.5 points)

Read the passage and answer the questions.

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

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

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



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

III. Pronunciation and Grammar (2.5 points)

a) Listen and put a tick (✓) in the right box, paying attention to the pronunciation of the underlined part of the word.

| | |
|------------------------------------|---------------------------------|
| 1. <input type="checkbox"/> pray | <input type="checkbox"/> play |
| 2. <input type="checkbox"/> bright | <input type="checkbox"/> drive |
| 3. <input type="checkbox"/> twice | <input type="checkbox"/> wise |
| 4. <input type="checkbox"/> proud | <input type="checkbox"/> blouse |

b) Complete the text with the correct form of the verbs in brackets.

SIMPLE SOLUTIONS FOR A “NEW” YOU

Try these two fabulous ideas from our new beauty editor.

Fitter

You'll look good if you decide (do) to do more exercise. Don't spend time (1. talk) _____. Join a gym and make sure you manage (2. go) _____ there regularly.

Fresher

Think of the money you'll save if you give up (3. smoke) _____. Don't just keep on (4. say) _____ you are going to give up, but really (5. do) _____ it. It's easier if you avoid (6. go) _____ to the places where other people smoke.

IV. Writing (2.5 points)

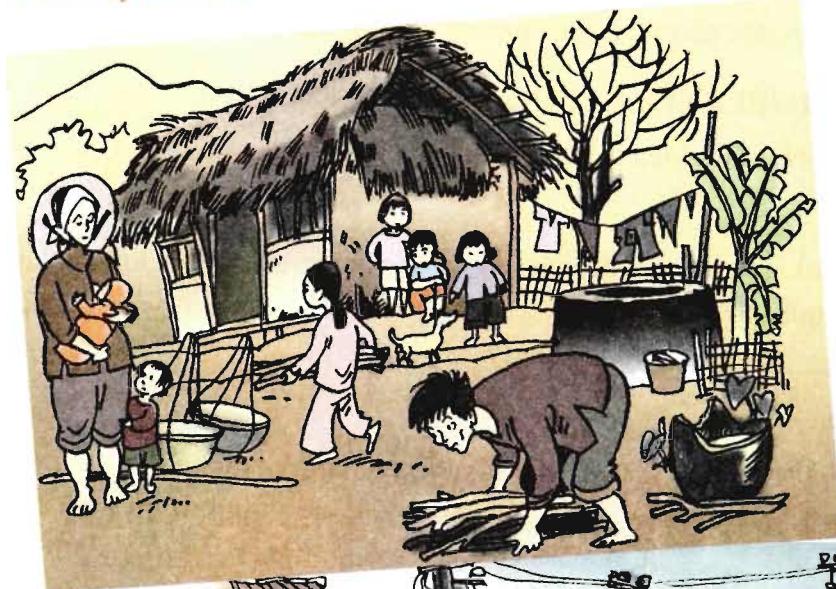
Write about one of the competitions for secondary school students on TV. You may use the following guidelines:

- time and the channel on TV
- length of the show, parts of the show
- number of the competitors
- content of the questions
- the feeling you have for it



A. READING

Before you read



Work in pairs. Ask and answer the following questions.

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

While you read

Read the passage and then do the tasks that follow.

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

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

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

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

limit
control

figures
increase

method
international

although
resources

1. _____ most journalists studied journalism in college, some older writers never attended a university.
2. Can you explain the _____ for changing salt water to fresh water?
3. The number of injuries from automobile accidents _____ every year.
4. Some countries are poor because they have very few natural _____.
5. These are all _____ : 1, 75, 293.
6. There is a(n) _____ of 20 minutes for this short test. Students must turn in their papers at the end of the 20th minute.
7. The United Nations is a(n) _____ organisation.
8. Some children behave badly and their parents can't _____ them.

 **Task 2.** Answer the questions on the passage.

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

After you read

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

B. SPEAKING

 **Task 1.** *Work in pairs.* Below are some of the causes of population explosion. Put them in order of importance and explain why.

- Fewer children die at birth.
- People are not aware of the problem of overpopulation.
- People are not properly educated.
- People believe that having many children means happiness.
- Religion doesn't encourage people to have fewer children.
- Many people believe that having a large family is a form of insurance.

 **Task 2.** *Work in pairs.* List the problems facing poor and overpopulated countries. Then report your results to the class.

Useful language:

| | |
|---------------------------|---|
| <i>poor</i> | <i>living conditions</i> |
| <i>low</i> | <i>living standards</i> |
| <i>not enough</i> | <i>food</i> |
| <i>lack / shortage of</i> | <i>school / hospital / teacher / doctor / nurse</i> |

 **Task 3.** *Work in groups.* Work out the solutions to the problems of overpopulation. Report your results to the class.

Useful language:

| | |
|-----------------------------|---|
| <i>raise</i> | <i>an awareness of the problems of overpopulation</i> |
| | <i>living standards</i> |
| <i>exercise / implement</i> | <i>reward and punishment policies</i> |
| <i>carry out</i> | <i>population education programmes</i> |
| | <i>family planning programmes</i> |
| <i>use</i> | <i>birth control methods</i> |

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

C. LISTENING

Before you listen

- *Work in pairs. Discuss the following questions.*

1. Do you think that our world is overpopulated?
2. What continent has the largest population?

• Listen and repeat.

Latin America
developing countries
improvement

particularly
punishment
shortage

inexpensive
rank
generation

While you listen

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



Task 1. Choose the best answer A, B, C, or D for the following statements and questions.



Task 2. Listen again and answer the following questions.

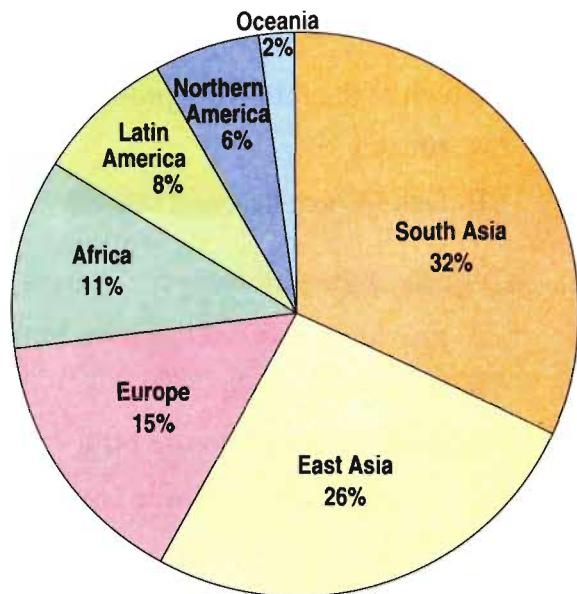
1. According to experts, what will the population of the world be by the year 2015?
2. What did the expert say about the population growth rates in some parts of the world?
3. According to the expert, what is the reason for a fall in the death rates?
4. According to the expert, what problems does population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

After you listen

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

D. WRITING

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



Useful language:

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

You may begin with:

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

E. LANGUAGE FOCUS

- **Pronunciation:** / k1 / - / g1 / - /kr/ - /gr/ - /kw/
- **Grammar:**
 1. **Conditional types 1 and 2 (revision)**
 2. **Conditional type 3 (revision)**
 3. **Conditional in reported speech**

Pronunciation

• Listen and repeat.

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

• Practise reading aloud this dialogue.

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

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

A: Was it crowded?

B: Quite crowded.

A: Was Greg there?

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

A: Does Robert Queen like cricket?

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

A: Oh dear!

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

Grammar

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

Examples:

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

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

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

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

1. I (drive) _____ to work if I had a car.
2. Where in Vietnam would you like to live if you (can) _____ choose?
3. If the weather (be) _____ good, we will have lunch outside.
4. If the company offers me a job, I think I (take) _____ it.
5. Many people would be out of work if that factory (close) _____ down.
6. If you finish before 4:30, I (come) _____ and pick you up.

Exercise 2. Put the verbs in brackets into the correct form.

Examples:

If he had listened to me, he (not/fail) _____ in the exams.

– *If he had listened to me, he wouldn't have failed in the exams.*

If I (know) _____ about the job, I would have applied for it.

– *If I had known about the job, I would have applied for it.*

1. They would have paid you more if they (be told) _____ of its value.
2. If I (realise) _____ that Greg wanted to get up early, I would have woken him up.
3. If you had had breakfast, you (not/be) _____ hungry.
4. If they had had enough money, they (buy) _____ that house.
5. If he (study) _____ harder, he would have passed the exams.

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

Example:

“If I were you, I wouldn’t buy that coat,” she said.

– *She said (that) if she were me she wouldn’t buy that coat.*

1. “I will come to see you if I have time,” the man said to her.

2. “What would you say if someone stepped on your feet?” he asked her.

3. “If it doesn’t rain, we will go out with you,” they said to me.

4. “What would you do if you were a billionaire?” the man asked the woman.

5. “If you had asked me, I would have lent you my motorbike,” the man said to me.

6. “They would be very disappointed if you did not come,” the man said to his daughter.

7. “I’m sure they will understand if you explain the situation to them,” the boy said to the girl.



A. READING

Before you read

• **Work in pairs.** Look at the picture and discuss the questions.

1. What time of the year is it?
2. What are the people in the picture doing?
3. What else do you see in the picture?



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

- a. making *banh chung*
- b. decorating the house
- c. eating special Tet foods
- d. going to the flower market
- e. going to the pagoda
- f. watching fireworks
- g. receiving “lucky money”
- h. visiting relatives and friends

While you read

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

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

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

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

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



Task 1. Find what the following words mean in the text. (Use a dictionary when necessary.)

| | |
|--------------------------|----------------------|
| 1. grand: _____ | 2. agrarian: _____ |
| 3. banner: _____ | 4. pray: _____ |
| 5. sugared apples: _____ | 6. excitement: _____ |



Task 2. Decide whether the statements are true (T) or false (F).

T F

| | |
|--|--|
| 1. Tet is always on 20 th February on the Western calendar. | <input type="checkbox"/> <input checked="" type="checkbox"/> |
| 2. According to the text, for people anywhere in the world the beginning of spring is the start of a new year. | <input checked="" type="checkbox"/> <input type="checkbox"/> |
| 3. <i>Tet</i> used to be longer than it is nowadays. | <input type="checkbox"/> <input checked="" type="checkbox"/> |
| 4. According to the text, “lucky money” is given to everyone at Tet. | <input checked="" type="checkbox"/> <input type="checkbox"/> |
| 5. Kumquat trees are popular both in the North and in the South of Vietnam. | <input type="checkbox"/> <input checked="" type="checkbox"/> |
| 6. People try to be nice and polite to each other because they want to have good luck on New Year’s Day. | <input checked="" type="checkbox"/> <input type="checkbox"/> |



Task 3. Answer the following questions.

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

After you read

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

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

B. SPEAKING

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

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

Anna : What is *Tet*?

Mai : It's the time when Vietnamese people celebrate the beginning of spring. It's also the start of the lunar new year.

Anna : When is it exactly?

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

Anna : What do you usually do at *Tet*?

Mai : Well, we eat a lot of special foods, we dress up and visit friends and relatives, and we also play some traditional games.

Ann : Oh, that sounds really interesting.

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



Happy Valentine's Day

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

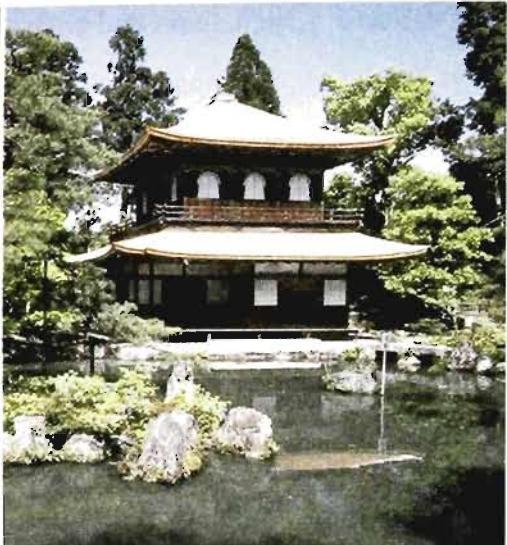
 **Task 3. Work in pairs.** Ask and answer about the holidays above, using the dialogue in Task 1 as the model.

C. LISTENING

Before you listen

- **Work in pairs.** Guess which of the following activities the Japanese often do on their New Year's Days.
- exchanging gifts and cards
- decorating the house with peach flowers
- wearing kimonos or special dress
- giving/receiving lucky money
- going to the pagoda
- visiting friends

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



• Listen and repeat.

| | | | |
|--------------|------------|------------|-----------|
| similarities | housewives | longevity | constancy |
| kimono | shrine | pine trees | represent |

While you listen

 **Task 1.** You will hear two people talking about how the New Year is celebrated in Japan. Listen and tick (✓) the things you hear.

- 1. They put on special clothes.
- 2. Everyone cleans the house.
- 3. Bells ring 108 times.
- 4. Housewives prepare special foods.
- 5. They decorate their houses with kumquat trees.
- 6. They go to a shrine.
- 7. They give each other “lucky money”.
- 8. They drink rice wine.
- 9. They play cards.
- 10. They watch television.
- 11. They eat a special meal.

Task 2. Listen again and answer the following questions.

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

After you listen

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

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

D. WRITING

Describing a celebration

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

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



E. LANGUAGE FOCUS

● Pronunciation: / fl / - / fr / - / θr /

● Grammar and vocabulary:

1. Pronouns *one(s), someone, no one, anyone, everyone*
2. Vocabulary about holidays and celebrations

Pronunciation

● Listen and repeat.

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

● Practise reading aloud this dialogue.

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

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

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

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

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

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

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

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

B: Thanks, Florrie.

Grammar and vocabulary

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

Example:

_____ likes snakes, do they?

No one likes snakes, do they?

1. I don't think _____ likes the film. It's so boring.
2. _____ phoned while you were out, but they didn't leave a message.
3. Does _____ mind if I eat first?
4. There's _____ at the door. Can you go and see who it is?
5. He didn't come to class for three days, and _____ knows where he is.
6. Can we start now? Has _____ arrived?
7. Everyone said they would attend the party, but _____ turned up.

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

Example:

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

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

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

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

| | | | |
|-------------|------------|----------|-----------|
| traditional | excitement | polite | good luck |
| celebrating | grand | agrarian | gifts |

Example:

_____ people, who live by farming, depend on the lunar calendar to manage their crops.

– *Agrarian people, who live by farming, depend on the lunar calendar to manage their crops.*

1. Before Tet, housewives are always busy cooking _____ foods.
2. The Prince's wedding was a very _____ occasion.
3. Christmas is also the time for people to give and receive _____.
4. Each nation has its own way of _____ the New Year.
5. On the first day of the New Year, people often try to be nice and _____.
6. People go to pagoda to pray for _____.
7. If you walk on the street before Tet, you'll find great _____ everywhere.



A. READING

Before you read

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

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



While you read

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

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

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

Mail and Parcel Service

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

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

Express Money Transfer

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

Phone Calls and Faxes

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

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

Press Distribution

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



Task 1. Circle the letter (A, B, C or D) before the word that has the opposite meaning to the italicised word.

1. Thanh Ba Post Office has a *spacious* and pleasant front office.
A. large B. beautiful C. cramped D. open
2. Our well-trained staff are always *courteous* to customers.
A. helpful B. rude C. friendly D. open
3. This *speedy* and secure service of transferring money can be useful.
A. rapid B. hurried C. careful D. slow
4. If you want to send a document and do not want to lose its *original* shape, send it by a fax machine.
A. unique B. outdated C. changed D. imaginative



Task 2. Read the text again and then answer the following questions.

1. What is Thanh Ba Post Office equipped with?
2. What services are offered at Thanh Ba Post Office?
3. According to the text, what are the three different ways of sending a letter?
4. What is the Messenger Call Service used for?
5. What will you have to do if you want to get your newspapers and magazines delivered to your house?



Task 3. Find evidence in the text to support these statements.

1. You cannot make a phone call at Thanh Ba Post Office at 10 p.m.
2. You can save some money if you send a parcel which is under 15 kg.
3. The post office offers a special mail service which is particularly fast.
4. Your relatives do not have to wait till tomorrow to get the money you send them today.

After you read

Work in groups. Answer the following questions.

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

B. SPEAKING



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

A: Excuse me!

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

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

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

A: It's 04.7223898.

B: OK. I'm sending it now.

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

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

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

B: You're welcome.



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

A: Greet B and ask if he can help

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

A: Ask where B lives

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

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

B: Ask if A can come on Friday

A: Agree and ask if B has a telephone

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

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



Task 3. Work in pairs. Imagine that one of you is a clerk at the post office and the other is a customer, make a dialogue for each of the following situations.

1. You want to subscribe to the Lao Dong Daily for a year and have the newspaper delivered to your home every morning before 6.30. Your address is 67 Ngoc Ha Street, Hanoi.
2. Your best friend's birthday is on 16th May. You want to use the Flower Telegram Service provided by the post office to send her a greetings card and a bunch of red roses on her birthday.



C. LISTENING

Before you listen

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

1. Is your family on the phone? What is your phone number?
2. Does any member of your family have a cellphone? What make is it?
3. What do you think are the advantages and disadvantages of cellphones?

- **Listen and repeat.**

| | | |
|---------------|-----------------|------------------|
| commune | communal growth | digit subscriber |
| rural network | capacity | |

While you listen

You will hear some information about the development of Vietnam's telephone system over the past few years. Listen and do the tasks that follow.

 **Task 1.** Listen and choose the best answer A, B, C, or D for the following statements and questions.

1. According to the passage, Vietnam ranks _____ for growth in the number of telephone subscribers.
A. 6th B. 2nd C. 30th D. 8th
2. Vietnam is among the _____ countries in the world that have more than two million telephones.
A. 6 B. 140 C. 13 D. 30
3. In 1996, Vietnam began upgrading its _____ networks.
A. mobile phone C. fixed telephone
B. subscriber D. post office
4. According to the passage, at present, _____ per cent of communes across Vietnam have telephone services.
A. 90 B. 80 C. 14 D. 93

5. Which aspect of development in Vietnam's telecommunication is NOT mentioned in the listening passage?

- The increase in the number of telephones.
- The growth in the capacity of the mobile phone system.
- The change of the international telephone system.
- The reduction in monthly telephone fees.

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

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

After you listen

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

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



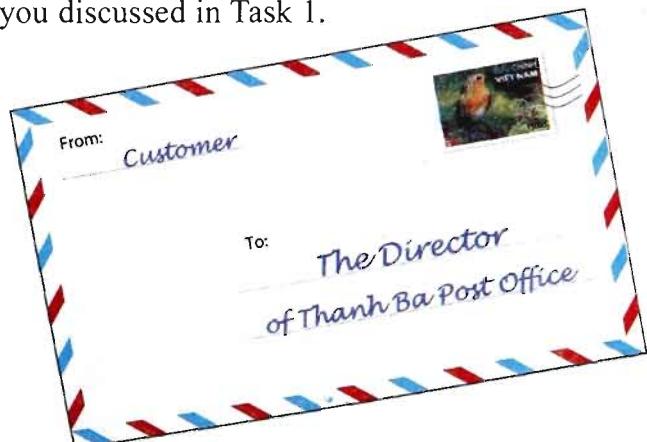
D. WRITING

Writing a letter to express satisfaction (or dissatisfaction)

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

- The opening hours of the post office - too late/too early...
- The quality of the equipment - good/bad/poor quality/needs repairing...
- The security conditions of the post office - good/poor security condition/ no one to keep motorcycles or bicycles/pickpockets...
- The attitude of the staff - polite/helpful/rude/arrogant.
- The prices of the services - low/high/reasonable...
- The punctuality of delivery of letters and newspapers - always/never punctual/ sometimes late/ letters and newspapers are lost...

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



E. LANGUAGE FOCUS

● **Pronunciation:** / sp / - / st / - / sk /

● **Grammar:**

- 1. Defining relative clauses (revision)**
- 2. Non-defining relative clauses (revision)**

Pronunciation

● Listen and repeat.

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

● Practise reading aloud this dialogue.

A: Ladies and gentlemen ...

B: Speak up, Stanley!

A: I stand before you ...

B: Speak up, Stanley!

A: On this School Speech Day ...

B: Do speak up!

A: ON THIS SCHOOL SPEECH DAY...

B: Stop shouting, Stanley!

A: And I speak for both my wife and myself, when I say ...

B: Speak up, Stanley!

A: SPEAK UP, STANLEY!!!

Grammar

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

| | |
|------------------------------|--------------------------------------|
| steals something from a shop | pays rent to live in a house or flat |
| designs buildings | breaks into a house to steal things |
| is not brave | buys something from a shop |

Example: (an architect) An architect is someone who designs buildings.

1. (a burglar) _____
2. (a customer) _____
3. (a shoplifter) _____
4. (a coward) _____
5. (a tenant) _____

Exercise 2. Complete each sentence, using **who**, **whom**, or **whose**.

Example: What's the name of the man **whose** car you borrowed?

1. A pacifist is a person _____ believes that all wars are wrong.
2. An orphan is a child _____ parents are dead.
3. I don't know the name of the woman _____ I met yesterday.
4. This school is only for children _____ first language is not English.
5. The woman _____ I wanted to see was away on holiday.

Exercise 3. Join the sentences, using **who**, **that**, or **which**.

Example:

A girl was injured in the accident. She is now in hospital.

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

1. A man answered the phone. He told me you were away.

The man _____

2. A waitress served us. She was very impolite and impatient.

3. A building was destroyed in the fire. It has now been rebuilt.

4. Some people were arrested. They have now been released.

5. A bus goes to the airport. It runs every half an hour.

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

Example:

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

– *I met Jane's father, who works at the university.*

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

TEST YOURSELF C

I. Listening (2.5 points)

Listen to the conversation and put these telephone expressions in the order you hear from 1 - 11. Number 1 has been done as an example.

- a. Can I leave a message please?
- b. This is Donna speaking.
- c. The line's busy at the moment.
- d. I'm afraid Mr. Barnes isn't here at the moment.
- e. I'd like to speak to Jon Barnes, please.
- f. It's Georgia King speaking.
- g. Father & Son Ltd., good morning. For Sales, press one.
For Account, press two. For enquiries, please hold.
- h. I'm returning his call.
- i. I'll put you through to one of his colleagues.
- j. Can I take a message?
- k. Hold on, please...

II. Reading (2.5 points)

Read the passage and answer the questions.

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

1. What do people in Spain and Portugal often do before midnight on New Year's Eve?

2. Why do the Spanish and Portuguese people eat twelve grapes on New Year's Eve?

3. Where in the world is the New Year's Day called No-Ruz?

4. How long does it last ?

5. What do people usually do on No-Ruz?

III. Pronunciation and Grammar (2.5 points)

a) Listen and put a tick (✓) in the right box, paying attention to the pronunciation of the underlined part of the word.

| | |
|---|---|
| 1. <input type="checkbox"/> <u>glean</u> | <input type="checkbox"/> <u>clean</u> |
| 2. <input type="checkbox"/> <u>fly</u> | <input type="checkbox"/> <u>fry</u> |
| 3. <input type="checkbox"/> <u>drive</u> | <input type="checkbox"/> <u>thrive</u> |
| 4. <input type="checkbox"/> <u>overflow</u> | <input type="checkbox"/> <u>overthrow</u> |

b) Join the sentences, using **who** or **which**.

1. The Earth is a planet. It can support life.

2. The book is about a girl. She runs away from home.

3. A dictionary is a book. It gives you the meanings of words.

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

| A | B |
|--|-----------------------------|
| 1. We'll buy a new car soon | a. if I spoke English well. |
| 2. If you had told me about the problem, | b. I would have helped you. |
| 3. I would find a job in London | c. if we can afford it. |

IV. Writing (2.5 points)

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

Before Tet:

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

During Tet:

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

Typical foods:

- banh chung* (square sticky rice cake)
- fruit jams

The weather:

- cold and wet



A. READING

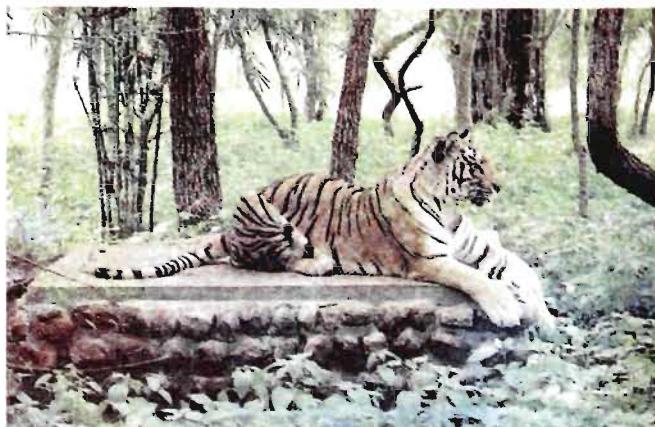
Before you read

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

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



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



While you read



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

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

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

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

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



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

pollutants
interference

decreasing
extinct

protect
endangered

1. Dinosaurs became _____ millions of years ago.
2. She tried to _____ herself from the wind.
3. This species of bird is _____ in number every year.
4. The chemical _____ from cars and factories make the air, water and soil dangerously dirty.
5. The blue whale is a(n) _____ species.
6. Because of the _____ of human beings, many animals have become extinct.



Task 2. Circle A, B, C or D that best sums up each paragraph.

1. Paragraph 1

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

2. Paragraph 2

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

3. Paragraph 3

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

4. Paragraph 4

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



Task 3. Answer the questions.

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

After you read

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

B. SPEAKING

 **Task 1.** *Work in pairs.* Below are some reasons why nature is threatened. Put them in the order of importance.

- killing endangered animals for fur, skin and food
- keeping animals as pets
- hunting or capturing animals for recreation or entertainment
- burning forests
- cutting down trees for wood
- using fertilizers and pesticides for cultivation
- discharging chemical pollutants into the environment

 **Task 2.** *Work in pairs.* Match the reasons in Task 1 with possible measures for protecting the environment in the box below.

- Killing endangered animals for fur, skin and food should be banned.
- Planting trees should be encouraged.
- Keeping animals as pets should be discouraged.
- Zoos and national parks should be established to save animals and plants.
- Animals should not be captured for recreation and entertainment.
- All kinds of animals and plants should be protected.
- Discharging chemical pollutants into the environment should be prohibited.
- Decreasing the use of fertilizers and pesticides for farming should be encouraged.

 **Task 3.** *Work in pairs.* State the negative impacts caused by people on the environment and suggest measures to protect it.

Example:

A: *People are killing endangered animals for fur, skin and food.*
B: *Killing endangered animals for fur, skin and food should be banned.*

C. LISTENING

Before you listen

• **Work in pairs.** Name some national parks in Vietnam.

• **Listen and repeat.**

scenic features

devastating

maintenance

approximately

vehicles

completely

While you listen

 **Task 1.** Listen to the passage and decide if the following statements are true (T) or false (F).

T F

1. National parks protect and preserve the natural beauty of the land.

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

2. They usually contain a variety of scenic features.

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

3. All national parks are in danger of being destroyed.

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

4. Large areas of national parks can be destroyed by fire.

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

5. Visitors do not help to preserve and protect national parks.

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

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

1. How many national parks are there in the United States?

2. How many people visit national parks every year?

3. Can you name some of the problems which national parks are currently facing?

4. What should be done to protect them?

After you listen

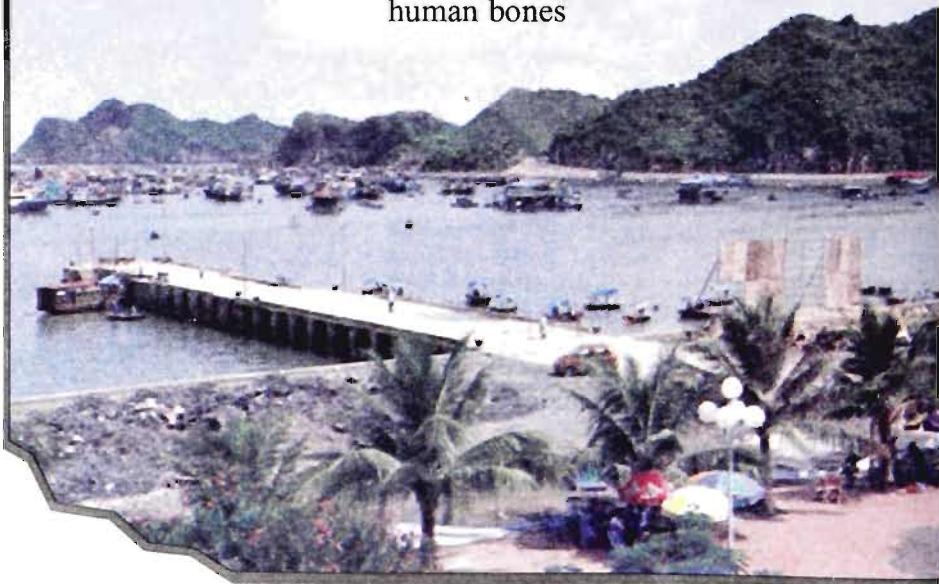
Work in groups. Summarise the passage, using the information in Tasks 1 and 2.

D. WRITING

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

CAT BA NATIONAL PARK **SOME FACTS AND FIGURES**

| | |
|----------------------------|--|
| Location: | Cat Ba Island 120 km from Ha Noi, 20 km east of Hai Phong |
| Special features: | tropical forests and coastal waters white sand beach, abundant natural resources, beautiful landscapes, rare animals and plants |
| Total area: | 15,200 ha |
| Animals and plants: | species of fish: 300 species of animals: 40 species of birds: 150 species of plants: 620 |
| Historic features: | 6,000-year-old stone tools human bones |



E. LANGUAGE FOCUS

● **Pronunciation:** / sl / - / sm / - / sn / - / sw /

● **Grammar:**

Relative pronouns with prepositions

Pronunciation

● Listen and repeat.

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

● Practise reading aloud this dialogue.

A: Is Snowy at home? Snowy Smith?

B: He is sleeping. Go away.

A: Sleeping? Where?

B: In there. Why do you smile?

A: Perhaps Snowy is in there. But he is not asleep.

B: I swear he is sleeping.

A: When Snowy sleeps, he snores but he looks sweet.

Grammar

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

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

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

Examples:

She is the woman. I told you about her.

– *She is the woman about whom I told you.*

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

– *The song to which we listened last night was interesting.*

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

Exercise 3. Complete the following sentences, using **who**, **whom**, **which** or **that**.

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



A. READING

Before you read



Work with a partner. Answer the following questions.

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

While you read

Read the passage and then do the tasks that follow.

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

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

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

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

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



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

alternative limited energy released exhausted

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



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

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



Task 3. Answer the questions.

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

After you read

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

one
unlimited

environment
sources

alternative
energy

limited
fuels

We need energy to live and work. Our major source of (1) _____ is oil. Oil is (2) _____ kind of fossil fuel. The amount of fossil (3) _____ in the world is (4) _____. Therefore, we must save it, and at the same time, we must find new sources of energy. Geothermal heat and nuclear power are (5) _____ sources of energy. They can give us electricity. Other alternative (6) _____ are the sun, waves and water. These sources are not only (7) _____ and available but also clean and safe for the (8) _____. People should develop and use them more and more in the future.

B. SPEAKING

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

| | A | D |
|---|---|---|
| <ol style="list-style-type: none">1. Fossil fuels will be exhausted within a relatively short time.2. Geothermal heat is available only in a few places in the world.3. If the wind does not blow, there is no wind energy.4. Water power provides energy without pollution.5. A nuclear reactor releases radiation which is dangerous to the environment.6. Solar energy is not only plentiful and unlimited but also clean and safe.7. It is expensive to build a dam for hydroelectricity. | | |



Task 2. Work in pairs. Talk with your friend about the advantages and disadvantages of using each alternative source of energy, using the suggestions from Task 1.

Example:

A: *I think/believe that wind power can be an alternative source of energy.*

B: *Why do you think/believe so?*

A: *Because our major sources of energy are running out while the wind is abundant and unlimited.*

B: *I know it is also clean and safe to the environment. However, it is not available when there is no wind.*

Useful language:

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



Task 3. Work in groups. Express your belief on the increasing use of alternative sources in the future, using the ideas from Task 2.

C. LISTENING

Before you listen

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

| | | |
|--------------|-----------|------------|
| ecologist | resources | renewable |
| fossil fuels | unlimited | fertilized |

While you listen



Task 1. Listen and complete the sentences by circling the letter A, B, C or D.

1. Ecology is the study of _____.
A. human beings and animals
B. the environment and solar energy
C. natural and alternative resources
D. human beings and their environment
2. The natural environment consists of _____.
A. the oceans and the land B. the sun and the air
C. all natural resources D. the air and the oceans
3. If the resource can be _____, it is called renewable.
A. burnt quickly B. used easily
C. divided properly D. replaced quickly
4. Grass for animals is a _____ resource.
A. renewable B. nonrenewable
C. limited D. clean
5. According to the passage, coal is nonrenewable because it takes _____ to make it.
A. billions of years B. millions of years
C. three million years D. three billion years



Task 2. Listen again to the last part of the talk and write in the missing words.

Solar energy, air, and water are renewable resources because there is an (1) _____ supply. However, this definition may change if people are not careful with these resources. The amount of solar energy that reaches the earth depends on the (2) _____. If the atmosphere is polluted, the solar energy that reaches the earth (3) _____ be dangerous. If life is going to continue, the air must contain the correct amount of nitrogen (N), oxygen (O), carbon dioxide (CO₂), and other (4) _____. If humans continue to pollute the air, it will not contain the correct (5) _____ of these gases.

After you listen

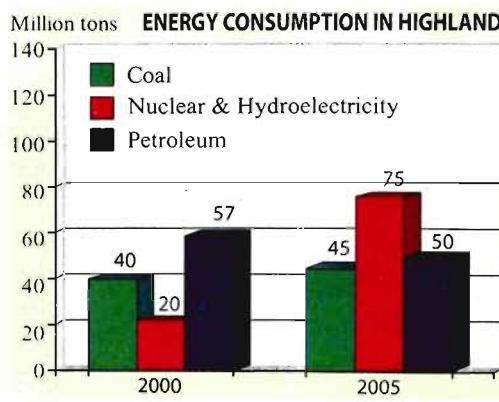
Which group do these sources of energy belong to? Put a tick (✓) in the right column.

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

D. WRITING

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

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



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

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

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

E. LANGUAGE FOCUS

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

● **Grammar:**

Relative clauses replaced by participles and *to* infinitives (revision)

Pronunciation

● Listen and repeat.

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

● Practise reading aloud these sentences.

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

Grammar

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

Example:

The man who spoke to John is my brother.

The man speaking to John is my brother.

1. The boy who is playing the piano is Ben.

2. Do you know the woman who is coming toward us?

3. The people who are waiting for the bus in the rain are getting wet.

4. The scientists who are researching the causes of cancer are making progress.

5. The fence which surrounds our house is made of wood.

6. We have an apartment which overlooks the park.

Exercise 2. Rewrite the following sentences, using a past participle phrase.

Example:

The Sport Games which were held in India in 1951 were the first Asian Games.

The Sport Games held in India in 1951 were the first Asian Games.

1. The ideas which are presented in that book are interesting.

2. I come from a city that is located in the southern part of the country.

3. They live in a house that was built in 1890.

4. The photographs which were published in the newspaper were extraordinary.

5. The experiment which was conducted at the University of Chicago was successful.

6. They work in a hospital which was sponsored by the government.

Exercise 3. Rewrite the following sentences, using an infinitive phrase.

Example:

Yuri Gagarin was the first man who flew into space.

Yuri Gagarin was the first man to fly into space.

1. John was the last man who reached the top of the mountain.

2. The last person who leaves the room must turn off the light.

3. The first person that we must see is Mr. Smith.

4. This is the second person who was killed in that way.

5. The first person who catches the ball will be the winner.

TEST YOURSELF D

I. Listening (2.5 points)

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

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

II. Reading (2.5 points)

Read the passage and answer the questions.

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

1. What is necessary for the survival of all living things?

2. What can polluted air, water and soil cause?

3. Why is the pollution problem complicated? Give one example.

4. What would people have to do to end or to reduce pollution immediately?

5. How can governments control pollution?

III. Pronunciation and Grammar (2.5 points)

a) Listen and put a tick (✓) in the right box, paying attention to the pronunciation of the underlined part of the word.

| | |
|------------------------------------|---------------------------------|
| 1. <input type="checkbox"/> sleep | <input type="checkbox"/> sneeze |
| 2. <input type="checkbox"/> snack | <input type="checkbox"/> smash |
| 3. <input type="checkbox"/> shrimp | <input type="checkbox"/> spring |
| 4. <input type="checkbox"/> spread | <input type="checkbox"/> splash |

b) Complete each of the following sentences, using the correct form (to-infinitive or participle) of the verb in the box.

drink

invite

blow

live

ring

leave

1. Sometimes life is very unpleasant for people _____ near airports.

2. I was woken up by a bell _____.

3. John was the last student _____ the lecture hall.

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

IV. Writing (2.5 points)

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

Introduction:

- we / try to find solutions / environmental pollution.

Body:

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

Conclusion:

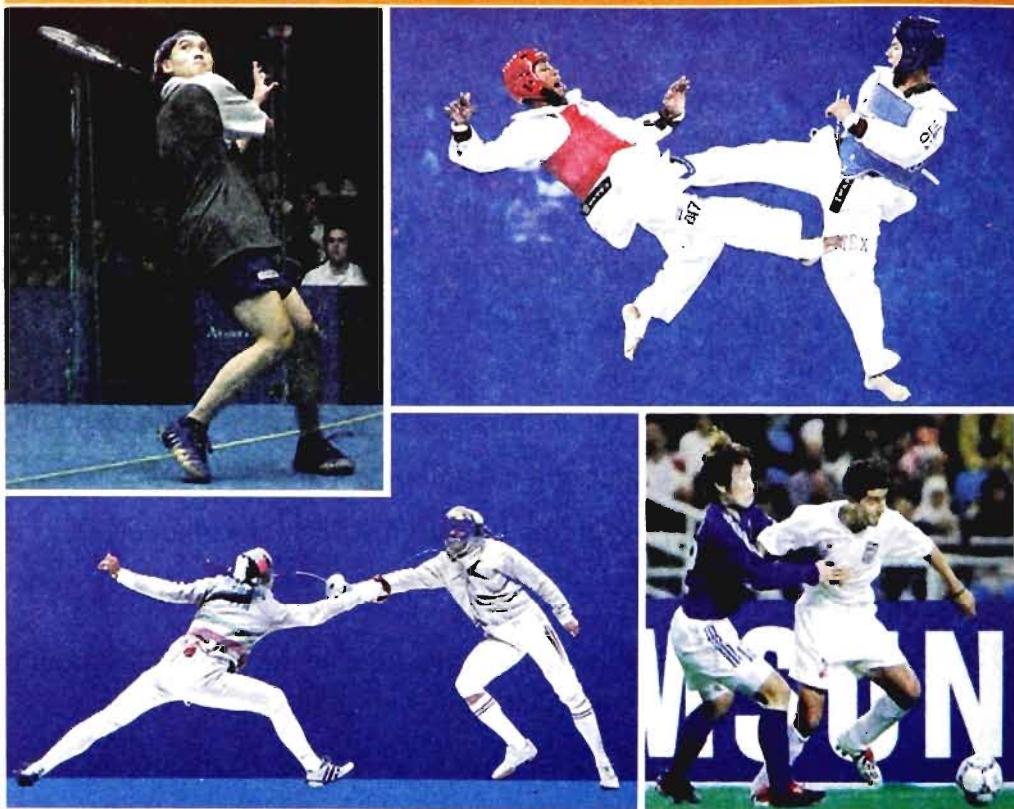
- it / be / high time / governments / have suitable measures / that require companies, individuals / stop cutting down / polluting activities.

You may begin with:

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



A. READING



Before you read

Work with a partner. Discuss the following questions:

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

While you read

Read the passage and then do the tasks that follow.

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

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

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

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

effort
aquatic

appreciated
enthusiasm

advancing
facilities

1. The hotel has special _____ for disabled athletes.
2. Swimming and water skiing are both _____ sports.
3. He never lost his _____ for training athletes.
4. I will make every _____ to arrive on time.
5. Our sports performances have been _____ considerably over recent years.
6. Your help was greatly _____.

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

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

 **Task 3.** Answer the questions.

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

After you read

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

B. SPEAKING

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

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

Example:

A: When and where were the 1st Asian Games held?

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

A: How many countries took part in the Games?

B: Eleven.

A: How many sports were there at the Games?

B: Six.



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

| MEDALS WON BY VIETNAM (at 14 th Asian Games held in Busan, Korea) | | | |
|---|-------------|---------------|---------------|
| Sports | Gold Medals | Silver Medals | Bronze Medals |
| Bodybuilding | 1 | | 1 |
| Billiards | 1 | 1 | |
| Karatedo | 2 | | 1 |
| Shooting | | | 1 |
| Wushu | | 1 | 1 |

Example:

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



80kg, left to right: Liaw Teck Leong (Malaysia - 2nd), **Ly Duc** (Vietnam - 1st), Lee Jin Ho (Korea - 3rd)



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

C. LISTENING

Before you listen



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

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

Listen and repeat.

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

While you listen

 **Task 1.** Listen and choose the best answer A, B, C or D for the following sentences.

1. Yuko won the gold medal in women's swimming. She set a new world record time of _____.
A. 200 seconds C. 1 minute 58 seconds
B. 1 minute 38 seconds D. 1 minute 48 seconds

2. Lily got an average of _____ points in her gymnastics event.
A. 9.5 B. 5.9 C. 15 D. 5

3. Lee Bong-ju jumped _____ and he won the gold medal in men's long jump.
A. 8.5 m B. 8.9 m C. 9.8 m D. 18 m

4. The bar that Vichai had to jump over was at _____.
A. 3.2m B. 2.3 m C. 2.0 m D. 2.5 m

5. Which of the following sports events was NOT mentioned in the report?
A. swimming C. long and high jumps
B. gymnastics D. weightlifting

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

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

After you listen

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

D. WRITING

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

| | |
|--|--|
| <ul style="list-style-type: none">• build• upgrade• widen• equip• promote and advertise• recruit• hold | <ul style="list-style-type: none">– one more National Stadium, some sports buildings and car parks– National Sports Centres and local stadiums (because they are not in good condition)– training areas and roads to sports buildings– hotels, guest houses with modern facilities (also special services for disabled athletes)– preparations for the Asian Games on the radio and TV– volunteers to serve the Games (university teachers and students with good English)– competition to choose an official song |
|--|--|

You may begin with:

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



E. LANGUAGE FOCUS

- **Pronunciation:** /str/ – /skr/ – /skw/
- **Grammar:** 1. **Relative clauses (revision)**
2. **Omission of relative pronouns**

Pronunciation

- Listen and repeat.

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

- Practise reading aloud these sentences.

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

Grammar

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

Mary is wearing it

we had it for lunch

we met him this morning

John told them

he invited them to the birthday party

you lost it

I bought it yesterday

Example:

I like the diamond ring _____.

– *I like the diamond ring Mary is wearing.*

1. Have you found the bike _____?
2. Most of the classmates _____ couldn't come.
3. The short stories _____ were very funny.
4. The dictionary _____ is expensive, but very interesting.
5. I didn't like the man _____.
6. The beef _____ was really delicious.

Exercise 2. Complete each of the following sentences, using a suitable sentence in the box to make a relative clause with a preposition.

I wanted to travel on it

we're living in it

they were talking about them

I work with them

we went to it

I slept in it

he applied for it

Example:

The flight _____ was fully booked.

– *The flight I wanted to travel on was fully booked.*

1. I enjoy my job because I like the people _____.
2. The dinner party _____ wasn't very enjoyable.
3. The house _____ is not in good condition.
4. I wasn't interested in the things _____.
5. He didn't get the job _____.
6. The bed _____ was very modern.

Exercise 3. Tick (✓) the sentences in which the relative pronoun can be omitted.

Example:

0. Are these the keys that you are looking for?

1. The girl who we are going to see is from Britain.

2. He works for a company that makes cars.

3. What was the name of the man who you met yesterday?

4. The table that was broken has now been repaired.

5. Do you know the girl who he is talking to?

6. This is the novel that I've been expecting.



A. READING

Before you read

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



While you read

Read the passage and then do the tasks that follow.

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

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

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

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

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



Task 1. The words and phrases below all appear in the passage. Use a dictionary to get their meaning. Then translate them into Vietnamese.

1. accomplished _____
2. accompanying _____
3. modest _____

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

 **Task 2.** Answer the questions.

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

After you read

Work in groups. Talk about your hobby.

B. SPEAKING

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

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

 **Task 2.** Lan is talking to Huong about her hobby of collecting books. Practise reading their dialogue with a partner.

Huong : What is your hobby, Lan?

Lan : Well, I like collecting books.

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

Lan : Well, this must be done regularly. Whenever I find a book which is interesting I buy it immediately.

Huong : Where do you buy your books?

Lan : I buy some from the bookshop near my house and some others from second-hand book stalls. Sometimes my friends, my mum and dad give me some.

Huong : How do you organize your collection?

Lan : I classify them into different categories and put each category in one corner of my bookshelf with a name tag on it.

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

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

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

| | |
|------------------------|--|
| hobby | <i>stamps</i> |
| how to collect stamps | <i>buy from post office ask members of family, friends, relatives, postmen make pen friends with people overseas exchange stamps with others</i> |
| how to organize stamps | <i>classify stamps into categories: animals, plants, birds, landscape, people (heroes, politicians, football players, singers etc.) in album</i> |
| where to keep stamps | <i>broaden your knowledge: know more about landscape, people, animals, plants and trees</i> |
| why to collect stamps | <i>collect more stamps</i> |
| plan for the future | |

C. LISTENING

Before you listen

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

Listen and repeat.

| | | | |
|------------|-------------|-----------|------------|
| magazines | continually | otherwise | gigantic |
| profitably | available | bygone | ignorantly |

While you listen

 **Task 1.** You will hear a student talk about his hobby. Listen to his talk and decide whether the statements are true (T) or false (F).

1. The writer started his hobby when he was young. T F

2. His parents were interested in reading fairy tales and other stories to him. T F

3. The writer didn't start with ABC books. T F

4. Now he reads all the books available. T F

5. Reading helps the writer to know many things. T F

6. According to the writer, by reading he does not have to study hard. T F

7. The writer is able to know about a tiger through reading. T F

8. Books might help him in his daily life. T F

 **Task 2.** Listen again and write the missing words.

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

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

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

After you listen

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

D. WRITING

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

- name of your collection
- how you collect them
- how you keep them
- when you started your collection
- how you classify them
- why you collect them
- your plan for the future

E. LANGUAGE FOCUS

● **Pronunciation:** / pt / - /bd / - /ps/ - /bz/

● **Grammar: Cleft sentences** 1. Subject focus

2. Object focus

3. Adverbial focus

Pronunciation

- Listen and repeat.

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

• Practise reading aloud these sentences.

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

Grammar

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

Example:

The man gave her the book.

– *It was the man who gave her the book.*

1. The boy visited his uncle last month.

2. My mother bought me a present on my birthday.

3. Huong and Sandra sang together at the party.

4. Nam's father got angry with him.

5. The boys played football all day long.

6. The girl received a letter from her friend yesterday.

7. His presence at the meeting frightened the children.

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

Example:

The boy hit the dog in the garden.

– *It was the dog that the boy hit in the garden.*

1. The man is learning English.

2. The woman gave him the book.

3. She sent her friend the postcard.

4. Hoa borrowed the book from Long.

5. The little boy greeted his grandfather in a strange language.

6. The pedestrian asked the policeman a lot of questions.

7. The dog barked at the stranger.

Exercise 3. Write the following sentences after the model, paying attention to the adverbial modifier of the sentence.

Example:

She bought him a present at the shop.

– *It was at the shop that she bought him a present.*

1. The boy hit the dog in the garden.

2. She made some cakes for tea.

3. His father repaired the bicycle for him.

4. She presented him a book on his birthday.

5. He met his wife in Britain.

6. She bought that present from the shop.

7. The meeting started at 8.00 a.m.



A. READING

Before you read



Work in pairs. Which of the following leisure activities do you think British people often do in their spare time?

| | |
|---|---|
| <input type="checkbox"/> reading books/newspapers | <input type="checkbox"/> meeting friends |
| <input type="checkbox"/> watching TV/videos | <input type="checkbox"/> listening to music |
| <input type="checkbox"/> playing sports | <input type="checkbox"/> watching sports |
| <input type="checkbox"/> shopping | <input type="checkbox"/> spending time outdoors |
| <input type="checkbox"/> singing | <input type="checkbox"/> playing a musical instrument |

While you read

Read the passage and then do the tasks that follow.

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

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

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

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

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

 **Task 1.** The words/phrases in *italics* in the following sentences all appear in the passage. Circle the correct answer.

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



Task 2. Answer the questions.

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

After you read

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

B. SPEAKING

Expressing agreement and disagreement



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

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



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

A: Let's go camping.

B: Yes, let's do that. Then we can rest and enjoy ourselves in the quiet countryside.

C: Oh, I don't think it's a good idea. If we go camping, we'll have to bring a lot of equipment with us.



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

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



Task 4. Report your discussion to the class. Do the members of your group agree to go camping at last? Why?/ Why not?

C. LISTENING

Before you listen



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

• Listen and repeat.

campgrounds

wilderness

waterfalls

dirt bike

trash

giant trees

depressed

solitude

While you listen

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

T F

1. Anna doesn't like summer weather.
2. Anna usually spends two weeks in a national park every summer.
3. Terry has never been to the mountains or the desert in summer.
4. Terry is attracted to the beauty of nature.
5. Mary likes the solitude of the wilderness.
6. Mary enjoys the comfortable life in the cities.

 **Task 2.** Answer the questions.

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

After you listen

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

D. WRITING

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

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

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



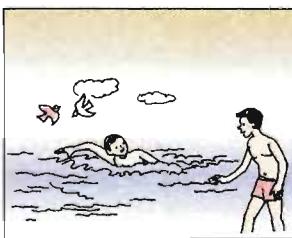
a _____



b _____



c _____



d _____



e _____



f _____



g _____



h _____



i _____

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

E. LANGUAGE FOCUS

● **Pronunciation:** /ts/ – /dz/ – /tʃt/ – /dʒd/

● **Grammar:** 1. **Conjunctions:** *both and, not only but also,
either or, neither nor*

2. Cleft sentences in the passive

Pronunciation

● Listen and repeat.

| | | | |
|-------|---------|---------|---------|
| /ts/ | /dz/ | /tʃt/ | /dʒd/ |
| sits | reads | marched | bridged |
| eats | friends | watched | raged |
| meets | kids | reached | managed |

● Practise reading aloud these sentences.

1. He usually sits at the back of the class.
2. She has lots of friends.
3. When he was young, he watched television three hours a day.
4. We managed to get three tickets for the match.
5. They bridged the river, then pitched their tent on the bank.

Grammar

Exercise 1. Combine the sentences using *both ... and, either ... or, or neither ... nor*.

Examples: Tom was late. So was Ann.

– *Both Tom and Ann were late.*

She didn't write and she didn't phone.

– *She neither wrote nor phoned.*

1. Jim is on holiday and so is Carol.

Both _____.

2. George doesn't smoke and he doesn't drink.

George neither _____.

3. Jim hasn't got a car. Carol hasn't got a car, either.

Neither Jim _____.

4. It was a very boring film. It was very long, too.

The film _____.

5. Is that man's name Richard? Or is it Robert? It's one of the two.

That man's name _____.

6. I haven't got time to go on holiday. And I haven't got the money.
I've got _____.

7. We can leave today or we can leave tomorrow – whichever you prefer.
We _____.

8. Helen lost her passport at the airport. She also lost her wallet there.
Helen lost _____ at the airport.

9. There are good reasons for using bicycles in big cities: they are clean. They are also easy to park.
There are good reasons for using bicycles in big cities: they are _____.

10. On Friday evening, sometimes I go to the cinema, sometimes I stay home and watch TV.
On Friday evening I either _____.

Exercise 2. Change the sentences into cleft sentences in the passive.

Example:

The boy hit the dog in the garden.

It was the dog that was hit in the garden.

1. Fans gave Christina lots of flowers.

2. The pedestrian asked the policeman for direction to the post office.

3. People talked a lot about his house.

4. His father bought him a bicycle for his birthday.

5. He described his hometown in his novel.

6. She frightened the children.

7. Her younger sister broke her glasses.

8. The Prince kissed my younger sister at the party.

9. My father gave me this story book as a birthday present.

10. Vietnamese people celebrate Tet as the greatest occasion in a year.

TEST YOURSELF E

I. Listening (2.5 points)

Listen and complete the sentences.

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

II. Reading (2.5 points)

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

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



Royal family



Princess Margaret

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

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

T F

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

III. Pronunciation and Grammar (2.5 points)

a) Listen and put a tick (✓) in the right box, paying attention to the pronunciation of the underlined part of the word.

| | |
|--|---|
| 1. <input type="checkbox"/> <u>street</u> | <input type="checkbox"/> <u>scream</u> |
| 2. <input type="checkbox"/> <u>screen</u> | <input type="checkbox"/> <u>squeeze</u> |
| 3. <input type="checkbox"/> <u>meets</u> | <input type="checkbox"/> <u>reads</u> |
| 4. <input type="checkbox"/> <u>reached</u> | <input type="checkbox"/> <u>managed</u> |

b) Complete the following sentences with **that** or **who**. If it is possible to write **that** or leave it out, write **that** in brackets.

Example: Why do you always disagree with everything (**that**) I say?

1. Kate is the only person _____ understands me.
2. Why do you blame me for everything _____ goes wrong?
3. Are these the books _____ you are looking for?
4. It was Judy _____ taught us English.
5. The student _____ won the scholarship is going to study in Britain.
6. The dress _____ Mary bought yesterday doesn't fit her very well.

IV. Writing (2.5 points)

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

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



A. READING

Before you read

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

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



While you read

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

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

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

| | |
|-------------|------------------------|
| Paragraph 1 | A. The tragic accident |
| Paragraph 2 | B. The lift-off |
| Paragraph 3 | C. Congratulations |
| Paragraph 4 | D. A view on Earth |
| Paragraph 5 | E. Uncertainties |

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

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



Gagarin's funeral in Moscow

After you read

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

impossible

named after

lasted

gravity

success

view

in space

cosmonaut

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



Yuri Gagarin

B. SPEAKING

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

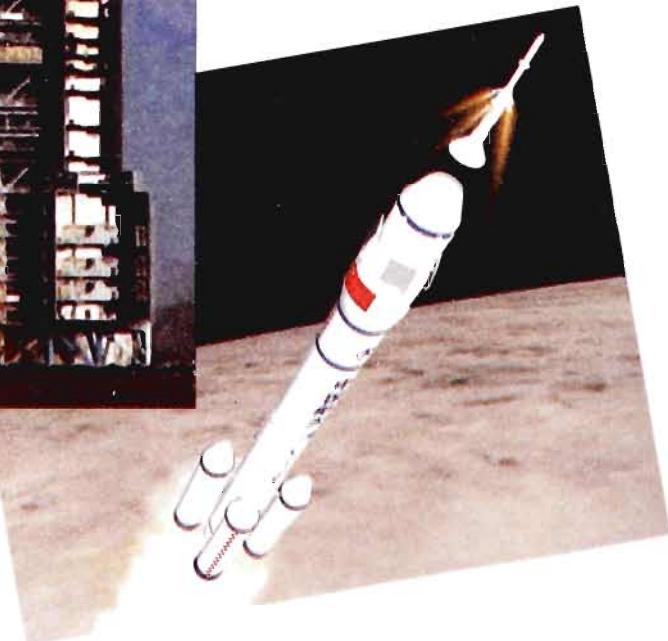
On 15th October, 2003, China launched its first manned spacecraft into space. The spacecraft was called 'Shenzhou 5'. Yang Liwei, China's first astronaut, was 38 years old then. The successful flight marked a milestone in China's space project. China became the third country in the world to be able to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

Example:

When did China launch its first manned spacecraft into space?



Shenzhou 5



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

4th October, 1957



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



3rd November, 1957

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

12th April, 1961



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



16th June, 1963

- first woman in space
- Valentina Tereshkova, Russian cosmonaut

20th July, 1969



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



23rd July, 1980

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

29th October, 1998



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



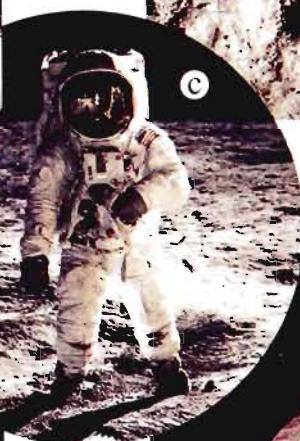
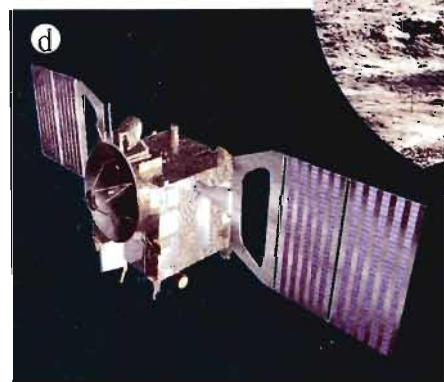
15th October, 2003

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

C. LISTENING

Before you listen

Work in pairs. Match the pictures with the captions.



- ① Orbiting
- ② The Apollo crew
- ③ Walking on the Moon
- ④ The Moon landing
- ⑤ The first foot print on the Moon

● Listen and repeat.

Congress
mission
reminder

challenge
experiment
achievement

NASA
Michael Collins
Neil Armstrong

Kennedy
Apollo
Buzz Aldrin

While you listen

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

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

T F

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

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

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

After you listen

Discuss the following questions.

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

D. WRITING

Writing a biography

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

Career

Place of birth

Date of birth

Quote

Known as

Neil Armstrong

American astronaut

(1) _____ 5th August, 1930

(2) _____ Wapakoneta, Ohio

(3) _____ the first person to walk on the Moon

(4) _____ 1949-1952: pilot in United States Navy
1955: receive a B.S. / Purdue University
1962: join NASA astronaut program
20th July, 1969: become first human / step / Moon's surface
1970: receive his M.S. / University of Southern California
1971: resign / NASA
1971-1979: teach / University of Cincinnati
1986: appointed vice chairman / committee /
investigate / space shuttle Challenger disaster

(5) _____ “That's one small step for man, one giant leap for mankind.”



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

E. LANGUAGE FOCUS

● **Pronunciation:** /nt/ – /nd/ – /nθ/ – /ns/ – /nz/

● **Grammar and vocabulary:**

1. Could/be able to

2. Tag questions

Pronunciation

● Listen and repeat.

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

● Practise reading aloud this dialogue.

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

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

A: Only to the seventh.

B: Only to the seventh?

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

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

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

Grammar and vocabulary

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

Examples:

– *My grandfather was a very clever man. He **could** speak five languages.*

– *I looked everywhere for the book but I **couldn't** find it.*

– *They didn't want to come with us at first but we **were able to** persuade them.*

1. Laura had hurt her leg and _____ walk very well.
2. Sue wasn't at home when I phoned but I _____ contact her at her office.
3. I looked very carefully and I _____ see a figure in the distance.
4. I wanted to buy some tomatoes. The first shop I went to didn't have any but I _____ get some in the next shop.
5. My grandmother loved music. She _____ play the piano very well.
6. I had forgotten to bring my camera so I _____ take any photographs.

Exercise 2. Read the situation and write a sentence with a tag question. In each situation you are asking your friend to agree with you.

Example: You look out of the window. The sky is blue and the sun is shining. What do you say to your friend?

(beautiful day) *It's a beautiful day, isn't it?*

1. You're with a friend outside a restaurant. You're looking at the prices, which are very high.

What do you say ? (expensive) It _____.

2. You've just come out of the cinema with a friend. You really enjoyed the film. What do you say to your friend? (great)

The film _____.

3. You and a friend are listening to a woman singing. You like her voice very much. What do you say to your friend? (a lovely voice)

She _____.

4. You are trying on a jacket. You look in the mirror and you don't like what you see. What do you say to your friend? (not / look / very good)

It _____.

5. Your friend's hair is much shorter than when you last met. What do you say to her / him? (have / your hair / cut)

You _____.

Exercise 3. Mark and Jenny were showing some family photographs to a friend. Here are some of the questions that were asked. Complete the questions by adding the tag questions.

1. That's a lovely picture of Sally. She looks just like Mary, _____?

2. I think you've seen this one before, _____?

3. This photograph was taken in Scotland, _____?

4. We took this one on holiday, _____?

5. We'll be going there again next year, _____?

6. You can see the sea in the distance, _____?

7. That must be Jenny's father, _____?

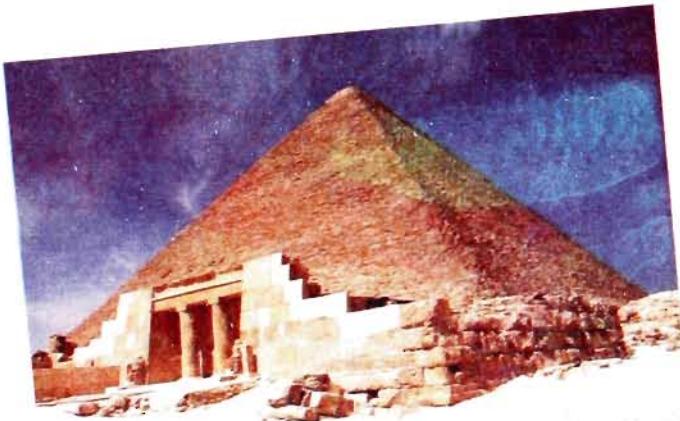
Unit 16 THE WONDERS OF THE WORLD



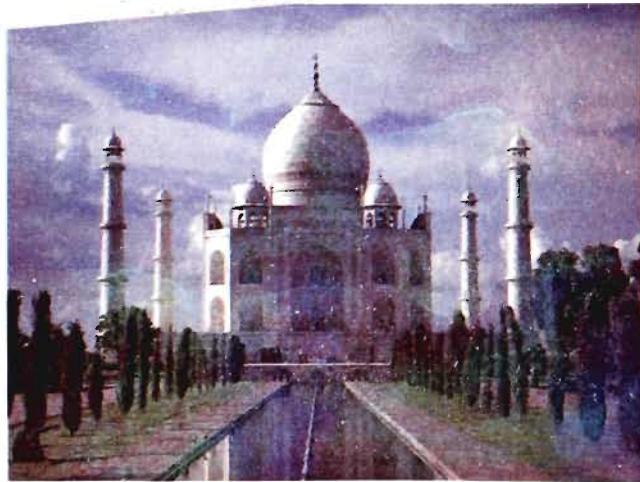
A. READING

Before you read

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



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



While you read

Read the passage and then do the tasks that follow.

THE GREAT PYRAMID OF GIZA

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

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

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

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

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

mysterious

ramp

tomb

chamber

spiral

wonder

1. Last week we paid a visit to the _____ of an unknown mandarin.
2. The movie was about a _____ of the world.
3. A _____ is needed at the exit and the entrance for wheelchairs users.
4. The Queen's private _____ is not opened to public.
5. It's not known why Beson disappeared in _____ circumstances.
6. A snail's shell is _____ in form.

 **Task 2.** Answer the following questions.

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

 **Task 3.** Scan the text and say what the following words refer to.

Example: *He* (line 3) refers to Khufu.

who (line 4) _____

it (line 8) _____

It (line 9) _____

each (line 12) _____

After you read

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

B. SPEAKING



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

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

F O

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

2. The Great Pyramid was 147 metres high.

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

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

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

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

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

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

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

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

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

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

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



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

Example:

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

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



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

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

Useful language:

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

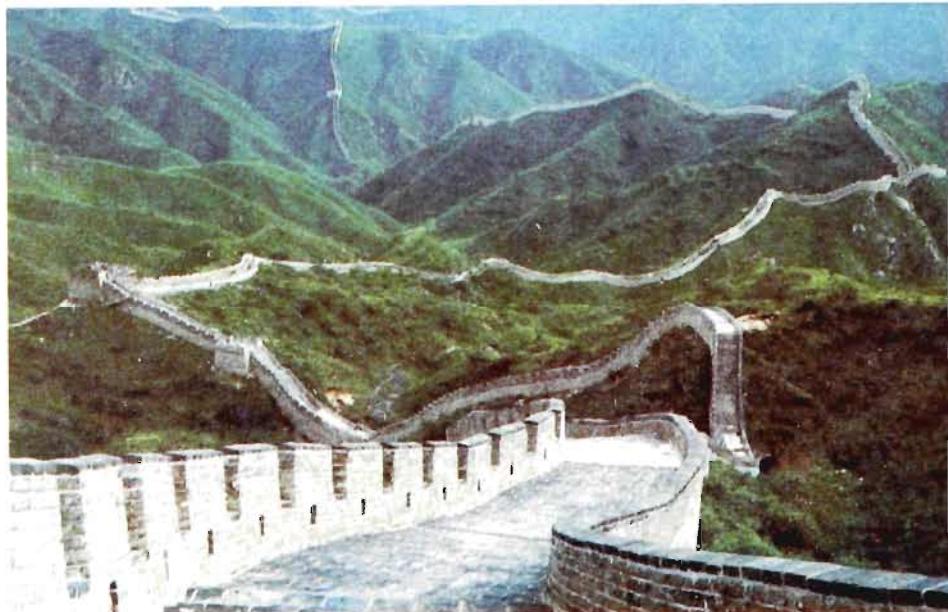
Examples:

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

C. LISTENING

Before you listen

Look at the picture and answer the questions that follow.



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

• Listen and repeat.

man-made wonder

Ming Dynasty

magnificence and significance

ancient

World Heritage

stone roadway

UNESCO

Beijing

While you listen

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

The Great Wall of China

| | |
|------------------------------|---|
| Attraction of the wall | <ul style="list-style-type: none">– It is said to be visible from (1) _____.– It was listed as a World Heritage by UNESCO in (2) _____. |
| Construction of the wall | <ul style="list-style-type: none">– It was mostly built during (3) _____.– It took (4) _____ years to complete the wall.– Some of its parts were built around (5) _____. |
| Special features of the wall | <ul style="list-style-type: none">– The length of the wall is (6) _____.– The average height of the wall is (7) _____.– The ancient people used (8) _____ to build the roadway. |

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

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

After you listen

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

D. WRITING

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



Brief introduction:

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

Details:

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

Summary of the visit:

- Last 5 hours
- Tiring but enjoyable, memorable

E. LANGUAGE FOCUS

● **Pronunciation:** /ft/ – /vd/ – /fs/ – /vz/

● **Grammar:**

1. It is said that ...
2. People say that ...

Pronunciation

● Listen and repeat.

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

● Practise reading aloud these sentences.

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

Grammar

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

Example:

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

The Great Pyramid of Giza is said _____.

— *The Great Pyramid of Giza is said to have been built over a 20-year period.*

1. It is said that many people are homeless after the floods.

Many people are said _____.

2. It is thought that the prisoner escaped by climbing over the wall.
The prisoner _____.
3. It is believed that he drove through the town at 90 km an hour.
He _____.
4. It is reported that two people were seriously injured in the accident.
Two people _____.
5. It is said that three men were arrested after the explosion.
Three men _____.
6. It is expected that the strike will begin tomorrow.
The strike _____.
7. It is said that he speaks English very well.
He _____.

Exercise 2. Rewrite each of the following sentences in such a way that it means almost the same as the sentence printed before it.

Example:

People say that he is 108 years old.

He is said _____.

– *He is said to be 108 years old.*

1. People think that he is very clever.

He is thought _____.

2. People believe that the wanted man is living in New York.

The wanted man _____.

3. People know that he is very rich.

He _____.

4. People suppose that the film is very good.

The film _____.

5. People think that many people were killed in the accident.

Many people _____.

6. People think that about a million puppies are born each year.

About a million puppies _____.

7. People say that the factories are much worse.

The factories _____.

8. People say that those dogs are dangerous.

Those dogs _____.

TEST YOURSELF F

I. Listening (2.5 points)

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

T F

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

II. Reading (2.5 points)

Read the passage and answer the questions.

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

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

1. When were many very important discoveries made in medicine?

2. Who developed the X-ray machine in 1895?

3. When was penicillin, the first antibiotic, discovered?

4. What can doctors do to save people's lives and help them live better lives today?

5. What is acupuncture?

III. Pronunciation and Grammar (2.5 points)

a) Listen and put a tick (✓) in the right box, paying attention to the pronunciation of the underlined part of the word.

| | |
|---|---------------------------------------|
| 1. <input type="checkbox"/> <u>rent</u> | <input type="checkbox"/> <u>end</u> |
| 2. <input type="checkbox"/> <u>tense</u> | <input type="checkbox"/> <u>tenth</u> |
| 3. <input type="checkbox"/> <u>lift</u> | <input type="checkbox"/> <u>lived</u> |
| 4. <input type="checkbox"/> <u>laughs</u> | <input type="checkbox"/> <u>loves</u> |

b) Complete the sentences, using question tag.

1. The seafood is delicious, _____?

2. He passed the entrance exams, _____?

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

1. People think that Jane is very rich.

Jane is thought _____

2. It is said that she won a special prize.

She is said _____

3. People say that he knows five foreign languages.

He is said _____

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

The thief _____

IV. Writing (2.5 points)

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

Known as one of the greatest American writers

Real name: Samuel Langhorne Clemens

1835: born in Missouri

Childhood: grew up on the banks of the Mississippi River

During Civil War: – started writing

- worked as a newspaperman in Nevada and California

1870: married Olivia Langdon

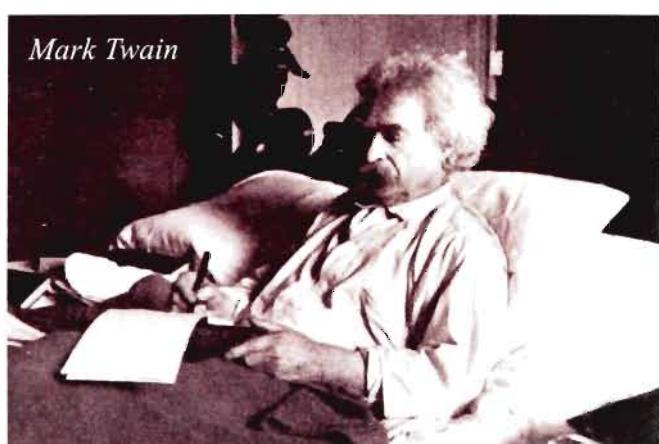
Career: was also a famous lecturer, travelled around the country, giving talks on a variety of subjects

Works: – best novels: "The Adventures of Tom Sawyer" and "The Adventures of Huckleberry Finn"

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

1909: last novel was written

1910: died at the age of 75



GLOSSARY

UNIT 1

| | | |
|----------------------|---------------------|-----------------------------------|
| acquaintance (n) | /ə'kweɪntəns/ | người quen |
| apartment (n) | /ə'pɑ:tment/ | căn hộ (khép kín) |
| brighten up | /'braɪtn ʌp/ | làm rang rỡ, làm bừng sáng |
| constancy (n) | /'kɒnstənsi/ | sự kiên định |
| enthusiasm (n) | /ɪn'θju:zɪəzəm/ | lòng nhiệt tình |
| give-and-take (n) | /'gɪv ən'teɪk/ | sự nhường nhượng (sự cho và nhận) |
| loyalty (n) | /'lɔɪəlti/ | lòng trung thành |
| residential area (n) | /,rezi'denʃl'eəriə/ | khu dân cư |
| two-sided (a) | /'tu: 'saɪdɪd/ | hai mặt, hai phia |
| unselfishness (n) | /,ʌn'selfɪʃnɪs/ | tinh khôn không ích kỉ |

UNIT 2

| | | |
|------------------|---------------|---------------------------|
| affect (v) | /ə'fekt/ | ánh hưởng |
| appreciate (v) | /ə'pri:fɪərt/ | coi trọng, đánh giá cao |
| attitude (n) | /'ætɪtju:d/ | thái độ |
| confidence (n) | /'kɒnfɪdəns/ | sự tự tin, lòng tin |
| embarrassing (a) | /ɪm'bærəsɪŋ/ | ngượng ngùng, lúng túng |
| embrace (v) | /ɪm'breɪs/ | ôm, ôm ấp |
| floppy (hat) (a) | /'fləpɪ/ | (mũ) mềm |
| glance at (v) | /gla:ns ət/ | liếc nhanh, nhìn qua |
| idol (n) | /'aɪdl/ | thần tượng |
| make a fuss | /meɪk ə fʌs/ | làm ầm ầm lên |
| memorable (a) | /'memərəbl/ | đáng ghi nhớ |
| outlook (n) | /'autlʊk/ | quan điểm, cách nhìn nhận |
| protect (v) | /prə'tekt/ | bảo vệ |
| scream (v) | /skri:m/ | kêu thét, la hét |
| sneaky (a) | /'sni:ki/ | vụng trộm, lén lút |

UNIT 3

| | | |
|------------------|-------------------|---------------------------|
| anniversary (n) | /ənɪ'vɜ:səri/ | ngày kỉ niệm |
| celebrate (v) | /'selɪbreɪt/ | làm lễ kỉ niệm |
| childish (a) | /'tʃaɪldɪʃ/ | của trẻ con, như trẻ con |
| clap (v) | /klæp/ | vỗ, vỗ tay |
| cosy (a) | /'kəʊzi/ | ấm cúng |
| enthusiastic (a) | /ɪn'θju:zɪ'æstɪk/ | hăng hái, nhiệt tình |
| helicopter (n) | /'helɪkɔptə(r)/ | máy bay trực thăng |
| host (n) | /həʊst/ | chủ nhà (nam) |
| hostess (n) | /'həʊstəs/ | chủ nhà (nữ) |
| icing (n) | /'aɪsɪŋ/ | lớp kem phủ trên mặt bánh |
| New Year's Eve | /nju:ʒɪə(r)z ɪ:v/ | giao thừa |
| party-goer (n) | /'pɑ:ti'gəʊə(r)/ | người đi dự tiệc |
| refreshments (n) | /rɪ'fresʃmənts/ | món ăn nhẹ |

UNIT 4

| | | |
|-------------------|-----------------------|---------------------------------|
| charity (n) | /'tʃærəti/ | lòng bác ái, nhân đức, từ thiện |
| clear (v) | /klɪə(r)/ | dọn, dọn dẹp |
| co-operate (v) | /kə'u:pəreɪt/ | hợp tác, cộng tác, giúp đỡ |
| co-ordinate (v) | /kə'u:ɔ:dɪneɪt/ | phối hợp, xếp đặt |
| craft (n) | /kra:ft/ | thủ công |
| disadvantaged (a) | /,dɪsəd've:ntɪdʒd/ | bị thiệt thòi |
| donation (n) | /dəʊ'nneɪʃn/ | sự đóng góp, dâng hiến |
| gratitude (n) | /'grætɪtju:d / -tu:d/ | sự biết ơn |
| handicapped (a) | /'hændɪkæpt/ | tàn tật, bị tật nguyền |
| issue (v) | /'ɪsju:/ /'ɪʃu:/ | phát, phát hành |

| | | |
|--------------|--------------|------------------------|
| martyr (n) | /'mɑ:tə(r)/ | liệt sĩ, người hi sinh |
| minority (n) | /mɔɪ'nɔrəti/ | thiểu số, số ít |
| mow (v) | /məu/ | cắt cỏ, xén cỏ |
| remote (a) | /rɪ'məut/ | xa xôi, héo lánh |
| wounded (a) | /'wʊ:ndɪd/ | bị thương |

UNIT 5

| | | |
|--------------------|-----------------------|-------------------------|
| campaign (n) | /kæm'peɪn/ | chiến dịch |
| effective (a) | /ɪ'fektɪv/ | có hiệu quả |
| eradicate (v) | /ɪ'rædɪkɪt/ | xóa bỏ |
| ethnic minority | /'eθnɪk mɔɪ'nɔrəti/ | dân tộc thiểu số |
| expand (v) | /ɪksp'pænd/ | mở rộng |
| illiteracy (n) | /ɪ'lɪtərəsɪ/ | mù chữ |
| mutual respect (n) | /'mju:tʃuəl rɪ'spekt/ | tôn trọng lẫn nhau |
| performance (n) | /pə'fɔ:məns/ | sự thể hiện, thành tích |
| rate (n) | /reɪt/ | tỷ lệ |
| strategy (n) | /'strætədʒɪ/ | chiến lược |
| survey (n) | /'sɜ:və/ | khảo sát, điều tra |
| universal (a) | /,ju:nɪ'vesəl/ | thuộc mọi người |

UNIT 6

| | | |
|-------------------|---------------------|--------------------------------|
| activity (n) | /æk'tɪvəti/ | hoạt động |
| aim (n) | /eɪm/ | mục đích, ý định |
| annual (a) | /'ænju:əl/ | xảy ra hàng năm |
| announce (v) | /ə'naʊns/ | tuyên bố, thông báo |
| athletics meeting | /æθ'letɪks 'mi:tɪŋ/ | cuộc thi đấu kinh |
| clock (v) | /klɒk/ | đạt được, ghi |
| | | được (thời gian) |
| disappointed (a) | /,dɪsə'pɔɪntɪd/ | thất vọng |
| formally (adv) | /'fɔ:mlɪ/ | một cách chính thức |
| general knowledge | /'dʒenərəl'nɒlədʒɪ/ | kiến thức phổ thông/ đại cương |
| marathon (n) | /'mærəθən/ | chạy đua đường dài |
| maximum (a) | /'mæksɪməm/ | (ma-ra-tông) tối đa |

| | | |
|--------------------|-------------------|--------------------------|
| patter (v) | /'pætə(r)/ | roi lộp độp (mưa) |
| representative (n) | /,reprɪ'zentətɪv/ | đại diện |
| sculpture (n) | /'skʌlpɪtʃə(r)/ | điêu khắc |
| smoothly (adv) | /'smu:ðli/ | một cách trôi chảy/ êm á |
| society (n) | /sə'saɪəti/ | hội, đoàn thể |
| spirit (n) | /'spɪrɪt/ | tinh thần, khí thế |
| stimulate (v) | /'stɪmju:lət/ | khuyến khích |
| windowpane (n) | /'wɪndəʊpeɪn/ | ô cửa kính |

UNIT 7

| | | |
|----------------------|-------------------------|-----------------------------|
| birth-control method | /bɜ:θ kən'trəul 'meθəd/ | phương pháp hạn chế sinh đẻ |
| decrease (v) | /dɪ'kri:s/ | giảm đi |
| double (v) | /'dʌbl/ | gấp đôi |
| family planning | /'fæməli'plænɪŋ/ | kế hoạch hoá gia đình |
| figure (n) | /'fɪgə(r)/ | con số |
| increase (v) | /ɪn'kri:s/ | gia tăng, tăng lên |
| limit (v) | /'lɪmɪt/ | hạn chế, giới hạn |
| overpopulation (n) | /'əʊvə,pɒpju:'leɪʃn/ | sự đông dân quá mức |
| probably (adv) | /'prɒbəbli/ | có lẽ, có thể |
| raise animals | /reɪz 'ænɪməlz/ | nuôi động vật |
| Third World | /'θɜ:d'wɜ:ld/ | thế giới thứ ba |

UNIT 8

| | | |
|---------------|------------------|------------------------------|
| agrarian (a) | /ə'grɪəriən/ | thuộc về nghề nông, nông dân |
| comment (n) | /'kɒmənt/ | lời nhận xét |
| dress up | /'dres ʌp/ | ăn mặc đẹp |
| fireworks (n) | /'faɪə'wɜ:ks/ | pháo hoa |
| get together | /get tə'geðə(r)/ | tụ tập, đoàn tụ |
| grand (a) | /grænd/ | hoành tráng, quan trọng |
| green bean | /gri:n bi:n/ | đỗ xanh |
| influence (v) | /'ɪnfluəns/ | anh hưởng |
| kumquat tree | /'kʌmkwət trɪ:/ | cây quất |
| longevity (n) | /lɒn'dʒevəti/ | trường thọ |
| lucky money | /'lʌki'mʌni/ | tiền mừng tuổi |
| parade (n) | /pə'reɪd/ | cuộc diễu hành |
| pine tree | /paɪn tri:/ | cây thông |

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|---------------|---------------|---------------------------|
| plum (n) | /plʌm/ | quả mận |
| pray (v) | /preɪ/ | cầu mong, cầu nguyện |
| represent (v) | /,reprɪ'zent/ | đại diện, tượng trưng cho |
| shrine (n) | /ʃraɪn/ | đền thờ |

| | | |
|-----------------------|------------------------|---------------------------------|
| subscriber (n) | /səb'skraɪbə(r)/ | người đăng kí, thuê bao |
| telecommunication (n) | /,telɪkə'mju:nɪ'keɪʃn/ | viễn thông |
| thoughtful (a) | /'θɔ:tfl/ | sâu sắc, chin chấn |
| well-trained (a) | /'wel'treɪnd/ | lành nghề, được đào tạo bài bản |

UNIT 9

| | | |
|-------------------------|-----------------------------|--------------------|
| bother (v) | /'bɒðə(r)/ | làm phiền, áy náy |
| commune (n) | /'kɒmju:n/ | xã |
| courteous (a) | /'kɔ:tɪəs/ | lịch sự |
| coward (n) | /'kauəd/ | kẻ hèn nhát |
| digit (n) | /'dɪdʒɪt/ | con số |
| dissatisfaction (n) | /dɪ'sætɪs'fækʃn/ | sự không hài lòng |
| Express Mail Service | /ɪks'pres meɪl 'sɜ:vɪs/ | dịch vụ thư |
| | | chuyển phát |
| | | nhanh |
| Express Money Transfer | /ɪks'pres'mʌni 'trænsfə(r)/ | dịch vụ chuyển |
| | | phát tiền nhanh |
| facsimile (fax) | /fæk'siməli//fæks/ | bản sao, máy fax |
| Flower Telegram Service | /'flaʊər'telɪgræm 'sɜ:vɪs/ | dịch vụ điện hoa |
| Mail and Parcel Service | /meɪl ən 'pa:səl'sɜ:vɪs/ | dịch vụ chuyển |
| | | phát thư và bưu |
| | | phẩm |
| Messenger Call Service | /'mesɪndʒə(r)kɔ:l'sɜ:vɪs/ | dịch vụ điện thoại |
| notify (v) | /'nəʊtɪfɪər/ | thông báo |
| Press Distribution | /pres distrɪ'bju:ʃn/ | dịch vụ phát hành |
| | | báo chí |
| proportion (n) | /prə'po:ʃn/ | tỉ lệ |
| punctuality (n) | /pʌŋktʃu'æləti/ | sự đúng giờ |
| recipient (n) | /rɪ'sɪpɪənt/ | người nhận |
| satisfaction (n) | /sætɪs'fækʃn/ | sự hài lòng |
| secure (a) | /sɪ'kjuə(r)/ | an toàn, bảo đảm |
| spacious (a) | /'speɪʃəs/ | rộng rãi |
| speedy (a) | /'spi:di/ | nhanh chóng |

UNIT 10

| | | |
|-----------------|------------------|-------------------------------|
| capture (v) | /'kæptʃə(r)/ | bắt, bắt giữ |
| co-exist (v) | /'kəʊɪg'zɪst/ | sống chung, cùng tồn tại |
| cultivation (n) | /kʌltɪ'veɪʃn/ | sự canh tác |
| destroy (v) | /dɪ'strɔɪ/ | phá huỷ, tàn phá |
| devastate (v) | /'devəsteɪt/ | tàn phá, phá huỷ |
| discharge (v) | /dɪs'tʃa:dʒ/ | đổ ra, chảy ra, phóng ra |
| endangered (a) | /ɪn'deɪndʒəd/ | bị nguy hiểm, bị tàn phá |
| extinct (a) | /ɪks'tɪŋkt/ | bị tiêu diệt, bị diệt chủng |
| fertilizer (n) | /'fɜ:tɪlائزə(r)/ | phân bón |
| landscape (n) | /'lændskεɪp/ | phong cảnh |
| maintenance (n) | /'meɪntənəns/ | sự giữ gìn, duy trì, bảo quản |
| offspring (n) | /'ɒfsprɪŋ/ | con cháu, dòng dõi |
| pesticide (n) | /'pestɪsərd/ | thuốc diệt côn trùng |
| prohibit (v) | /prə'hibit/ | cấm, không cho phép |
| protect (v) | /prə'tekt/ | bảo vệ |
| respect (n) | /rɪ'spekt/ | sự liên quan, mối quan hệ |
| scenic (a) | /'sɪ:nɪk/ | thuộc về quang cảnh |
| survive (v) | /sə'veɪv/ | sống sót, tồn tại |

UNIT 11

| | | |
|-----------------|----------------|------------------------------|
| alternative (a) | /ɔ:l'tɜ:nətɪv/ | thay thế |
| consumption (n) | /kən'sʌmpʃn/ | sự tiêu thụ |
| ecologist (n) | /ɪ'kɒlədʒɪst/ | nhà nghiên cứu sinh thái học |
| exhausted (a) | /ɪg'zo:stɪd/ | cạn kiệt |

| | | |
|-----------------|---------------------|-----------------------------|
| fossil fuel (n) | /'fɔ:sl'fju:əl/ | nhiên liệu hoá thạch |
| geothermal heat | /dʒi:ə'θə:məl hi:t/ | địa nhiệt |
| infinite (a) | /'ɪnfɪnɪt/ | không giới hạn |
| make use of | /mæk ju:s əv/ | tận dụng, sử dụng |
| potential (n) | /pə'tenʃl/ | tiềm năng |
| release (v) | /rɪ'lɪ:s/ | nhả ra, phóng ra |
| renewable (a) | /rɪ'nju:əbl/ | có thể thay thế |
| resource (n) | /rɪ'sɔ:s//rɪ'zɔ:s/ | tài nguyên |
| solar panel | /'səʊlə(r) 'pænl/ | tấm thu năng lượng mặt trời |

UNIT 12

| | | |
|-----------------------------|---------------------------|------------------------|
| advance (v) | /əd've:ns/ | tiến bộ |
| aquatic sports | /ə'kwætɪk spo:ts/ | thể thao dưới nước |
| appreciate (v) | /ə'pri:sɪeɪt/ | dánh giá |
| Asian (a) | /'eɪʃn//eɪzən/ | thuộc châu Á |
| athlete (n) | /'æθlɪ:t/ | vận động viên |
| bar (n) | /ba:(r)/ | điền kinh |
| bodybuilding (n) | /bɒdɪ'bildɪŋ/ | thanh, xà |
| bronze (n) | /brɔ:nz/ | thể dục thể hình |
| effort (n) | /'efət/ | đồng (huy chương) |
| fencing (n) | /fensɪŋ/ | cố gắng |
| freestyle (n) | /'fri:stɔ:lɪ/ | môn đấu kiếm |
| gather (v) | /'gæðə(r)/ | kiểu bơi tự do |
| gymnasium (n) | /dʒɪm'neɪzjəm/ | tập hợp, tụ họp |
| gymnast (n) | /'dʒɪmnæst/ | phòng thể dục |
| intercultural knowledge (n) | /,ɪntə'kʌltʃərəl 'nɒlɪdʒ/ | dụng cụ |
| | | vận động viên thể dục |
| | | kiến thức liên văn hoá |

| | | |
|----------------|---------------|----------------------|
| land (v) | /lænd/ | hạ, rơi |
| official (n) | /ə'fɪsɪl/ | quan chức |
| rugby (n) | /'rʌgbɪ/ | bóng bầu dục |
| silver (n) | /'sɪlvə(r)/ | bạc (huy chương) |
| solidarity (n) | /sɒlɪ'dærəti/ | tinh đoàn kết |
| squash (n) | /skwɔ:s/ | bóng quần |
| variety (n) | /və'rætəti/ | nhiều loại khác nhau |

UNIT 13

| | | |
|-------------------|----------------|--------------------------|
| accompany (v) | /ə'kʌmpəni/ | đêm đàn, đêm nhạc |
| accomplished (a) | /ə'kɒmplɪʃt/ | có tài, tài hoa, cù khôi |
| avid (a) | /'ævɪd/ | khao khát, thèm thuồng |
| continually (adv) | /kən'tɪnjuəli/ | liên tục, không ngớt |
| discarded (a) | /dɪs'kɑ:dɪd/ | loại bỏ |
| fascinating (a) | /'fæsɪneɪtɪŋ/ | hấp dẫn |
| fish tank (n) | /fiʃ tæŋk/ | bể cá |
| gigantic (a) | /dʒaɪ'gæntɪk/ | không lồ, kềch xù |
| ignorantly (adv) | /'ɪgnorəntli/ | ngu dốt |
| indeed (adv) | /ɪn'di:d/ | quá thực, quá vậy |
| indulge in | /ɪn'dʌldʒ ɪn/ | say mê, say sưa |
| tune (n) | /tju:n//tu:n/ | giai điệu |
| wonder (n) | /'wʌndə(r)/ | kì quan |

UNIT 14

| | | |
|---------------------|------------------------|---|
| athletics (n) | /æθ'letɪks/ | điền kinh |
| average (n) | /'ævərɪdʒ/ | trung bình |
| bricklaying (n) | /'brɪkliŋ/ | xây dựng |
| campground (n) | /'kæmpgraʊnd/ | bãi cắm trại |
| dirt bike | /'dɜ:t'bæk/ | xe môtô địa hình |
| entry qualification | /'entri,kwɒlɪfɪ'keɪʃn/ | điều kiện nhập học |
| fee (n) | /fi:/ | học phí |
| glass engraving | /gla:s ɪn'greɪvɪŋ/ | khắc kính |
| home-based (a) | /,həʊm'beɪst/ | ở nhà |
| improvement (n) | /ɪm'pru:vment/ | sự cải thiện, sửa sang, tu bổ |
| memento (n) | /mə'mentəʊ/ | ki vật |
| solitude (n) | /'solɪtju:d/ | sự biệt lập, cô độc |
| sophisticated (a) | /sə'fɪstɪkeɪtɪd/ | phức tạp, tinh tế |
| stock market | /stɒk 'mɑ:kɪt/ | thị trường chứng khoán |
| spectacular (a) | /spek'tækjələ(r)/ | ngọạn mục, hùng vĩ, rất đẹp mắt |
| undertake (v) | /,ʌndə'teɪk/ | thực hiện (một công việc, nhiệm vụ, v.v...) |
| waterfall (n) | /'wɔ:təfɔ:l/ | thác nước |
| wilderness (n) | /'wɪldənəs/ | miền hoang dã |

UNIT 15

| | | |
|-------------------|------------------|--------------------------------|
| appoint (v) | /ə'poɪnt/ | bố nhiệm |
| artificial (a) | /,ɑ:tɪ'fɪʃəl/ | nhân tạo |
| aspiration (n) | /,æspə'reɪʃn/ | khát vọng |
| astronaut (n) | /'æstrənɔ:t/ | nhà du hành vũ trụ |
| bid goodbye | /bɪd ,gud'baɪ/ | chào tạm biệt |
| biography (n) | /baɪ'ɒgrəfi/ | tiểu sử, lì lịch |
| breakthrough (n) | /'breɪkθru:/ | bước đột phá |
| caption (n) | /'kæpʃn/ | lời chú thích |
| challenge (v) (n) | /'tʃælɪndʒ/ | thách thức, thử thách |
| Congress (n) | /'kɒŋgrɛs/ | Nghị viện, quốc hội (ở Hoa Kỳ) |
| conquest (n) | /'kɒŋkwest/ | sự chinh phục |
| cosmonaut (n) | /'kɔ:zmənɔ:t/ | nhà du hành vũ trụ (Nga) |
| extreme (a) | /ɪks'tri:m/ | vô cùng, cực độ |
| feat (n) | /fi:t/ | chiến công, chiến tích |
| gravity (n) | /'grævɪtɪ/ | trọng lực, lực hấp dẫn |
| leap (n) | /li:p/ | bước nhảy |
| mission (n) | /'mɪʃn/ | sứ mệnh, nhiệm vụ |
| orbit (n) | /'ɔ:bɪt/ | quỹ đạo |
| pioneer (n) | /,paɪə'nɪə(r)/ | người tiên phong, đi đầu |
| pressure (n) | /'preʃə(r)/ | áp suất, áp lực |
| psychological (a) | /,saɪkə'lɒdʒɪkl/ | thuộc về tâm lí |
| reminder (n) | /rɪ'maɪndə(r)/ | sự (cái) lầm gợi nhớ, nhắc nhở |
| shuttle (n) | /'ʃʌtl/ | tàu vũ trụ con thoi |
| tragic (a) | /'trædʒɪk/ | bí thảm |
| venture (n) | /'ventʃə(r)/ | việc mạo hiểm |

| | | |
|----------------|---------------|-----------------------|
| ground (n) | /graʊnd/ | khoang đất, bãi đất |
| impressive (a) | /ɪm'preʃɪv/ | gây ấn tượng mạnh mẽ |
| ramp (n) | /ræmp/ | đường dốc |
| represent (v) | /,reprɪ'zent/ | tiêu biểu, đại diện |
| spiral (a) | /'spaɪərəl/ | xoắn ốc |
| structure (n) | /'strʌktʃə/ | cấu trúc, kết cấu |
| surpass (v) | /sə'pa:s/ | vượt, trội hơn |
| theory (n) | /'θɪəri/ | lý thuyết, giả thuyết |
| throne (n) | /θrəʊn/ | ngai, ngai vàng |
| tomb (n) | /tu:m/ | mộ, mồ, mả |
| treasure (n) | /'treʒə(r)/ | châu báu, kho báu |

UNIT 16

| | | |
|----------------|----------------|-----------------------|
| belongings (n) | /bɪ'lɒŋɪŋz/ | đồ dùng, đồ đạc |
| burial (n) | /'beriəl/ | sự mai táng, chôn cất |
| chamber (n) | /'tʃeɪmbrə(r)/ | gian buồng, phòng |
| dedicate (v) | /'dedɪkeɪt/ | biểu, công hiến |
| enlist (v) | /ɪn'list/ | đảng kí, ghi sổ |
| eternal (adj) | /ɪ'tə:nl/ | vĩnh cửu, vĩnh hằng |

PRONUNCIATION AND PHONETIC SYMBOLS

CONSONANTS

| | | | | | |
|------|-------|---------|-----|--------|---------|
| /p/ | pen | /pen/ | /s/ | see | /si:/ |
| /b/ | bad | /bæd/ | /z/ | zoo | /zu:/ |
| /t/ | tea | /ti:/ | /ʃ/ | shoe | /ʃu:/ |
| /d/ | did | /dɪd/ | /θ/ | vision | /'vɪʒn/ |
| /k/ | cat | /kæt/ | /h/ | hat | /hæt/ |
| /g/ | get | /get/ | /m/ | man | /mæn/ |
| /tʃ/ | chain | /tʃeɪn/ | /n/ | now | /nau/ |
| /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 | /fɜ:(r)/ |
| /ɪ/ | sit | /sɪt/ | /ə/ | about | /ə'baut/ |
| /e/ | ten | /ten/ | /eɪ/ | say | /seɪ/ |
| /æ/ | cat | /kæt/ | /əʊ/ | go | /gəʊ/ |
| /ɑ:/ | father | /'fɑ:ðə(r)/ | /aɪ/ | my | /maɪ/ |
| /ɔ/ | got | /gɒt/ | /ɔɪ/ | boy | /bɔɪ/ |
| /ɔ:/ | saw | /sɔ:/ | /au/ | now | /nau/ |
| /ʊ/ | put | /put/ | /ɪə/ | near | /nɪə(r)/ |
| /u:/ | too | /tu:/ | /eə/ | hair | /heə(r)/ |
| /ʊ/ | actual | /'æktʃuəl/ | /uə/ | pure | /pjuə(r)/ |

MỤC LỤC



Trang

CONTENTS

| | |
|---|-----|
| <i>Lời nói đầu</i> | 3 |
| <i>Unit 1 FRIENDSHIP</i> | 12 |
| <i>Unit 2 PERSONAL EXPERIENCES</i> | 22 |
| <i>Unit 3 A PARTY</i> | 32 |
| TEST YOURSELF A | 42 |
| <i>Unit 4 VOLUNTEER WORK</i> | 46 |
| <i>Unit 5 ILLITERACY</i> | 56 |
| <i>Unit 6 COMPETITIONS</i> | 66 |
| TEST YOURSELF B | 76 |
| <i>Unit 7 WORLD POPULATION</i> | 80 |
| <i>Unit 8 CELEBRATIONS</i> | 90 |
| <i>Unit 9 THE POST OFFICE</i> | 100 |
| TEST YOURSELF C | 111 |
| <i>Unit 10 NATURE IN DANGER</i> | 114 |
| <i>Unit 11 SOURCES OF ENERGY</i> | 124 |
| TEST YOURSELF D | 133 |
| <i>Unit 12 THE ASIAN GAMES</i> | 136 |
| <i>Unit 13 HOBBIES</i> | 146 |
| <i>Unit 14 RECREATION</i> | 154 |
| TEST YOURSELF E | 163 |
| <i>Unit 15 SPACE CONQUEST</i> | 166 |
| <i>Unit 16 THE WONDERS OF THE WORLD</i> | 178 |
| TEST YOURSELF F | 187 |
| <i>Glossary</i> | 190 |



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