

BỘ GIÁO DỤC VÀ ĐÀO TẠO

# TIẾNG ANH

12



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 ba)

12



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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

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Mã số: CH220T1



## LỜI NÓI ĐẦU

**TIẾNG ANH 12** được biên soạn dựa theo chương trình tiếng Anh Trung học phổ thông của Bộ Giáo dục và Đào tạo, tiếp theo Tiếng Anh 10, 11.

**TIẾNG ANH 12** được biên soạn theo chủ điểm (theme-based) gồm 16 đơn vị bài học và 6 bài ôn. Mỗi đơn vị bài học ứng với một chủ đề cụ thể và gồm các mục lớn dưới đây:

**A. READING:** Gồm một hoặc một số đoạn văn có độ dài khoảng hơn 300 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 nói theo các chức năng ngôn ngữ và theo các năng lực hay chủ đề của đơn vị bài học, được trình bày qua các hình thức 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 hội 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 tiếng Anh cho học sinh. **WRITING** được biên soạn dựa vào các chủ điểm và các thể loại như viết thư cá nhân, thư mời, miêu tả thông tin trong các biểu báng, v.v...

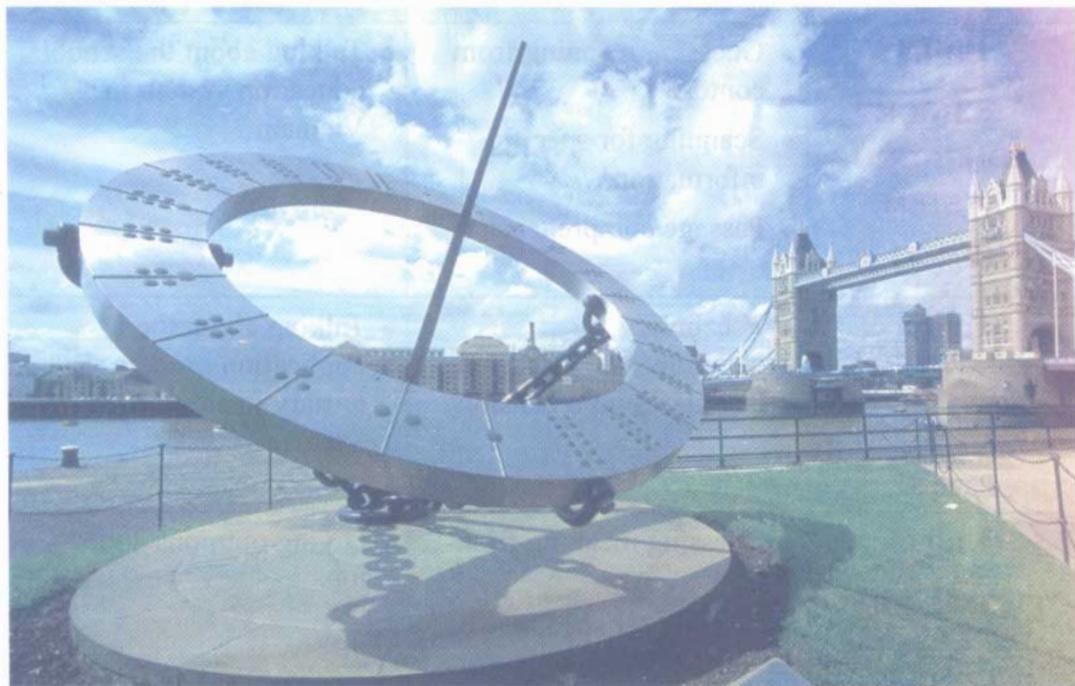
**E. LANGUAGE FOCUS:** Gồm hai mục chính, **Phát âm** và **Ngữ pháp**. Các bài ôn tập này nhằm giúp học sinh luyện cách phát âm những phụ âm cuối từ, âm tiết có trọng âm trong những từ có hai âm tiết trở lên, nhịp điệu và các đường nét ngữ điệu cơ bản trong tiếng Anh. **Trình bày** (Presentation) trình bày những vấn đề về ngữ pháp (và từ vựng) được cho là trọng tâm của đơn vị bài học và của toàn chương trình tiếng Anh lớp 12, giúp các em hiểu và sử dụng được từ ngữ đúng và phù hợp trong giao tiếp.

Sáu bài ôn tập được trình bày dưới hình thức **TEST YOURSELF** và được thực hiện sau mỗi chủ đề lớn theo 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).

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 thê các tác giả hi vọng **TIẾNG ANH 12** sẽ mang lại nhiều bổ ích cho các em học sinh. Chúc các em thành công!

CÁC TÁC GIÀ



|   | Reading   | Speaking  |
|---|---|---|
| <b>Unit 1</b><br>HOME LIFE<br>Page 12               | <ul style="list-style-type: none"> <li>• Guessing meaning from context</li> <li>• Passage comprehension</li> </ul>  | <ul style="list-style-type: none"> <li>• Asking and answering about household chores and family life</li> </ul>               |
| <b>Unit 2</b><br>CULTURAL DIVERSITY<br>Page 20      | <ul style="list-style-type: none"> <li>• Guessing meaning from context</li> <li>• Passage comprehension</li> </ul>  | <ul style="list-style-type: none"> <li>• Talking about differences among cultures</li> </ul>                                  |
| <b>Unit 3</b><br>WAYS OF SOCIALIZING<br>Page 30     | <ul style="list-style-type: none"> <li>• Guessing meaning from context</li> <li>• Summarising main idea</li> <li>• Passage comprehension</li> </ul>             | <ul style="list-style-type: none"> <li>• Practising giving and responding to compliments in different situations</li> </ul>   |
| <b>Unit 4</b><br>SCHOOL EDUCATION SYSTEM<br>Page 44 | <ul style="list-style-type: none"> <li>• Guessing meaning from context</li> <li>• Scanning for specific information</li> <li>• Passage comprehension</li> </ul> | <ul style="list-style-type: none"> <li>• Talking about the school education system in Vietnam</li> </ul>                      |
| <b>Unit 5</b><br>HIGHER EDUCATION<br>Page 52        | <ul style="list-style-type: none"> <li>• Vocabulary comprehension matching</li> <li>• Passage comprehension</li> </ul>  | <ul style="list-style-type: none"> <li>• Talking about the application process to tertiary institutions in Vietnam</li> </ul> |
| <b>Unit 6</b><br>FUTURE JOBS<br>Page 62             | <ul style="list-style-type: none"> <li>• Guessing meaning from context</li> <li>• Reading for specific information</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Giving opinions about jobs</li> </ul>  |

| Listening  | Writing   | Language Focus  |
|--|---|---|
| <ul style="list-style-type: none"> <li>Deciding on True or False statements</li> <li>Listening for specific information</li> </ul>               | <ul style="list-style-type: none"> <li>Writing about family rules</li> </ul>  | <ul style="list-style-type: none"> <li>Pronunciation:           <ul style="list-style-type: none"> <li>The pronunciation of the ending 's'</li> </ul> </li> <li>Grammar:           <ul style="list-style-type: none"> <li>Tense revision</li> </ul> </li> </ul>                         |
| <p>Dialogue:</p> <ul style="list-style-type: none"> <li>Filling in missing information</li> <li>Comprehension questions</li> </ul>               | <ul style="list-style-type: none"> <li>Describing typical features of a Vietnamese conical leaf hat</li> </ul>  | <ul style="list-style-type: none"> <li>Pronunciation:           <ul style="list-style-type: none"> <li>The pronunciation of 'ed' endings</li> </ul> </li> <li>Grammar:           <ul style="list-style-type: none"> <li>Review of tenses</li> </ul> </li> </ul>                         |
| <ul style="list-style-type: none"> <li>Deciding on True or False statements</li> <li>Gap-filling</li> </ul>                                      | <ul style="list-style-type: none"> <li>Building sentences based on given words</li> <li>Re-ordering given sentences to make a complete paragraph</li> </ul> | <ul style="list-style-type: none"> <li>Pronunciation:           <ul style="list-style-type: none"> <li>Stress in two-syllable words</li> </ul> </li> <li>Grammar:           <ul style="list-style-type: none"> <li>Reported speech</li> </ul> </li> </ul>                               |
| <p>Dialogue:</p> <ul style="list-style-type: none"> <li>Deciding on "Yes" answers</li> <li>Comprehension questions</li> </ul>                    | <ul style="list-style-type: none"> <li>Describing school education system in Vietnam</li> </ul>   | <ul style="list-style-type: none"> <li>Pronunciation:           <ul style="list-style-type: none"> <li>Stress in three-syllable words</li> </ul> </li> <li>Grammar:           <ul style="list-style-type: none"> <li>Passive voice</li> </ul> </li> </ul>                               |
| <p>Dialogue:</p> <ul style="list-style-type: none"> <li>Multiple-choice questions</li> </ul>   | <ul style="list-style-type: none"> <li>Writing a letter of request</li> </ul>   | <ul style="list-style-type: none"> <li>Pronunciation:           <ul style="list-style-type: none"> <li>Stress in more than three-syllable words</li> </ul> </li> <li>Grammar:           <ul style="list-style-type: none"> <li>Conditional sentences</li> </ul> </li> </ul>             |
| <p>Monologue:</p> <ul style="list-style-type: none"> <li>Filling in missing information</li> <li>Deciding on True or False statements</li> </ul> | <ul style="list-style-type: none"> <li>Writing a formal letter of job application</li> </ul>  | <ul style="list-style-type: none"> <li>Pronunciation:           <ul style="list-style-type: none"> <li>Weak/strong forms of some conjunctions &amp; prepositions</li> </ul> </li> <li>Grammar:           <ul style="list-style-type: none"> <li>Relative clauses</li> </ul> </li> </ul> |

|   | Reading   | Speaking   |
|---|---|--|
| <b>Unit 7</b><br><b>ECONOMIC REFORMS</b><br><br>Page 74     | <ul style="list-style-type: none"> <li>• Guessing meaning from context</li> <li>• Deciding on True or False statements</li> <li>• Passage comprehension</li> <li>• Scanning for specific details</li> </ul>             | <ul style="list-style-type: none"> <li>• Describing details in pictures</li> <li>• Talking about changes the new economic reform has brought about</li> </ul>  |
| <b>Unit 8</b><br><b>LIFE IN THE FUTURE</b><br><br>Page 84   | <ul style="list-style-type: none"> <li>• Guessing meaning from context</li> <li>• Passage comprehension</li> <li>• Note taking</li> </ul>   | <ul style="list-style-type: none"> <li>• Talking about life in the future</li> <li>• Discussing predictions about life in the future</li> </ul>  |
| <b>Unit 9</b><br><b>DESERTS</b><br><br>Page 96              | <ul style="list-style-type: none"> <li>• Guessing meaning from context</li> <li>• Deciding on True or False statements</li> <li>• Passage comprehension</li> <li>• Understanding the humour of a funny story</li> </ul> | <ul style="list-style-type: none"> <li>• Explaining why some kinds of trees and animals can exist in deserts</li> <li>• Talking about natural features of deserts</li> <li>• Explaining why some things should be brought along while going across a desert</li> </ul> |
| <b>Unit 10</b><br><b>ENDANGERED SPECIES</b><br><br>Page 106 | <ul style="list-style-type: none"> <li>• Guessing meaning from context</li> <li>• Scanning for specific details</li> <li>• Finding supporting evidence</li> </ul>   | <ul style="list-style-type: none"> <li>• Asking and answering questions about endangered animals</li> <li>• Talking about the information of some endangered animals</li> </ul>  |
| <b>Unit 11</b><br><b>BOOKS</b><br><br>Page 118              | <ul style="list-style-type: none"> <li>• Guessing meaning from context</li> <li>• Deciding on True or False statements</li> <li>• Passage comprehension</li> </ul>  | <ul style="list-style-type: none"> <li>• Asking and answering about reading habits</li> <li>• Talking about characters in a book</li> </ul>  |

| Listening  | Writing   | Language Focus  |
|--|---|---|
| <ul style="list-style-type: none"> <li>Deciding on True or False statements</li> <li>Passage comprehension</li> </ul>                      | <ul style="list-style-type: none"> <li>Writing a report based on given information</li> </ul>                               | <ul style="list-style-type: none"> <li>Pronunciation:           <ul style="list-style-type: none"> <li>Strong and weak forms of auxiliaries</li> </ul> </li> <li>Grammar:           <ul style="list-style-type: none"> <li>(al)though/even though</li> </ul> </li> </ul>                    |
| <ul style="list-style-type: none"> <li>Deciding on True or False statements</li> <li>Listening for details</li> </ul>                      | <ul style="list-style-type: none"> <li>Describing the world you would like to live in in the future</li> </ul>              | <ul style="list-style-type: none"> <li>Pronunciation:           <ul style="list-style-type: none"> <li>Contracted forms of auxiliaries (continued)</li> </ul> </li> <li>Grammar:           <ul style="list-style-type: none"> <li>Prepositions and articles</li> </ul> </li> </ul>          |
| <ul style="list-style-type: none"> <li>Deciding on True or False statements</li> <li>Passage comprehension</li> <li>Gap-filling</li> </ul> | <ul style="list-style-type: none"> <li>Describing main features of a desert</li> </ul>                                      | <ul style="list-style-type: none"> <li>Pronunciation:           <ul style="list-style-type: none"> <li>Full and contracted forms of auxiliaries</li> </ul> </li> <li>Grammar:           <ul style="list-style-type: none"> <li><i>So, but, however and therefore</i></li> </ul> </li> </ul> |
| <p>Monologue:</p> <ul style="list-style-type: none"> <li>Extensive listening: Multiple-choice questions</li> <li>Gap-filling</li> </ul>    | <ul style="list-style-type: none"> <li>Writing about measures to protect endangered species and possible results</li> </ul> | <ul style="list-style-type: none"> <li>Pronunciation:           <ul style="list-style-type: none"> <li>Rhythm</li> </ul> </li> <li>Grammar:           <ul style="list-style-type: none"> <li>Modal verbs: <i>may, might, must, mustn't, needn't</i></li> </ul> </li> </ul>                  |
| <ul style="list-style-type: none"> <li>Multiple choice exercises</li> <li>Gap-filling</li> </ul>   | <ul style="list-style-type: none"> <li>Describing a book</li> </ul>   | <ul style="list-style-type: none"> <li>Pronunciation:           <ul style="list-style-type: none"> <li>Rhythm</li> </ul> </li> <li>Grammar:           <ul style="list-style-type: none"> <li>Modals in the passive voice</li> </ul> </li> </ul>   |

|   | <b>Reading</b>   | <b>Speaking</b>  |
|---|--|--|
| <b>Unit 12</b><br><br><b>WATER SPORTS</b><br><br>Page 128                               | <ul style="list-style-type: none"> <li>• Guessing meaning from context</li> <li>• Passage comprehension</li> <li>• Reading for specific information</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Talking about types of water sports</li> <li>• Giving opinions and preferences about water sports</li> </ul>                              |
| <b>Unit 13</b><br><br><b>THE 22<sup>nd</sup> SEA GAMES</b><br><br>Page 138              | <ul style="list-style-type: none"> <li>• Vocabulary: Giving Vietnamese equivalents to words &amp; phrases</li> <li>• Scanning for specific information</li> <li>• Passage comprehension</li> </ul> | <ul style="list-style-type: none"> <li>• Talking about sports events of the 22<sup>nd</sup> SEA Games</li> <li>• Talking about (reporting) sports results</li> </ul>               |
| <b>Unit 14</b><br><br><b>INTERNATIONAL ORGANIZATIONS</b><br><br>Page 152                | <ul style="list-style-type: none"> <li>• Vocabulary comprehension matching</li> <li>• Passage comprehension</li> </ul>   | <ul style="list-style-type: none"> <li>• Talking about international organizations and their activities in charity and volunteer work</li> </ul>                                   |
| <b>Unit 15</b><br><br><b>WOMEN IN SOCIETY</b><br><br>Page 162                           | <ul style="list-style-type: none"> <li>• Guessing meaning from context</li> <li>• Summarising main idea</li> <li>• Passage comprehension</li> </ul>  | <ul style="list-style-type: none"> <li>• Expressing opinions</li> <li>• Expressing degrees of agreement</li> </ul>   |
| <b>Unit 16</b><br><br><b>THE ASSOCIATION OF SOUTHEAST ASIAN NATIONS</b><br><br>Page 172 | <ul style="list-style-type: none"> <li>• Vocabulary comprehension</li> <li>• Gap-filling</li> <li>• Deciding on True or False statements</li> <li>• Passage comprehension</li> </ul>               | <ul style="list-style-type: none"> <li>• Talking about the names of ASEAN countries and their capitals</li> <li>• Talking about the main characteristics of each nation</li> </ul> |

| Listening   | Writing  | Language Focus  |
|---|--|---|
| <p>Monologue:</p> <ul style="list-style-type: none"> <li>● Multiple-choice questions</li> <li>● Comprehension questions</li> </ul>                    | <ul style="list-style-type: none"> <li>● Giving instructions</li> </ul>  | <ul style="list-style-type: none"> <li>● Pronunciation:           <ul style="list-style-type: none"> <li>– Elision</li> </ul> </li> <li>● Grammar:           <ul style="list-style-type: none"> <li>– Transitive verbs</li> <li>– Intransitive verbs</li> </ul> </li> </ul>   |
| <p>Monologue:</p> <ul style="list-style-type: none"> <li>● Comprehension questions</li> <li>● Deciding on True or False statements</li> </ul>         | <ul style="list-style-type: none"> <li>● Describing a sporting event (a football match)</li> </ul>               | <ul style="list-style-type: none"> <li>● Pronunciation:           <ul style="list-style-type: none"> <li>– Linking</li> </ul> </li> <li>● Grammar:           <ul style="list-style-type: none"> <li>– Comparative + <i>and</i> + comparative</li> <li>– <i>The</i> + comparative, <i>the</i> + comparative</li> </ul> </li> </ul> |
| <p>Monologue:</p> <ul style="list-style-type: none"> <li>● Multiple-choice questions</li> <li>● Filling in missing information</li> </ul>             | <ul style="list-style-type: none"> <li>● Writing a short description of an international organization</li> </ul> | <ul style="list-style-type: none"> <li>● Intonation:           <ul style="list-style-type: none"> <li>– The falling tune</li> </ul> </li> <li>● Grammar:           <ul style="list-style-type: none"> <li>– Phrasal verbs</li> </ul> </li> </ul>  |
| <p>Monologue:</p> <ul style="list-style-type: none"> <li>● Extensive listening: Multiple-choice questions</li> <li>● Passage comprehension</li> </ul> | <ul style="list-style-type: none"> <li>● Describing a chart</li> </ul>   | <ul style="list-style-type: none"> <li>● Intonation:           <ul style="list-style-type: none"> <li>– The rising tune</li> </ul> </li> <li>● Grammar:           <ul style="list-style-type: none"> <li>– Phrasal verbs (continued)</li> </ul> </li> </ul>   |
| <p>Dialogue:</p> <ul style="list-style-type: none"> <li>● Multiple-choice questions</li> <li>● Comprehension questions</li> </ul>                     | <ul style="list-style-type: none"> <li>● Writing a letter of recommendation</li> </ul>                           | <ul style="list-style-type: none"> <li>● Intonation:           <ul style="list-style-type: none"> <li>– The rising-falling tune</li> </ul> </li> <li>● Grammar:           <ul style="list-style-type: none"> <li>– Adverbial clause of time</li> </ul> </li> </ul>  |



## A. READING

## Before you read



**Work in pairs.** Ask and answer these questions about the picture.

1. Where is the family?
2. What is each member of the family doing?
3. Is the family happy? Why (not)?

## While you read

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

I come from a family of five people: my parents, my two younger brothers and I. My mother works as a nurse in a big hospital. She has to work long hours and once a week she has to work on a night shift. My father is a biologist. He works from 8 a.m. to 5 p.m. in a lab, but sometimes when there is a project, he doesn't come home until very late at night. Although my parents are very busy at work, they try to spend as much time with their children as possible. It is generally believed that "men build the house and women make it home", but in my family, both parents join hands to give us a nice house and a happy home.

My mother is a very caring woman. She takes the responsibility for running the household. She is always the first one to get up in the morning to make sure that we leave home for school having eaten breakfast and dressed in suitable clothes. In the afternoon, after hospital, she rushes to the market, then hurries home so that dinner is ready on the table by the time Dad gets home. Dad is always willing to give a hand with cleaning the house. Unlike most men, he enjoys cooking. Sometimes, at weekends, he cooks us some special dishes. His eel soup is the best soup I have ever eaten.

I am now in my final year at the secondary school, and in my attempt to win a place at university, I am under a lot of study pressure. However, being the eldest child and the only daughter in the family I try to help with the household chores. My main responsibility is to wash the dishes and take out the garbage. I also look after the boys, who are quite active and mischievous sometimes, but most of the time they are obedient and hard-working. They love joining my father in mending things around the house at weekends.

We are a very close-knit family and very supportive of one another. We often share our feelings, and whenever problems come up, we discuss them frankly and find solutions quickly. We always feel safe and secure in our family. It is a base from which we can go into the world with confidence.

 **Task 1.** Choose the sentence A, B or C that is nearest in meaning to the sentence given.

1. He doesn't come home *until* very late at night.
  - A. He never comes home late at night.
  - B. He comes home late at night.
  - C. He sometimes comes home late at night.
2. "*Men build the house and women make it home*".
  - A. Both men and women are good at building houses.
  - B. Men and women have to live separately.
  - C. Men's responsibility is to work and support the family and women's job is to look after the family.
3. Our parents *join hands* to give us a nice house and a happy home.
  - A. Our parents work together to give us a nice house and a happy home.
  - B. Our parents take each other's hands when they give us a nice house and a happy home.
  - C. Our parents shake hands when they give us a nice house and a happy home.
4. The boys are *mischiefous* sometimes.
  - A. The boys are well-behaved sometimes.
  - B. The boys enjoy playing tricks and annoying people sometimes.
  - C. The boys miss their parents sometimes.
5. We are a very *close-knit* family.
  - A. Members of our family have very close relationships with each other.
  - B. Members of our family need each other.
  - C. Members of our family are never close to each other.

 **Task 2.** Answer the questions.

1. How busy are the parents in the passage?
2. How caring is the mother?
3. How do the father and the daughter share the household chores?
4. What is the daughter attempting to do after secondary school?
5. Why do the children feel they are safe and secure in their family?

**Work in groups.** Compare the family described in the text with your own family.

## B. SPEAKING

 **Task 1.** Read the following sentences and tick (✓) the ones that apply to you and your family.

- 1. In my family, only my father works.
- 2. Members of my family share the household chores.
- 3. My responsibility in the family is to wash the dishes.
- 4. In my family, the interest we share closely is watching football.
- 5. I often share my personal secrets with my father.
- 6. I always talk to my parents before making an important decision.

 **Task 2.** *Work in pairs.* Prepare a list of questions to ask another student to find out whether his/her family life is like yours. You want to know:

- who works in the family
- who does the household chores
- your friend's responsibility in the family
- the interest the family members share closely
- the person your friend often shares his/her secrets with
- the person your friend talks to before making an important decision

**Example:**

*Who works in your family?*

 **Task 3.** *Work with a different partner.* Use the questions you have formed to ask your partner about his/her family life. Note down the answers in the table.

|   |              |
|---|--------------|
| who works in the family   | both parents |
| who does the household chores                                       |              |
| your friend's responsibility in the family                          |              |
| the interest the family members share closely                       |              |
| the person your friend often shares his/her secrets with            |              |
| the person your friend talks to before making an important decision |              |

 **Task 4.** Go back to your original pairs. Tell each other the information you have collected.

**Example:**

*I talked to Tam. Both his parents work. But only his mother does the household chores. ...*

## C. LISTENING

### Before you listen

Look at the picture below and describe what is happening in it.



● Listen and repeat.

|            |            |           |         |
|------------|------------|-----------|---------|
| flight     | reserved   | coach     | rarely  |
| close-knit | spread out | leftovers | crowded |

### While you listen

 **Task 1.** Listen to the conversation between Paul and Andrea and decide whether the statements are true (T) or false (F).

|   | T                        | F                        |
|---|--------------------------|--------------------------|
| 1. Andrea can't wait for her flight.                                | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Paul is very excited about coming home.                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Paul's home is 280 kilometres from where they are now.           | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. There are more children in Andrea's family than in Paul's.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. When Andrea's family get together, they often go out for dinner. | <input type="checkbox"/> | <input type="checkbox"/> |

 **Task 2.** Listen again and note down two things that are different about Paul's and Andrea's families.

| Paul | Andrea |
|------|--------|
| 1.   |        |
| 2.   |        |

After you listen

**Work in groups.** Discuss the importance of family in a person's life.

## D. WRITING

### Writing about family rules

 **Task 1. Work in groups.** What rules do you have in your family? Discuss these topics and add others. Use the following verbs and expressions:

*let, allow, be allowed to, have to, permit, etc.*

- doing household chores
- coming home late
- preparing meals
- watching TV
- talking on the phone
- using the family motorbike
- going out with friends

- \_\_\_\_\_
- \_\_\_\_\_

#### *Example:*

- During the school year, I'm not allowed to watch TV until I have finished my homework.
- In my family, everybody has to do their share of the household chores.

 **Task 2.** Use the ideas you have discussed above to write a letter to a pen pal about your family rules. Begin as follows.

*Every family has its own rules. Mine has a few. First, .....*

## E. LANGUAGE FOCUS

### • Pronunciation: The pronunciation of the ending 's'

### • Grammar:

### Tense revision: past simple, past progressive and present perfect

#### Pronunciation

##### • Listen and repeat.

|             |        |
|-------------|--------|
| /s/         | /z/    |
| bats        | bags   |
| kits        | kids   |
| speaks      | speeds |
| dates       | days   |
| photographs | halves |

##### • Practise reading these sentences.

1. I saw some bats flying from the bags.
2. He often speaks at different speeds.
3. She tore the photographs into halves.
4. I always have dates on rainy days.
5. The kids are playing with their toy kits.

#### Grammar

##### Exercise 1. Underline the most suitable tense form in each sentence.

1. *Did you see/Have you seen* my bag anywhere? I can't find it.
2. Hello Peter, are you back from the match? *Did you enjoy/Have you enjoyed* it?
3. This is the photo of my great grandfather. He *was/has been* married six times.
4. *Have you given/Did you give* Helen my message when you *have seen/saw* her?
5. Sorry, could you say that again? I *didn't listen/haven't listened* to you.
6. *Did you two meet/Have you two met* before? Laura, this is Peter.
7. *Did you meet/Have you met* anyone interesting at the party?

**Exercise 2.** Decide which answer (A, B or C) best fits each space.

Dear Linda,

I'm sorry I (1) B to you for so long, but I (2) very busy lately. All last month I (3) exams, and I (4) anything else but study for ages. Anyway, I (5) studying now, and I (6) for my exam results.

As you can see from this letter, I (7) my address and (8) in Corydon now. I (9) that I wanted a change from central London because it (10) so expensive. A friend (11) me about this flat, and I (12) here about two months ago.

When you (13) to England this summer, please visit me. I (14) here until the middle of August. Then I (15) on holiday to Scotland.

Please write soon.

Margaret

|                     |                    |                   |
|---------------------|--------------------|-------------------|
| (1) A. don't write  | B. haven't written | C. am not writing |
| (2) A. was being    | B. am              | C. have been      |
| (3) A. had          | B. was having      | C. have had       |
| (4) A. haven't done | B. don't do        | C. wasn't doing   |
| (5) A. stop         | B. have stopped    | C. was stopping   |
| (6) A. wait         | B. am waiting      | C. have waited    |
| (7) A. am changing  | B. have changed    | C. will change    |
| (8) A. will live    | B. have lived      | C. live           |
| (9) A. decided      | B. have decided    | C. decide         |
| (10) A. will become | B. becomes         | C. has become     |
| (11) A. tells       | B. told            | C. was telling    |
| (12) A. have moved  | B. was moving      | C. moved          |
| (13) A. will come   | B. came            | C. come           |
| (14) A. am staying  | B. stayed          | C. stay           |
| (15) A. have gone   | B. am going        | C. will have gone |



## A. READING

## Before you read

**Work in pairs.** Discuss the question: Which of the following factors is the most important for a happy life? Why?

|  |                                     |  |
|--|-------------------------------------|--|
| <input type="checkbox"/> love                | <input type="checkbox"/> money      | <input type="checkbox"/> parents' approval |
| <input type="checkbox"/> a nice house / flat | <input type="checkbox"/> a good job | <input type="checkbox"/> good health       |

## While you read

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



Traditionally, Americans and Asians have very different ideas about love and marriage. Americans believe in “romantic” marriage – a boy and a girl are attracted to each other, fall in love, and decide to marry each other. Asians, on the other hand, believe in “contractual” marriage – the parents of the bride and the groom decide on the marriage; and love – if it ever develops – is supposed to follow marriage, not precede it.

To show the differences, a survey was conducted among American, Chinese and Indian students to determine their attitudes toward love and marriage. Below is a summary of each group’s responses to the four key values.

*Physical attractiveness:* The Americans are much more concerned than the Indians and the Chinese with physical attractiveness when choosing a wife or a husband. They also agree that a wife should maintain her beauty and appearance after marriage.

*Confiding:* Few Asian students agree with the American students’ view that wives and husbands share all thoughts. In fact, a majority of Indians and Chinese think it is better and wiser for a couple not to share certain thoughts. A large number of Indian men agree that it is unwise to confide in their wives.

*Partnership of equals:* The majority of Asian students reject the American view that marriage is a partnership of equals. Many Indian students agree that a woman has to sacrifice more in a marriage than a man.

*Trust built on love:* Significantly, more Asian students than American students agree that a husband is obliged to tell his wife where he has been if he comes home late. The Asian wife can demand a record of her husband’s activities. The American wife, however, trusts her husband to do the right thing because he loves her not because he has to.

The comparison of the four values suggests that young Asians are not as romantic as their American counterparts.

 **Task 1.** Explain the meaning of the italicized words / phrases in the following sentences.

1. Love is supposed to follow marriage, not *precede* it.
2. A survey was made to *determine* their attitudes toward love and marriage.
3. They agree that it is unwise to *confide in* their wives.
4. An Indian woman has to *sacrifice* more in a marriage than a man.
5. A husband is *obliged* to tell his wife where he has been.

 **Task 2.** Answer the following questions.

1. What are the four key values in the survey?
2. Who are much more concerned with physical attractiveness when choosing a wife or a husband, the young Americans or the young Asians?
3. What are the Indian students' attitudes on a partnership of equals?
4. Why does the American wife trust her husband to do the right thing?
5. What is the main finding of the survey?

## After you read

**Work in groups.** Discuss the question: *What are the differences between a traditional Vietnamese family and a modern Vietnamese family?*

## B. SPEAKING

 **Task 1. Work in pairs.** Express your point of view on the following ideas, using the words or expressions in the box.

- In Vietnam, three or even four generations may live in a home.
- A happy marriage should be based on love.
- In some Asian countries, love is supposed to follow marriage, not precede it.
- In some countries, a man and a woman may hold hands and kiss each other in public.

I think/feel/believe .....  
In my opinion, .....  
For me .....

I don't agree .....  
It's not true ....  
That's wrong .....

**Example:**

*I think it is a good idea to have three or four generations living under one roof. They can help each other a lot.*

*That's not true. In some countries many old-aged parents like to live in a nursing home. They want to lead independent lives.*

 **Task 2.** Below are some typical features of American culture. Work in pairs, discuss and find out the corresponding features of Vietnamese culture.

| In America   | In Vietnam   |
|--|--|
| <ul style="list-style-type: none"><li>• Two generations (parents and children) live in a home.</li><li>• Old-aged parents live in nursing homes.</li><li>• It is not polite to ask questions about age, marriage and income.</li><li>• Americans can greet anyone in the family first.</li><li>• Groceries are bought once a week.</li><li>• Christmas and New Year holidays are the most important.</li><li>• Children sleep in their own bedrooms.</li></ul> |  |

 **Task 3. Work in groups.** Talk about the similarities and differences between Vietnamese and American cultures, using the features discussed in Task 2.

**Example:**

*There are differences and similarities between Vietnamese and American cultures. In America, two generations (parents and children) live in a home. In Vietnam, two, three or even four generations live under one roof.*

## C. LISTENING

### Before you listen

**Work with a partner.** Discuss the following questions.

1. Have you ever attended a wedding ceremony?
2. What do the bride and the groom usually do at the wedding ceremony?

• Listen and repeat.

altar

groom

tray

Master of Ceremony

bride

schedule

banquet

ancestor

blessing

### While you listen



## Task 1. Listen to the passage and fill in the missing information.

1. The wedding day is carefully chosen by the \_\_\_\_\_.
2. The gifts are wrapped in \_\_\_\_\_.
3. The wedding ceremony starts in front of the \_\_\_\_\_.
4. Food and drinks are served \_\_\_\_\_.
5. The guests give the newly wedded couples envelopes containing \_\_\_\_\_ and \_\_\_\_\_.

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

1. What is the most important thing the groom's family has to do on the wedding day?
2. What would the groom and the bride usually do during the wedding ceremony?
3. When do the groom and the bride exchange their wedding rings?
4. Where is the wedding banquet usually held?
5. What do the groom, the bride and their parents do at the wedding banquet?

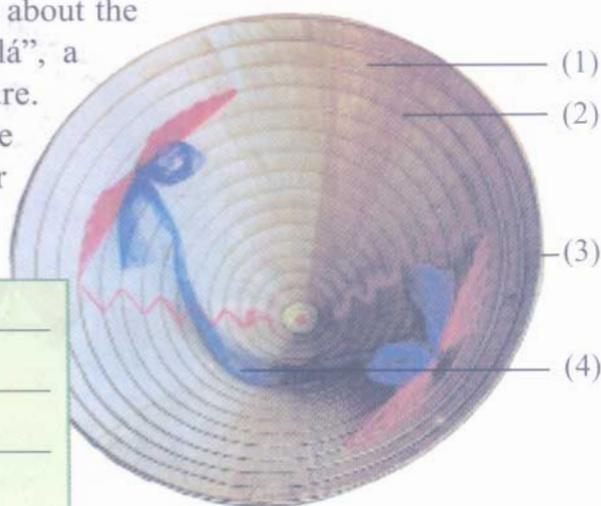
## After you listen

**Work in groups.** Discuss the question: *What do families often do to prepare for a wedding ceremony?*

## D. WRITING

**Task 1.** You are going to write about the conical leaf hat or the “nón lá”, a symbol of Vietnamese culture. Look at the picture below. Write the Vietnamese equivalents for the English words.

|       |          |
|-------|----------|
| leaf  | 1. _____ |
| rim   | 2. _____ |
| ribs  | 3. _____ |
| strap | 4. _____ |



 **Task 2.** Write a passage of about 150 words about the conical leaf hat of Vietnam, using the outline and information below.

### A Symbol of the Vietnamese Culture: The Conical Leaf Hat

|                                |  |
|--------------------------------|--|
| <b>Introduction:</b>           | <ul style="list-style-type: none"><li>– symbol of Vietnamese girls/women</li><li>– part of the spirit of the Vietnamese nation</li></ul> |
| <b>Main body:</b><br>Materials | <ul style="list-style-type: none"><li>– special kind of bamboo and young/soft palm leaves</li></ul>                                      |
| Shape and size                 | <ul style="list-style-type: none"><li>– conical form</li><li>– diameter: 45 – 50 cm; 25 – 30 cm high</li></ul>                           |
| Process                        | <ul style="list-style-type: none"><li>– covering the form with leaves/sewing leaves around ribs</li></ul>                                |
| <b>Conclusion:</b>             | <ul style="list-style-type: none"><li>– protecting people from sun/rain</li><li>– girls/women look pretty/attractive</li></ul>           |



## E. LANGUAGE FOCUS

- **Pronunciation:** The pronunciation of *-ed* endings

- **Grammar:** Review of tenses

### Pronunciation

- Listen and repeat.

/ t /

walked

/ d /

explained

/ id /

wanted

knocked

phoned

arrested

jumped

rained

started

helped

arrived

mended

missed

involved

decided

- Practise reading these sentences.

1. She walked to the window and looked outside.
2. The driver stopped his car at the crossing where a woman was knocked down.
3. Jane phoned for an ambulance and the police, but they arrived late.
4. The police arrested the thief yesterday.
5. He decided to give up smoking.

### Grammar

**Exercise 1.** Complete the following conversations with the correct form of the verbs in the box.

see

drink

write

cook

1. A: \_\_\_\_\_ you \_\_\_\_\_ *The Titanic* yet?  
B: Yes, I have. I \_\_\_\_\_ it last night. Why?  
A: I \_\_\_\_\_ it next Friday.

2. A: Who \_\_\_\_\_ all the soda?  
B: Not me. I \_\_\_\_\_ any soda at all since last week.  
I \_\_\_\_\_ water all week. It's much healthier.

3. A: Susan \_\_\_\_\_ a lot of books lately.  
B: \_\_\_\_\_ she \_\_\_\_\_ *Wildest Dreams*?  
A: Yes, she did. She \_\_\_\_\_ that one about five years ago.

4. A: You \_\_\_\_\_ for hours. When are we eating dinner?  
B: I've just finished. I \_\_\_\_\_ something special for you.  
It's called "Ants on a tree".  
A: Gross!  
B: Actually, I \_\_\_\_\_ it for you many times before. It's just meatballs with rice noodles.

**Exercise 2.** Circle the letter (A, B, C or D) to complete the passage.

Rosemary Dare is a wildlife photographer. She (1) \_\_\_\_\_ in Uganda for many years. She (2) \_\_\_\_\_ elephants for twenty years. She (3) \_\_\_\_\_ thousands of pictures since the 1980s. Last year, she (4) \_\_\_\_\_ an international prize for nature photography. She (5) \_\_\_\_\_ many prizes over the years. Recently, Ms Dare (6) \_\_\_\_\_ interested in rhinos. She (7) \_\_\_\_\_ them for the last few months. I am sure we (8) \_\_\_\_\_ some interesting photos soon.

|    |                           |                      |
|----|---------------------------|----------------------|
| 1. | A. lives                  | B. will live         |
|    | C. has been living        | D. doesn't live      |
| 2. | A. has been photographing | B. photographs       |
|    | C. is photographing       | D. was photographing |

3. A. is taking  
C. has taken  
B. will take  
D. takes

4. A. won  
C. has won  
B. is winning  
D. has been winning

5. A. won  
C. has won  
B. is winning  
D. wins

6. A. has become  
C. will become  
B. becomes  
D. become

7. A. tracks  
C. has been tracking  
B. will track  
D. tracking

8. A. will see  
C. have been seeing  
B. saw  
D. have seen

**Exercise 3.** Complete the following letter with the correct form of the verbs in brackets.

Dear Mr. Jones,

I am writing this letter to complain about the noise from Apartment 3C. I (1. move) \_\_\_\_\_ into Apartment 2C on November 1. Since I (2. move) \_\_\_\_\_ in, my upstairs neighbours have played their stereo loudly every night. I (3. ask) \_\_\_\_\_ them to turn it down several times. But they (4. not stop) \_\_\_\_\_ the noise yet. I am a student, and I (5. study) \_\_\_\_\_ every night. I (6. fail) \_\_\_\_\_ my final exams next month unless this noise stops. I would be grateful if you (7. can talk) \_\_\_\_\_ to my neighbours and ask them to turn down their stereo after 10.00 p.m.

Sincerely,

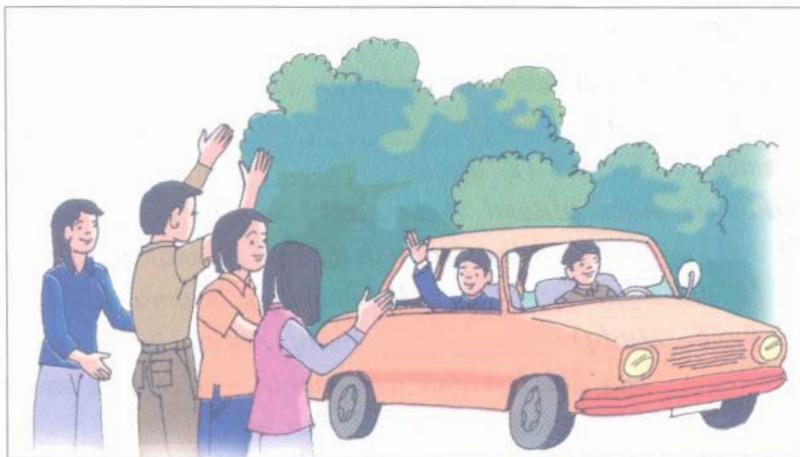
Tony



# WAYS OF SOCIALIZING

## A. READING

### Before you read



1. What are the people in the pictures doing?
2. What will you do and/or say if
  - you want to get your teacher's attention in class?
  - you need to ask someone a question, but they are busy talking to someone else?

## While you read

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

To attract someone's attention so that we might speak to that person, we can use either verbal or non-verbal forms of communication. Let us look at non-verbal communication in English. Probably the most common way of attracting someone's attention is by waving. For example, if we are at a noisy party and see a friend come in the door about 20 metres away, we might raise our hand and wave to her as a signal that we see her.

But how hard can we wave in a situation like this? Suppose you are at the airport, and you see your brother get off the plane and begin walking toward you. If you are excited, you might jump up and down and wave as hard as you can to attract his attention. This is the instance where big, obvious non-verbal signals are appropriate.

There are, however, some social situations where smaller non-verbal signals are more appropriate. In a restaurant, for example, if we want to attract the attention of our waiter, we have several choices. We can wait until he passes near us, catch his eye, and nod slightly to let him know we would like him to come to our table. Or we can raise our hand slightly to show that we need assistance. We do not whistle or clap our hands to get the person's attention. That is considered impolite and even rude.

In most social situations where some informality is allowed, a brief raise of the hand and a small wave is fine. For instance, if you are walking across the schoolyard and see your teacher approaching you, a small friendly wave to attract his or her attention is appropriate.

Once you've got your friend's attention, you shouldn't point at the person or thing you want her to look at. A slight nod will do. Pointing at someone is usually considered rude. Of course, there are times when pointing is perfectly acceptable, such as when a teacher wants to get someone's attention in class. The teacher often points to the student and says, "David, would you read the next sentence, please?" Pointing here is not impolite; it's simply a way to get someone's attention.

 **Task 1.** Give the Vietnamese equivalents to the following words and phrases.

verbal \_\_\_\_\_

rude \_\_\_\_\_

non-verbal \_\_\_\_\_

informality \_\_\_\_\_

attract someone's attention \_\_\_\_\_

approach \_\_\_\_\_

\_\_\_\_\_

a slight nod will do \_\_\_\_\_

impolite \_\_\_\_\_

\_\_\_\_\_

 **Task 2.** Decide which of the three options below is the best title for the passage.

A. Attracting Attention: Non-verbal Cues

B. Attracting Attention by Waving

C. The Best Ways of Attracting Attention

 **Task 3.** Answer the following questions.

1. What can we do when we want to attract someone's attention?
2. What are considered to be big, obvious non-verbal signals?
3. What can we do if we want to attract the waiter's attention?
4. If you are walking across the schoolyard and see your teacher approaching you, what can you do to attract his or her attention?
5. Why shouldn't you point at the person or thing you want your friend to look at once you've got his or her attention?

**Work in pairs.** Discuss the meanings of whistling and hand-clapping in Vietnamese culture.

## B. SPEAKING

 **Task 1.** Practise reading these dialogues, paying attention to how people give and respond to compliments in each situation.

Phil: *You really have a beautiful blouse, Barbara, I've never seen such a perfect thing on you.*

Barbara: *Thank you, Phil. That's a nice compliment.*

Peter: *Your hairstyle is terrific, Cindy!*

Cindy: *Thanks, Peter. I think I've finally found a style that looks decent and is easy to handle.*

Tom: *I thought your tennis game was a lot better today, Tony.*

Tony: *You've got to be kidding! I thought it was terrible.*

 **Task 2. Work with a partner.** Practise giving compliments to suit the responses. Use the cues below.

David: \_\_\_\_\_ (dress)

Kathy: I'm glad you like it. I bought it at a shop near my house a few days ago.

Hung: \_\_\_\_\_ (motorbike)

Hien: Thanks, Hung. I think I've finally found the colour that suits me.

Michael: \_\_\_\_\_ (badminton)

Colin: You must be kidding! I thought the game was terrible.

 **Task 3. Work in pairs.** Practise responding to the compliments below.

Phil: You're a great dancer, Huong. I wish I could do half as well as you.

You: \_\_\_\_\_.

Peter: I didn't know you could play the guitar so well, Toan. Your tune was lovely!

You: \_\_\_\_\_.

Tom: Your English is better than many Americans, Hanh. I really enjoy your public speaking.

You: \_\_\_\_\_.

 **Task 4.** Work with a partner. Make dialogues to practise giving and responding to compliments, using the cues below.

- a nice pair of glasses
- a new and expensive watch
- a new cell phone
- a modern-looking pair of shoes
- a fashionable jacket

## C. LISTENING

**Before you listen**



• **Work with a partner.** Study the pictures and answer the following questions.

1. What are they doing?
2. What do you think each of them would say to greet each other?
3. What do you think they would talk about?
4. How long do you think it would take them to finish their call and why?

• Listen and repeat.

marvellous  
arguments  
regulations

absolute  
maximum  
object

installed  
adult  
startling

**While you listen**

 **Task 1.** Linda Cupple, a social worker, advises young people on how to use the telephone in their family. Listen to her talk and decide whether the statements are true (T) or false (F).

|   | T F   |
|---|---|
| 1. The telephone often causes arguments between members of the family.              | <input type="checkbox"/> <input type="checkbox"/> |
| 2. A reasonable length of time for a call is the main problem.                      | <input type="checkbox"/> <input type="checkbox"/> |
| 3. Ten minutes is a reasonable length of time for a call.                           | <input type="checkbox"/> <input type="checkbox"/> |
| 4. Young people should not receive a call at dinner time.                           | <input type="checkbox"/> <input type="checkbox"/> |
| 5. Young people often call their friends at night.                                  | <input type="checkbox"/> <input type="checkbox"/> |
| 6. You can't call your friends at any time even when you have a separate telephone. | <input type="checkbox"/> <input type="checkbox"/> |

 **Task 2.** Listen to part of Ms Linda Cupple's talk again and write the missing words.

Calling hours should be (1) \_\_\_\_\_ upon. If your parents object to your leaving the dinner table to take calls, tell your friends (2) \_\_\_\_\_ calling at that hour; if someone does phone, ask him to call back, or offer to call him when dinner's over.

A serious calling problem is calling very late at night, or very early in the morning. This (3) \_\_\_\_\_ mistake is made mostly by young people who consider 10 or 11 p.m., when a lot of tired (4) \_\_\_\_\_ are happily sleeping, the shank of the evening. So please tell your friends not to call after ten o'clock. The shock of (5) \_\_\_\_\_ out of a sound sleep and the fright of that instant thought – "There's an accident" – are enough to give your parents a (6) \_\_\_\_\_ attack. Weekend morning calls aren't so startling, but it's the one time your parents can sleep late.

If your mother and father, out of (7) \_\_\_\_\_, have installed a separate phone for you, remember that you're still a member of a family. So try (8) \_\_\_\_\_ to your family's regulations.

*Listen again. Summarize Ms Linda Cupple's talk, beginning with:*

*In this talk Ms Linda Cupple gives us some pieces of advice on how to use the telephone in the family. The first is to work out a reasonable ...*

## D. WRITING

 **Task 1.** Use the words to make sentences. Change the form of the verb. (No addition or omission is required)

1. there / be / many ways / tell someone /goodbye, / most of / them / depend / on the situation / and / at hand.
2. however / there / be / one rule / that / all situations / observe: abruptly / we / seldom / say goodbye.
3. in / English / it / be / necessary / prepare / a person / for our departure.
4. we / lead / into the farewell / by / say/ something pleasant and thoughtful / like / “I’ve / really / enjoy / talking / to / you”.
5. we / might / also say / something / relating to / the / time / like / “Gosh,/ I can’t / believe / how / late / it / bc! / I / really / must / be / go!”

 **Task 2.** Put the sentences of the two paragraphs below in their right order. Write the re-ordered paragraphs in the space provided.

### Paragraph 1

- A An apology indicates that we realize we've made a mistake, and we're sorry for it.
- B It's a way of expressing our regret or sorrow for something.
- C It is difficult to write rules that tell exactly when you should apologize, but it is not difficult to learn how.

D When we apologize, we admit our wrongdoing or courtesy, usually offer a reason for it, and express regret.

E If we have done something to hurt someone's feeling, we apologize.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

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## Paragraph 2

- A. But if the teacher stops and waits for him to say something, he could apologize simply "I'm sorry I'm late", ask permission to take his seat and sit down.
- B. What does he do? The most polite action is usually to take a seat as quietly as possible and apologize later.
- C. The simplest way to apologize is to say "I'm sorry."
- D. Naturally, more than this is needed, but it is not the time for it because it has already caused some interruption and doesn't need to make it any longer.
- E. Let's take a common situation. Tom is late for class and enters the classroom.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

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## E. LANGUAGE FOCUS

### • Pronunciation: Stress in two-syllable words

### • Grammar: Reported speech

## Pronunciation

### • Listen and repeat.

|         |          |          |         |
|---------|----------|----------|---------|
| attract | waving   | signal   | polite  |
| discuss | walking  | instance | police  |
| suppose | pointing | student  | between |

### • Practise reading these sentences.

Linda Cupple is a social worker in my village.

William Makepeace Thackeray was a famous British writer.

David Warren is Linda's teacher's doctor.

Janet is having a number of problems.

Michael is sailing across the river.

Jenny is waiting for Michael to return.

## Grammar

**Exercise 1.** Last week you met Thuan, a friend you hadn't seen for a long time. Look at the list of things he said to you then tell another friend what he said. Use reported speech.

1. I'm going to work in Ho Chi Minh City next July.
2. I work for a big company.
3. I'm their marketing manager.
4. The company has opened an office in Ho Chi Minh City.
5. It has been very successful.
6. I have been chosen to run an office in District 5.
7. How long have you been learning English?

8. I don't have much time to enjoy myself.
9. I hope you will come and visit me in Ho Chi Minh City.
10. I hope I will be successful in Ho Chi Minh City.

Tell your friend what Thuan said:

1. Thuan said *he was going to work in Ho Chi Minh City the next July.*
2. Thuan said \_\_\_\_\_.
3. Thuan said \_\_\_\_\_.
4. Thuan said \_\_\_\_\_.
5. Thuan said \_\_\_\_\_.
6. Thuan said \_\_\_\_\_.
7. Thuan asked me \_\_\_\_\_.
8. Thuan said \_\_\_\_\_.
9. Thuan hoped \_\_\_\_\_.
10. Thuan hoped \_\_\_\_\_.

**Exercise 2.** Lan was angry with Tung. Tuan tried to help them get back together, and talked to Lan for Tung. Read the dialogue and complete the conversation Tuan had with Tung.

***Tuan and Lan:***

Tuan: Lan, Tung asked me to talk to you.

Lan: I don't want to speak to him any more.

Tuan: Look, Lan, Tung is really upset.

Lan: I'm upset, too.

Tuan: Will you just let me tell you his side of the story?

Lan: I'm not interested. He promised to go to the cinema but he didn't turn up. I don't want to see him again.

Tuan: But Lan, his motorbike broke down.

Lan: He has got a phone, hasn't he?

Tuan: But that's the point. He tried to phone you many times but he couldn't get through.

Lan: I don't believe he did.

Tuan: Yes, he did. He came to my house. Do you believe me?

Lan: OK. I'll talk to him later. I must be going now otherwise I'll be late for school.

Tuan: Thanks, Lan. Tung will be really happy to know you forgive him.

### ***Tuan and Tung:***

Tung: What did she say?

Tuan: She said (1) *she didn't want to talk to you.*

Tung: Well, what did she say when you told her I was really upset?

Tuan: She said she (2) \_\_\_\_\_ too, so I asked her to let me tell her your side of the story, she said she (3) \_\_\_\_\_ because you (4) \_\_\_\_\_ but you (5) \_\_\_\_\_. She said she (6) \_\_\_\_\_ again.

Tung: Did you explain about my motorbike?

Tuan: Yes, and she was very sarcastic. She said she didn't believe you had phoned her. Then I told her you had tried many times but you couldn't get through, but she said (7) \_\_\_\_\_. Then I told her you had come to my house and asked if she believed me. She said 'OK' and she said (8) \_\_\_\_\_. Then she said (9) \_\_\_\_\_.

Tung: Thanks, Tuan. I really owe you one.

Tuan: That's all right.

# TEST YOURSELF A

## I. Listening (2.5 points)

*Listen to the passage about the changes in families in Western countries during the last two centuries and decide if the following statements are true (T) or false (F).*

|   | T   F   |
|---|---|
| 1. Families in the Western world have changed very much in the last 200 years.                              | <input type="checkbox"/> <input type="checkbox"/> |
| 2. Before the 19 <sup>th</sup> century, people usually got married because they were in love.               | <input type="checkbox"/> <input type="checkbox"/> |
| 3. In the 19 <sup>th</sup> century, a marriage joined two families, not just two people.                    | <input type="checkbox"/> <input type="checkbox"/> |
| 4. Later, people realized that education was necessary for a good life.                                     | <input type="checkbox"/> <input type="checkbox"/> |
| 5. Today many parents want to have fewer children and take care of their health and give them an education. | <input type="checkbox"/> <input type="checkbox"/> |

## II. Reading (2.5 points)

*Read the passage and then answer the questions.*

We can communicate not only through words but also through body language. Body language includes our posture, facial expressions, and gestures. Because body language is so important, you'll want to know what yours is saying and how to interpret other people's, too. Here are some examples of body language and its meaning. If your posture is slumped and your head is down, this could mean that you are sad or you lack confidence. If your posture is straight but relaxed, you are expressing confidence and friendliness. A smile is a sign of friendliness and interest. But people sometimes smile just to be polite. To get another clue from people's faces, notice their eyes. Friendliness and interest are expressed when a person's eyes meet yours and then look away and meet yours again. A person who doesn't look away is expressing a challenge. A person who doesn't look at you is expressing lack of interest or is shy. Hand gestures can mean a person is interested in the conversation. But repeated movements – like tapping a pencil or

tapping a foot – often mean the person is either impatient or nervous. Stay away from someone who points at you while talking with you: That person might be angry at you or feel superior to you.

1. How can we communicate?

---

2. What types of body language are mentioned?

---

3. What could it mean if your posture is slumped and your head is down?

---

4. How do you know a person who is expressing a challenge or lack of interest or is shy?

---

5. Why should you stay away from someone who points at you while talking with you?

---

*A. Circle the correct answer (A, B, C or D) to complete the letter. (1.5 points)*

Dear Anna,

Thank you for your letter, which arrived yesterday. As I'm sure you can imagine, we (1) \_\_\_\_\_ very busy recently, having just moved into our new house. We are slowly settling in, although it (2) \_\_\_\_\_ a long time before everything is finished. Jack is putting down the living room carpet at the moment, and tonight we (3) \_\_\_\_\_ a house-warming party. I was sorry to hear you couldn't come. If we had told you earlier, you (4) \_\_\_\_\_ your mother's visit. You said in your letter that you'd like to visit us in the summer. I'm sure we (5) \_\_\_\_\_ all the things we want to do in the house by then. We (6) \_\_\_\_\_ exactly the kind of carpet we want to put upstairs, and we are going to buy it tomorrow.

Keep in touch. Give our regards to Peter.

Love,  
Mary

(1) A. are                    B. will be                    C. have been                    D. had been  
(2) A. is                    B. was                    C. has been                    D. will be  
(3) A. will have    B. are having                    C. have                    D. have had  
(4) A. could have put off  
                                  B. will have put off                    C. can have put off  
                                  D. had put off  
(5) A. would have finished  
                                  B. will have finished                    C. have finished  
                                  D. had finished  
(6) A. saw                    B. will see                    C. are seeing                    D. have seen

*B. Finish each of the following sentences in such a way that it has the same meaning as the original sentence. (1 point)*

1. “What did you do before working for this company, John?” asked Lan.  
Lan asked \_\_\_\_\_.
2. “I’ll come to see you next Sunday,” Bill said to you.  
Bill promised \_\_\_\_\_.
3. “I’m sorry I didn’t ring you earlier,” Tom said to you.  
Tom apologized for \_\_\_\_\_.
4. “It was nice of you to give me the present. Thank you,” Miss White said to Peter.  
Miss White thanked \_\_\_\_\_.

*Write a letter of about 150 words to your pen pal, telling him/her about your family. Use the guidelines below.*

- Give the number of your family members, their names, ages and jobs.
- How do they share the housework?
- How do they behave?
- What are their hobbies?
- What do you like about each of them?
- .....



## A. READING

### Before you read



Read the facts below and decide whether the statements about schools in Vietnam are true (T) or false (F). Then compare your results with your partners'.

#### Facts about schools

1. Children start Grade 1 when they are 6 years old.
2. Schooling is compulsory from the age of 6 to 16.
3. The school year generally begins in September and ends in late May.
4. The students do not have any examinations when they finish secondary school.
5. A school year consists of two terms.

**T F**



## While you read

Read the passage and do the tasks that follow.

Schooling is compulsory for all English children from the age of 5 to 16. The academic year in England runs from September to July and is divided into 3 terms. Autumn Term is from the beginning of September to mid-December. Spring Term is from the beginning of January to mid-March and Summer Term from early April to mid-July. Each term is separated by a one-week break called half term, usually at the end of October, mid-February and the end of May.

There are two parallel school systems in England. The first is the state school system, which is free for all students and paid for by the state. The second category is the “independent” or ‘public’ school system, which is fee-paying. The state school system, which educates 93% of the pupils in England, can be divided into two levels of education: primary education and secondary education.

See the Table below for more information about the school education system in England.

The National Curriculum is set by the government and must be followed in all state schools. It is made up of the following subjects: English, Design & Technology, Geography, Maths, Information Technology, Music, Science, Arts, Physical Education, History, and a Modern Foreign Language. English, Maths and Science are core subjects, which are compulsory in the national examinations at certain stages of the school education system.

### School education system in England

| Level of education  | Grade/Year (from – to)         | Age (from – to)                       |   |
|---------------------|--------------------------------|---------------------------------------|---|
| Pre-school          | childcare environment          | 3 – 4                                 |   |
|                     | in an Infant or Primary school | 4 – 5                                 |   |
| Primary education   | 1 – 3                          | 5 – 7                                 |   |
|                     | 4 – 6                          | 8 – 10                                |   |
| Secondary education | 7 – 9                          | 11 – 14                               |   |
|                     | 10 – 11                        | 14 – 16 (end of compulsory education) | General Certificate of Secondary Education (GCSE) |



**Task 1.** Find words or phrases in the reading passage which have the following meanings.

1. Schools in which all children can attend without paying tuition fees

---

2. A stage of study for children aged from 5 to 10

---

3. A stage of study for children aged from 11 to 16

---

4. Put into force by the law

---

5. The examinations children sit at the end of compulsory education

---

6. A detailed plan for a course of study offered in a school or college

---




**Task 2.** Answer the questions.

1. When do children in England start their compulsory education at school?
2. How many terms are there in a school year in England?
3. What are the two school systems in England?
4. Do children have to pay fees if they go to “independent” or “public” schools?
5. How many core subjects are there in the national curriculum?
6. When can students take the GCSE examination?

***Work in groups.*** Tell the others one of the most difficult school subjects you are studying and what you would like your friends and your teacher to do to help you learn that subject more effectively.

## B. SPEAKING

 **Task 1.** *Work in pairs.* Study the table below then ask and answer the questions about the school education system in Vietnam.

| Level of education  | Grade/Year (from – to)     | Age (from – to) |                               |
|---------------------|----------------------------|-----------------|-------------------------------|
| Pre-school          | Nursery                    | 3 – 4           | optional                      |
|                     | Kindergarten               | 4 – 5           |                               |
| Primary education   | 1 – 5                      | 6 – 10          | compulsory education          |
|                     | Lower Secondary<br>6 – 9   | 11 – 14         |                               |
| Secondary education | Upper Secondary<br>10 – 12 | 15 – 17         | National examination for GCSE |
|                     |                            |                 |                               |

**Example:**

A : When do the children in Vietnam go to primary school?

B : When they are 6 years old.

A : How long does the primary education last?

B : 5 years.

 **Task 2.** *Work in groups.* Talk about the school education system in Vietnam, using the information from Task 1.

 **Task 3.** *Work in groups.* Talk about the similarities and differences between the school system in Vietnam and in England.

## C. LISTENING

### Before you listen

- **Work in pairs.** Ask and answer these questions.
  - What school subjects are you good at?
  - Which ones do you enjoy most/least in your class? Explain why.
- **Listen and repeat.**

|            |            |              |
|------------|------------|--------------|
| tearaway   | methodical | well-behaved |
| disruptive | actually   | struggle     |

### While you listen

 **Task 1.** Listen to the conversation between Jenny and Gavin. Put a tick (✓) to the question to which the answer is “Yes”.

|   |  | Jenny | Gavin |
|---|--|-------|-------|
| 1 | "Did you always work very hard?"                                 | ✓     | ✓     |
| 2 | "Did you always listen carefully to your teachers?"              |       |       |
| 3 | "Did you always behave well?"                                    |       |       |
| 4 | "Did you pass your exams easily?"                                |       |       |
| 5 | "Did you always write your homework slowly and carefully?"       |       |       |
| 6 | "Did you think school days are/were the best days of your life?" |       |       |

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

1. When did Gavin think he listened to the teacher well?
2. How did Gavin find the exams?
3. Why couldn't Gavin pass the exams easily?
4. Why did Gavin say he didn't think his school days were the best time of his life?

### After you listen

**Work in pairs.** Talk about the results of your current exams at school and what you will do to prepare for the next exams.

## D. WRITING

In about 150 words, write a paragraph on the formal school education system in Vietnam, using the information given in Speaking Tasks on page 47. You may follow the suggestions below:

- Levels of education: primary (5 years; start from the age of 6)
  - lower secondary (4 years)
  - upper secondary (3 years)
- Compulsory education: 9 years (primary & lower secondary)
- The academic year: 35 weeks (9 months, from September to May)
- School terms: 2 terms: term 1 (Sept – Dec.), term 2 (Jan. – May)
- Time of the national examination for GCSE (early June)

## E. LANGUAGE FOCUS

- **Pronunciation: Stress in three-syllable words**
- **Grammar: Passive voice**

### Pronunciation

- Listen and repeat.

|           |           |            |            |
|-----------|-----------|------------|------------|
| algebra   | carefully | politics   | physical   |
| chemistry | academic  | primary    | statistics |
| computing | cinema    | compulsory | September  |

- Practise reading these sentences.

The academic school year generally commences in September.

The typical school day normally finishes at 3.00 p.m. in England.

The national curriculum is usually set by the government.

The GCSE stands for the General Certificate of Secondary Education.

English, Maths and Science are compulsory in the national examination at certain stages of the school education system.

**Exercise 1.** Fill each blank with the simple present passive form of the verb in brackets.

1. The academic year in England \_\_\_\_\_ into three terms. (divide)

*The academic year in England is divided into three terms.*

2. Each term \_\_\_\_\_ by a one-week break. (separate)

3. The national curriculum \_\_\_\_\_ by the government and \_\_\_\_\_ in all state schools. (set, must follow)

4. The national curriculum \_\_\_\_\_ of more than ten subjects. (make up)

5. The state school system \_\_\_\_\_ for by the state. (pay)

6. The advanced students \_\_\_\_\_ to take part in the annual International Olympic Competition. (select)

**Exercise 2.** Rewrite the following sentences using the passive voice.

1. They built this school in 1997.

2. They first published this dictionary in 1870.

3. The students in my class are going to organize a surprise party tomorrow evening.

4. They are painting the kitchen now.

5. Shakespeare wrote “Romeo and Juliet” in 1605.

6. They have translated Shakespeare's tragedies into many languages.

---

7. They have just built a new primary school in my village.

---

8. They will speak English at the conference.

---

9. Jane hasn't cleaned the floor yet.

---

10. They will repaint the house soon.

---

**Exercise 3.** Fill in the spaces of the following passage with the correct tense in passive voice of the verbs in brackets.

The world's first electronic computer \_\_\_\_\_ (1. build) by the University of Pennsylvania in 1946. However, computers \_\_\_\_\_ (2. sell) commercially for the first time in the 1950s. Much progress on computers \_\_\_\_\_ (3. make) since 1950. Computers are now much smaller and more powerful and they \_\_\_\_\_ (4. can buy) much more cheaply.

Computers \_\_\_\_\_ (5. use) in many fields – in business, science, medicine, and education, for example. They \_\_\_\_\_ (6. can use) to forecast the weather or to control robots which make cars. The computer's memory is the place where information \_\_\_\_\_ (7. store) and calculations \_\_\_\_\_ (8. do). A computer cannot think for itself – it \_\_\_\_\_ (9. must tell) exactly what to do. A lot of difficult calculations \_\_\_\_\_ (10. can do) very quickly on computers.



## A. READING

## Before you read



TRƯỜNG ĐẠI HỌC KIẾN TRÚC HÀ NỘI



TRƯỜNG ĐẠI HỌC KHOA HỌC TỰ NHIÊN HÀ NỘI

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

1. How do you say in English the names of these universities?
2. What university would you like to apply for and why?

*Three students talk about their first impressions of university life. Read the passages, and then do the tasks that follow.*

### **Sarah**

On the first weekend I went out with my new friends, walking around campus. It was exciting, thinking how I was at college, meeting people who could become good friends of mine. The most exciting thing was that I didn't have to explain to my parents where I was going, who with, or what time I'd be home!

On Saturday night, I followed my roommate to a party. The people at the party were busy playing some game, and no one seemed to notice my existence. I suddenly felt so lonely. Fighting back tears, I ran back to my room, thinking I would never feel at home at college.

### **Ellen**

My roommate left the window open all the time, even when it was 10 degrees Celsius out, and went to bed at 10 every night. When she got sick after midterms, she blamed my typing and having a light on while she was trying to sleep.

At first, college was a little daunting. I graduated from a small school. After seeing the same people over and over for many years, it was amazing, but a little scary, to be in a place where it seemed like I never saw the same person twice.

### **Brenden**

The first year at college was probably the best and most challenging year of my life. Academically, I enjoyed it thoroughly. Taking part in the Advanced Engineering project gave me a chance to use my creativity and knowledge to help society.

Socially, I made lots of new friends both through engineering and living at St John's College on campus. The social calendar of the colleges provides plenty of opportunities to meet non-engineering students as well as other engineers, many of whom have become my best mates.

 Task 1. Complete the following sentences, using the right forms of the words in the box.

campus      blame      scary      challenge      amazing

1. The new library was built in the centre of the \_\_\_\_\_.
2. They \_\_\_\_\_ the rise in oil prices for the big increase in inflation.
3. That's the \_\_\_\_\_ story I've ever heard.
4. Intelligent boys like to study something if it really \_\_\_\_\_ them.
5. The new car goes at an \_\_\_\_\_ speed.

 Task 2. Find out who:

- a. attended a party on the first weekend at college.
- b. didn't get on very well with the roommate.
- c. was not used to meeting different people every day at college.
- d. liked having a chance to be creative.
- e. was very excited about going to college.
- f. enjoyed the first year at college.

Sarah: (1) \_\_\_\_\_ (2) \_\_\_\_\_

Ellen: (3) \_\_\_\_\_ (4) \_\_\_\_\_

Brenden: (5) \_\_\_\_\_ (6) \_\_\_\_\_

 Task 3. Answer the following questions.

1. What did Sarah do on the first weekend?
2. Why did Sarah feel so lonely at the party?
3. What problems did Ellen have with her roommate?
4. What did Brenden think about his first year at college?
5. What does the social calendar of the colleges provide him?

After you read

**Work in groups.** Discuss the question.

*How important is tertiary study to you ?*

## B. SPEAKING

 **Task 1.** Below are the admission requirements for tertiary institutions in some countries. *Work in groups.* Tick (✓) those which are obligatory for you to be admitted to a university in Vietnam.

- an application form
- an identity card
- a reference letter
- a copy of the originals of your school certificate
- a birth certificate
- a copy of the record of your performance at school
- scores of the required entrance examination

 **Task 2.** *Work in pairs.* Ask and answer the questions about the application process to tertiary study in Vietnam using the following cues.

| What to do                                     | When                          |
|--|-------------------------------|
| fill in the application form                   | in March                      |
| send the application form                      | in March                      |
| take the GCSE examination                      | in May                        |
| get the GCSE result                            | in June                       |
| take the entrance examination                  | in July                       |
| get the entrance examination results           | in August                     |
| get a letter of acceptance from the university | late August - early September |
| .....  | .....                         |

 **Task 3. Work in groups.** Discuss the process of applying to a tertiary institution in Vietnam.

## C. LISTENING

### Before you listen

- **Work in pairs.** Talk about the problems you may have when studying in a new school.

- Listen and repeat.

|            |               |              |
|------------|---------------|--------------|
| proportion | international | agricultural |
| majority   | available     | rural        |
| tutorial   | appointment   | thoroughly   |

### While you listen

Listen to the conversation between John and David and circle the best option (A, B, C or D) to complete the following sentences.

1. David used to be \_\_\_\_\_.  
A. an international student  
B. a tutor at the university  
C. a student at the university  
D. a lecturer at the university
  
2. In his department, \_\_\_\_\_.  
A. many students came from other countries  
B. some students came from other countries  
C. the international students did not like the course  
D. the international students did not study well

3. David thinks the most important thing for the international students is \_\_\_\_\_.

- A. not to be shy to talk to other students
- B. to make an appointment with local students
- C. to make full use of the tutors and lecturers
- D. not to tell anyone their problems

4. David advises the international students to \_\_\_\_\_ at the beginning of the course.

- A. find out when the tutor is available for tutorial appointments
- B. make full use of their friends
- C. share studying experiences with local students
- D. know as much as they can about the university

5. In order to deal with the long reading lists David advises the international students to \_\_\_\_\_.

- A. read all the items on the reading list
- B. read the most important items on the reading list
- C. find out the most important reading list
- D. ask local students for the most important reading list

After you listed

***Work in pairs. Ask and answer the question:***

*"Would you prefer to do an undergraduate course abroad or in your country?" Explain your choice.*

## D. WRITING

You want to apply for an undergraduate programme in a university in England. Write a letter of request (about 150 words) to UCAS to ask for the information about the admission requirements to the university, using information in the Reading and Speaking section on page 52 & 56. You may follow the outline below:

*Introduction:*

- State the reasons why you are writing, your interest in tertiary study in England (mention the name of the programme/the universities/...)

*Request:*

- State what information you would like them to provide: tuition fee, accommodation, exams,...

*Further information:*

- Say you would be happy to supply further information about yourself such as your English proficiency and record of secondary education study,...

*Conclusion:*

- End with a polite closing.

## E. LANGUAGE FOCUS

- **Pronunciation: Stress in words of more than three-syllables**
- **Grammar: Conditional sentences**

### Pronunciation

- *Listen and repeat.*

|            |             |             |              |
|------------|-------------|-------------|--------------|
| economics  | philosophy  | sociology   | geographical |
| psychology | engineering | mathematics | archeology   |

● Practise reading these sentences.

- Socio-linguistics is his favourite subject at the university.
- English language proficiency requirements for undergraduate courses such as engineering and mathematics are considerably demanding.
- Some geographical names in Australia are very difficult to remember.
- The entrance examination to universities in Vietnam always takes place in July.
- Mathematics, Geography and Economics are his favourite subjects at Ha Noi National University.

## Grammar

**Exercise 1.** Complete the sentences using conditional sentence type I.

1. If you fail the GCSE examination, \_\_\_\_\_.

*If you fail the GCSE examination, you will not be allowed to take the entrance examination to the university.*

2. You won't be able to get into the examination room if \_\_\_\_\_

\_\_\_\_\_.

3. If you don't send the application form on time, \_\_\_\_\_

\_\_\_\_\_.

4. If you don't have a reference letter, \_\_\_\_\_

\_\_\_\_\_.

5. Unless you show your identity card, \_\_\_\_\_

\_\_\_\_\_.

**Exercise 2.** Express these situations using conditional sentence type II.

1. She doesn't have a car. She doesn't go out in the evening.

*If she had a car, she would go out in the evening.*

2. Sarah doesn't study hard. She hates school.

3. I can't do the test. It is too difficult.

4. Peter doesn't read a lot. He can't find the time.

5. I can't translate this. I don't speak Korean.

6. They don't travel far a lot. They are afraid of flying.

**Exercise 3.** Complete the sentences with the correct form of the verbs in brackets.

1. If John had passed the GCSE examination, he \_\_\_\_\_(be) allowed to take the entrance examination to the university.

*If John had passed the GCSE examination, he would have been allowed to take the entrance examination to the university.*

2. If you had sent the application on time, they might \_\_\_\_\_(call) you for an interview. I can't understand why you didn't.

3. If John \_\_\_\_\_ (install) an alarm, the thieves wouldn't have broken into his house.

---

4. I \_\_\_\_\_ (make) a film with him if I had been a famous director, but I was not.

---

5. If you had told me earlier, I \_\_\_\_\_ (give) it to you.

---

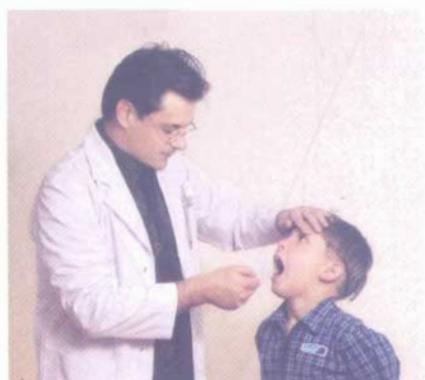
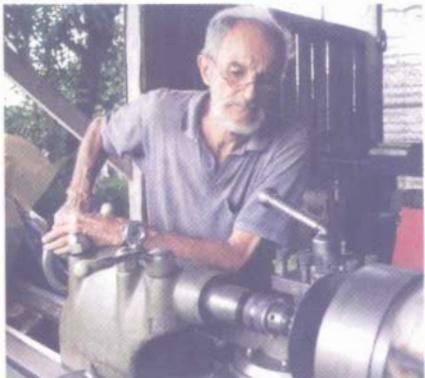
6. We would have sent you a Christmas card if we \_\_\_\_\_ (have) your address.

---



## A. READING

## Before you read



**Work in groups.** Tick (✓) the factors that you think would help you succeed in a job interview.

- wearing casual clothes
- giving clear, honest answers
- feeling self-confident
- feeling nervous
- having a good sense of humour
- avoiding difficult questions

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

Preparing for a job interview can be stressful, particularly when you are called for the first interview. Below are some pieces of advice that can help you reduce the feeling of pressure and create a good impression on your interviewer.

### ***Before the interview***

You should find out as much as possible about the job and the vacancy. Before the interview, you have to send a letter of application and your résumés to the company to express your interest in the job and to show that you might be the most suitable candidate for the position.

When you come to the interview, remember to bring with you your school certificates and letters of recommendation from your teachers or your previous employers. In addition, you may jot down your qualifications and experience that can relate to the job and prepare for the questions that are often asked during the interview.

Make sure you know where the interview is and how to get there. Be on time or a few minutes early. Don't forget to dress neatly and formally.

### ***During the interview***

You should concentrate on what the interviewer is saying and make a real effort to answer all the questions the interviewer asks. Be clear, polite and honest. If you do not know something about the more technical aspects of the job, admit it and stress that you are willing to learn. Show enthusiasm when the job is explained to you. Always show your best side, your keenness to work and your sense of responsibility.

Don't forget to say goodbye to the interviewer before leaving the office.

## *After the interview*

If you are offered the position, congratulations! If you do not get the job, try not to be too disappointed. Think about the interviewer's comments because they may help you prepare better when you are called for the next job interview. Good luck!

 **Task 1.** These words are from the passage. Look back to the text and circle the best meanings A, B or C.

1. *vacancy*

- A. a part of a newspaper where jobs are advertised
- B. a job that is available
- C. a seat that is available

2. *résumé*

- A. a photocopy of academic certificates
- B. a letter of recommendation
- C. a short written account of someone's education and previous jobs

3. *keenness*

- A. special interest
- B. very quick understanding
- C. sense of responsibility

4. *jot down*

- A. mention
- B. note down
- C. type

 **Task 2. *Work in pairs.*** Decide whether the following statements are true (T) or false (F).

T F

1. Try to reduce the feeling of pressure and make a good impression on your interviewer. 

2. Find out as much information as you can about the job and the vacancy. 

3. Bring with you a letter of application and your résumés to the interview. [ ] [ ]
4. Take all your certificates and letters of recommendation with you. [ ] [ ]
5. Remember to dress neatly and formally. [ ] [ ]
6. Your voice should be clear and polite. [ ] [ ]
7. Tell the interviewer about your shortcomings. [ ] [ ]
8. Remember to say goodbye to the interviewer before leaving the interview. [ ] [ ]

### After you read

**Work in groups.** Discuss the question: Which pieces of advice given in the passage do you find most useful and least useful? Why?

## B. SPEAKING



 **Task 1. Work in pairs.** Match a job in A with at least two descriptions in B.

| A            | B  |
|--------------|--|
| a doctor     | <ul style="list-style-type: none"><li>● take care of people's health</li></ul>   |
| a farmer     | <ul style="list-style-type: none"><li>● create imaginary characters and events</li></ul>   |
| a tour guide | <ul style="list-style-type: none"><li>● find good and safe hotels for customers</li></ul>  |
| a writer     | <ul style="list-style-type: none"><li>● take people to places of interest</li><li>● construct irrigation systems</li><li>● apply new farming techniques</li><li>● help save people's lives</li><li>● tell stories through pictures</li></ul> |

 **Task 2. Work in pairs.** Discuss which of the jobs in column A you would/would not like to do. Explain why/why not? You can use the cues in column B.

| A                   | B           |
|---------------------|-------------|
| pilot               | boring      |
| waiter              | rewarding   |
| taxi driver         | difficult   |
| electrician         | interesting |
| policeman           | fascinating |
| journalist          | dangerous   |
| hotel receptionist  | challenging |
| computer programmer | fantastic   |

**Example:**

*I would like to work as a doctor. Working as a doctor would be a fascinating job because I would have a chance to take care of people's health.*



**Task 3. *Work in groups.*** Talk about a job you may do after you finish school, using the following cues.

- Where you will work
- Who you will work with
- The salary you may get paid
- The working conditions

## C. LISTENING

### Before you listen

- Below are the most popular jobs in the US. Work in pairs and answer the question: Which is the most popular job in Vietnam?

accountant  
lawyer  
computer programmer

nurse  
teacher

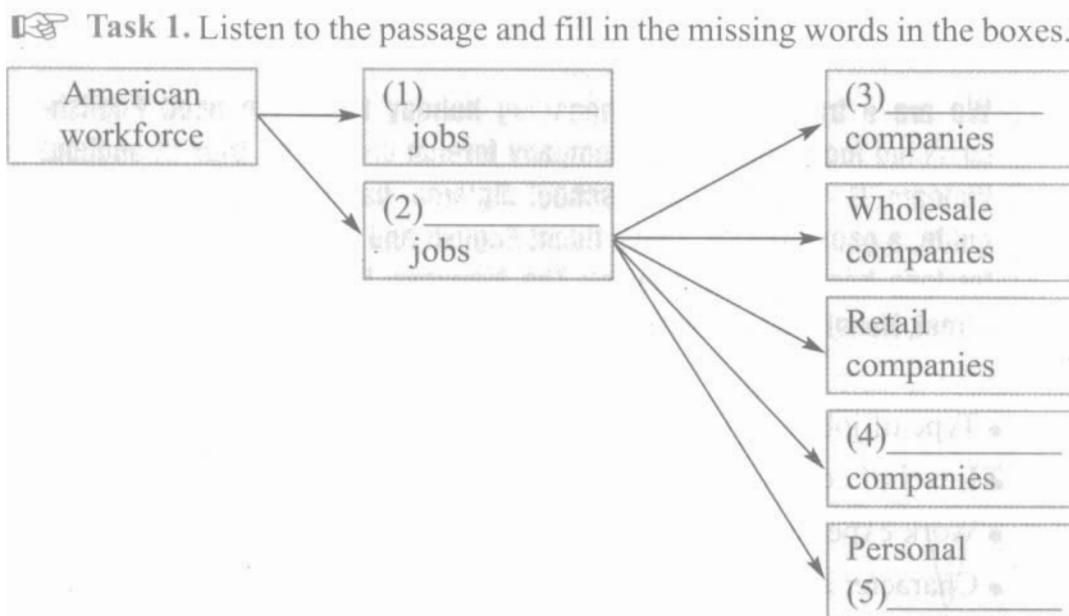
• Listen and repeat.

workforce  
manufacturing  
retail

service  
economy  
wholesale

category  
goods  
job market

### While you listen





**Task 2.** Listen again and decide whether the statements are true (T) or false (F).

**T F**

1. American workers have changed from manufacturing jobs to service jobs.



2. Manufacturing jobs are jobs in which workers make something.



3. Personal services are one of the five service jobs.



4. 70% of workers produced goods one hundred years ago.



5. 80% of workers will work in the service sector by the year 2020.



### After you listen

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

## D. WRITING



**Task 1. Work in pairs.** Read the following advertisement and fill in the notes.

### *English-speaking Tour Guides Wanted*

\*\*\*\*\*

We are a travel company managing holiday tours. We need English-speaking local guides to accompany foreign visitors on trips throughout Vietnam. If you have a high school diploma, have experience as a tour guide, a good manner, speak fluent English and are willing to work hard for long hours, please contact: The Manager, Vinatour, 450 Nguyen Du Street, Hanoi. Telephone No: 04 824 0139.

- Type of job: \_\_\_\_\_
- Level of education needed: \_\_\_\_\_
- Work experience: \_\_\_\_\_
- Character and interests: \_\_\_\_\_

 **Task 2.** Write a letter to Vinatour, applying for the job mentioned in the advertisement in Task 1. Your letter should include the following details.

- Your name, address and date of writing
- Name and address of the company
- Greeting
- Introduction: say where you saw the advertisement and why you are writing the letter of application
- Body: mention your education, work experience and your character / interests
- Conclusion: express your willingness to work for the company and when you are available for interview
- Closing

## E. LANGUAGE FOCUS

- **Pronunciation:** Weak and strong forms of some conjunctions and prepositions
- **Grammar:** Relative clauses

### Pronunciation

- Listen and repeat.

| Conjunctions |             |              | Prepositions |             |           |
|--------------|-------------|--------------|--------------|-------------|-----------|
|              | Strong form | Weak form    |              | Strong form | Weak form |
| and          | / ænd /     | / ənd ; ən / | at           | / ət /      | / ət /    |
| but          | / bʌt /     | / bət /      | for          | / fɔ: /     | / fə /    |
|              |             |              | of           | / ɒv /      | / əv /    |
|              |             |              | to           | / tu: /     | / tə /    |
|              |             |              | from         | / frəm /    | / frəm /  |

• Practise reading these sentences.

1. What are you looking at?
2. I want to go but I don't know when.
3. She bought a book and two pens.
4. Thanks for coming.
5. Where is it from?
6. I'm from Hanoi.
7. She's the one I'm fond of.
8. First of all, I want to thank you for coming.
9. The letter was to him, not from him.
10. I want to ask you a question.

**Exercise 1.** Add **who, whoever, whose, whom** or **which** to complete the following sentences.

1. There is one person to \_\_\_\_\_ I owe more than I can say.
2. It was the kind of accident for \_\_\_\_\_ nobody was really to blame.
3. \_\_\_\_\_ leaves last should turn off the lights.
4. Mary was late yesterday, \_\_\_\_\_ was unusual for her.
5. At 6.00 pm, \_\_\_\_\_ was an hour before the plane was due, thick fog descended.
6. I don't know \_\_\_\_\_ told you that, but they were wrong.
7. Mrs Brown was the first owner \_\_\_\_\_ dog won three prizes in the same show.
8. I've just spoken to Sally, \_\_\_\_\_ sends you her love.
9. On Sunday, \_\_\_\_\_ was my birthday, we went out for a meal.
10. The success of a shared holiday depends on \_\_\_\_\_ you share it with.

**Exercise 2.** Join the following sentences in two ways.

**Example:**

Look at the man. He is teaching in the classroom.

*Look at the man who is teaching in the classroom.*

*Look at the man teaching in the classroom.*

1. I read a book. It was written by a friend of mine.

---

---

2. A man got on the bus. He was carrying a lot of money in a box.

---

---

3. In the street there were several people. They were waiting for the shop to open.

---

---

4. Britain imports many cars. They were made in Japan.

---

---

5. There are a lot of people in your office. They want to talk to you.

---

---

6. The cowboy fell off his horse. He had been wounded by an arrow.

---

---

7. Most of the people recovered quickly. They were injured in the crash.

---

---

8. John looked anxiously at his watch. He wished he hadn't come to the party.

---

---

9. The children were playing football in the schoolyard. They were my students.

---

---

10. Vietnam exports a lot of rice. It is grown mainly in the south of the country.

---

---

## TEST YOURSELF B

### I. Listening (2.5 points)

*Listen to the passage about children education and complete the following sentences.*

1. In the past, teachers made students sit for hours and memorize all \_\_\_\_\_.
2. Today many teachers wonder if it is not possible to make children \_\_\_\_\_.
3. They say you must let students learn and discover \_\_\_\_\_.
4. Children are at school only because their parents \_\_\_\_\_.
5. The law does not let them work until they reach \_\_\_\_\_.

### II. Reading (2.5 points)

*Read the passage and fill in each blank with a suitable word from the box.*

|              |       |        |               |         |
|--------------|-------|--------|---------------|---------|
| subjects     | final | count  | qualification | who     |
| requirements | when  | graded | equivalent    | courses |

A-level (Advanced level) is a British exam taken in a particular subject, usually in the (1) \_\_\_\_\_ year of school. A-levels are still the most common way of fulfilling the entry (2) \_\_\_\_\_ for degree courses in universities. Most students in the UK start preparing for A-level exams (3) \_\_\_\_\_ they are aged around sixteen or seventeen and courses normally last for two years, although some independent colleges and some colleges of further education offer intensive one-year A-level (4) \_\_\_\_\_. Students usually take between two and four (5) \_\_\_\_\_ at one time and will normally be expected to have a GCSE (General Certificate of Secondary Education) or equivalent (6) \_\_\_\_\_ in the subject they wish to take at A-level. Assessment for most subjects is in the form of written exam at the end of the course. Passes are (7) \_\_\_\_\_ between A and E with A being the highest. An AS level (Advanced Supplementary) is of an (8) \_\_\_\_\_ standard to an A-level but has half the subject content. In terms of entrance requirements for a degree course, two AS levels (9) \_\_\_\_\_ as one A-level. AS levels are sometimes taken by students (10) \_\_\_\_\_ feel that it is too early to specialize and wish to take a wider variety of subjects.

### III. Grammar (2.5 points)

*A. Finish each of the following sentences in such a way that it is similar in meaning to the original sentence. (1.5 points)*

1. Someone has cleaned the windows.

The windows \_\_\_\_\_

2. They are going to build a supermarket in this area.

A supermarket \_\_\_\_\_

3. They say Lan won a special prize.

Lan is \_\_\_\_\_

4. You won't know what to do unless you listen carefully.

If you \_\_\_\_\_

5. I can't give you a lift because I don't have a car.

If I had \_\_\_\_\_

6. We got lost because we didn't bring a city map.

If we \_\_\_\_\_

*B. Join the sentences, using relative clauses. (1 point)*

1. A girl answered the phone. She told me you were out.

2. The chair was broken two days ago. The chair has now been repaired.

3. I saw some people. Their car had broken down.

4. I recently went back to my hometown. I was born there.

### IV. Writing (2.5 points)

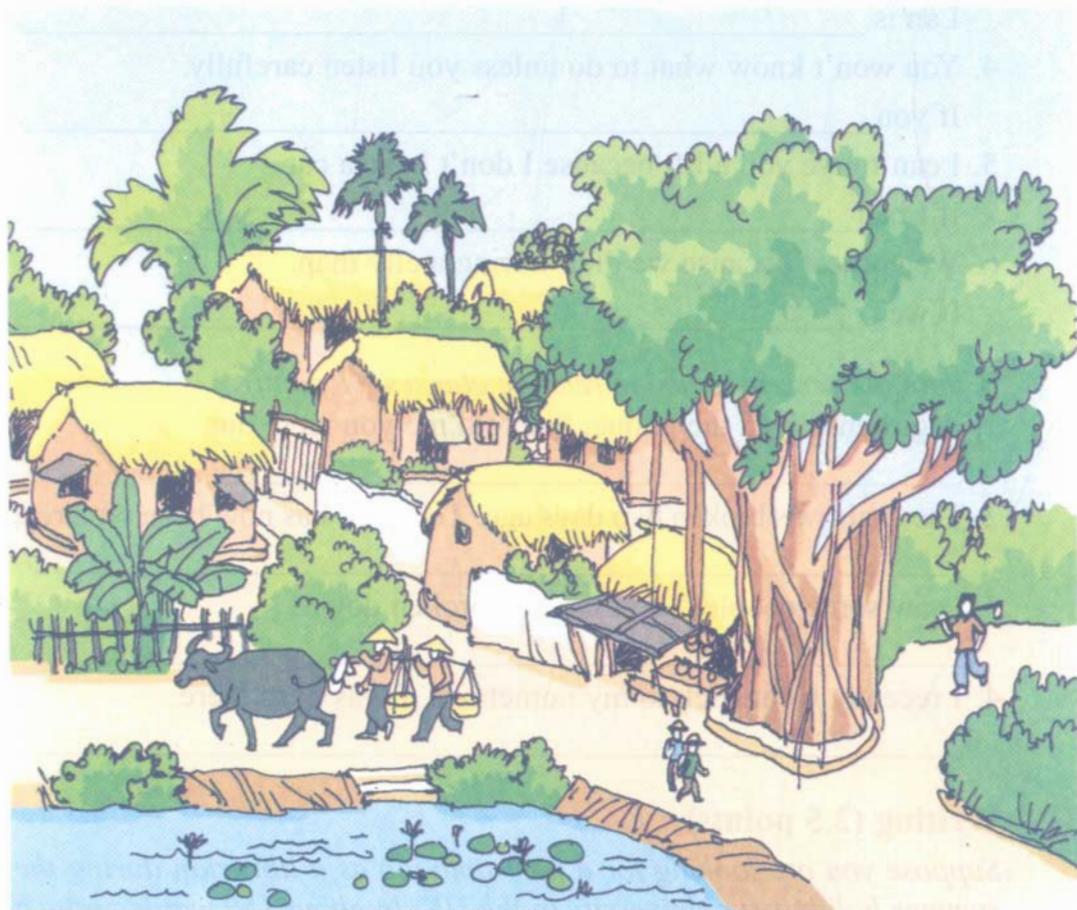
*Suppose you are looking for a part-time job as a librarian during the summer holiday at a university in the UK. In about 150 words, write a letter of application for the University's Employment Service. The following cues may help you.*

- Reasons for writing
- English proficiency
- Computer skills
- Qualifications
- Work experience
- Character and interests



## A. READING

## Before you read



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

1. What can you see in the picture?
2. Do you think that the people in this picture lead a rich or a poor life?
3. What, in your opinion, should be done to improve the situation?

## While you read

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

One of the most important measures to be taken to promote the development of a country is to constantly carry out economic reforms. Being aware of this, in December 1986, at its Sixth National Congress, the Vietnamese Communist Party initiated an overall economic reform, commonly known as “Doi Moi” (Renovation). The aim of Doi Moi was to restructure the economy of Vietnam and to raise the living standards of the people.

Before Doi Moi our country experienced a lot of difficulties: the economy was under-developed and was dominated by traditional agriculture; the country was poor, the people led a poor life, production was stagnant; there was a shortage of schools and hospitals, and inflation could be seen in every sector of the economy. To solve these problems, our Government introduced a number of renovation measures: they eliminated government subsidies; they shifted economic priority from heavy industry to three major economic programmes, namely, production of food, production of consumer goods and production of exports; they reduced state intervention in business; they opened trade relations with all countries in the world and encouraged foreign and domestic private investment.

The subsequent National Congresses of the Vietnamese Communist Party held in 1991, 1996, and 2001 continued to reaffirm its commitment to Doi Moi, and called for more administrative and economic reforms. Under the Party’s guidelines, the Government adopted the Land Law in 1993 and the Enterprises Law in 2000. These have laid legal grounds for dissolving inefficient co-operatives, expanding more opportunities for farmers, and encouraging both domestic and foreign private investment.

Since Doi Moi, our country has undergone substantial changes: productivity and agricultural exports have constantly increased, the farmers have enjoyed land use rights and have had greater choice on how to use their agricultural land, the workers have worked harder as their time is their money, and the children, particularly those from ethnic minorities have had more opportunities to enjoy education and training.

We believe that with the strong commitment of our Party and Government to Doi Moi, we will gain greater achievements and build a better life for our people.

 **Task 1.** Give the Vietnamese equivalents to the following words and phrases.

|                   |       |                       |       |
|-------------------|-------|-----------------------|-------|
| National Congress | _____ | inflation             | _____ |
| renovation        | _____ | government subsidies  | _____ |
| under-developed   | _____ | government commitment | _____ |
| dominate          | _____ | dissolve              | _____ |
| stagnant          | _____ | substantial           | _____ |

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

|  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1. Economic reform is the most important measure to be taken to promote the development of a country.                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Doi Moi was initiated by the Vietnamese Government in 1986.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Before Doi Moi, inflation was present in all branches of the national economy.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. To make Doi Moi to be successful, the Government shifted only economic priority from heavy industry to three major economic programmes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The Land Law and the Enterprises Law have encouraged both domestic and foreign private investment.                                      | <input type="checkbox"/> | <input type="checkbox"/> |

 **Task 3.** Answer the following questions.

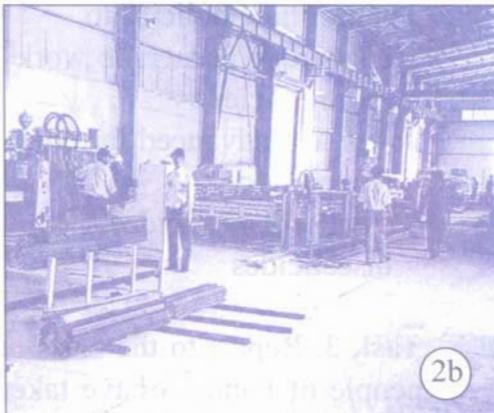
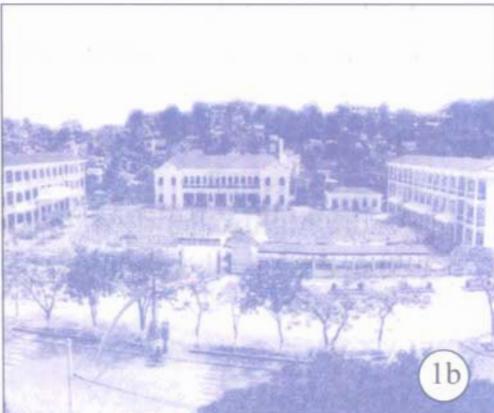
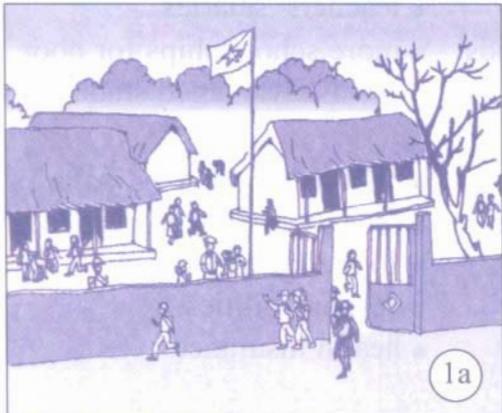
1. When and by whom was Doi Moi officially initiated?
2. What was the aim of Doi Moi?
3. Name the renovation measures the Government introduced to implement Doi Moi.
4. How has Vietnam changed since Doi Moi?
5. What do we believe?

## After you read

Scan the passage and make brief notes of the following points.

- Vietnam before Doi Moi
- The Government's renovation measures
- Vietnam since Doi Moi

## B. SPEAKING



 **Task 1.** Study the pictures and answer the following questions.

1. What does each pair of pictures tell you?
2. What changes can you see in each pair of pictures?
3. What do you think people have done to achieve these changes?

 **Task 2.** The country of Fantasia started its overall reforms in the early 1970s. The reform has brought about positive effects in many sectors of the economy, particularly in education, health care and agriculture.

**Work in groups.** Suggest what the Government and the people of Fantasia have done to improve their economy in these sectors. Use the cues below:

**Education:**

- curriculum and textbooks
- more schools
- teaching and learning methods
- more equipment and facilities
- teachers' salaries
- more scholarships for poor or disadvantaged students

**Health care:**

- more hospitals
- more highly qualified doctors
- more medical equipment and facilities
- doctors' and nurses' salaries
- sensitivity of doctors and nurses to their professional responsibilities
- health insurance

**Agriculture:**

- appropriate policies to encourage farmers to work more efficiently
- new and advanced farming techniques
- fertilisers, pesticides, insecticides
- more dykes and dams, irrigation and drainage systems
- more advanced farming facilities and equipment

 **Task 3.** Report to the class on the measures the Government and the people of Fantasia have taken to develop their country in education, health care and agriculture.

## C. LISTENING

### Before you listen

- **Work in pairs.** Discuss the question: "Do you think that drug-taking should be banned? Why/Why not?"
- **Listen and repeat.**

|               |            |            |
|---------------|------------|------------|
| Tango         | discourage | drug-taker |
| rationally    | ruin       | solution   |
| unfortunately | measures   | islanders  |

### 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.** Listen to the passage about the inhabitants of Tango Island and decide whether the statements are true (T) or false (F).

|   | T                        | F                        |
|---|--------------------------|--------------------------|
| 1. Tango Island is in the South Atlantic.                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. They found a drug.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The drug made it difficult for the people to think in a reasonable way.      | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The whole population stopped working because of the drug.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The Prime Minister warned the people many times on the radio about the drug. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The islanders took the Prime Minister's advice.                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The Government introduced laws to make the drug illegal.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The Law couldn't have any effect.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The Government exported the drug to another country.                         | <input type="checkbox"/> | <input type="checkbox"/> |

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

1. What did the people of Tango discover?
2. What did they do with the plant?
3. What negative effects did the drug bring about?
4. How many measures did the Government take and what were they?
5. What did the Government of Tango decide to do eventually?

## After you listen

**Work in groups.** Discuss the question: “Do you think that the Government of Tango’s decision to export the drug to other countries was a better solution? Why/Why not?”

## D. WRITING

The table below presents the achievements the Government and the people of Tango have gained in some branches of the economy after two decades of their economic reform. Read the information in the table and do the tasks that follow.

|              | Before 1980 | 1980 | 1990 | 2000 |
|--------------|-------------|------|------|------|
| Agriculture  | – 0.5%      | 3.5% | 4.5% | 5.4% |
| Fishery      | – 0.4%      | 3.2% | 4.0% | 5.0% |
| Forestry     | – 0.2%      | 2.7% | 3.5% | 4.5% |
| Industry     | – 0.6%      | 2.3% | 3.4% | 4.5% |
| Construction | – 0.3%      | 4.5% | 5.3% | 6.4% |
| Export       | 0%          | 3.0% | 4.1% | 5.3% |

 **Task 1.** Answer the following questions.

1. What was the economic situation in Tango before 1980?
2. What can you say about the economic situation in Tango from 1980 to 2000?
3. What do you think the Government and the people of Tango have done to achieve these results?

 **Task 2.** Based on the information given in the table, write a report of 150 words on the economic development of Tango. Your report should include details such as:

- (i) the economic situation of Tango before 1980
- (ii) the measures taken by the Government and the people of Tango to overcome the problems
- (iii) the achievements (as presented in the table) they have made as a result of the reform

You may begin with:

*The Government and the people of Tango started their overall economic reform in the mid 1970s. Before that time, the economy of the country was in ruins ...*

## E. LANGUAGE FOCUS

- **Pronunciation: Strong and weak forms of auxiliaries**
- **Grammar: Adverbial clauses of concession: (al)though/even though**

### Pronunciation

- Read the following phrases. Pay attention to how the strong and weak forms of the auxiliaries are pronounced.

| Strong forms | Weak forms | Strong forms | Weak forms |
|--------------|------------|--------------|------------|
| she can      | can she    | I am         | am I       |
| they must    | must they  | he does      | does he    |
| you have     | have you   | he is        | is he      |
| she has      | has she    | we shall     | shall we   |
| I could      | could I    | they will    | will they  |
| you do       | do you     | it will      | will it    |

- Practise reading the following.

|                           |                                    |
|---------------------------|------------------------------------|
| A. Can you speak English? | A. Shall we go now?                |
| B. Yes, I can.            | B. I think we ought to.            |
| A. Must we go now?        | A. Will you come tomorrow?         |
| B. I think we must.       | B. Yes, I will.                    |
| A. Have you met Quang?    | A. Do you really have time for it? |
| B. Yes, I have.           | B. Yes, I do.                      |
| A. Has she gone?          |                                    |
| B. Yes, she has.          |                                    |

## Grammar and Vocabulary

**Exercise 1.** Combine the sentences with *although/even though*.

**Example:** It was very sunny. It was quite cold.

*Although it was very sunny, it was quite cold.*

1. It rained a lot. We enjoyed our vacation.  
\_\_\_\_\_
2. We had planned everything carefully. A lot of things went wrong.  
\_\_\_\_\_
3. The doctor has advised him to quit. Bob smokes 20 cigarettes a day.  
\_\_\_\_\_
4. It was cold and rainy. We managed to go to class in time.  
\_\_\_\_\_
5. Luong has studied English only for six months. He can speak English very well.  
\_\_\_\_\_
6. I didn't go to bed early. I was really sleepy.  
\_\_\_\_\_

**Exercise 2.** Complete the sentences. Use *although* + a clause from the box.

I couldn't speak the language  
I had never seen her before  
it was pretty cold  
I'd met her twice before  
I was very tired

he has a very important job  
we don't like them very much  
the heat was on  
we've known each other for a long time

**Example:** \_\_\_\_\_, he is not well paid.

*Although he has a very important job, he is not well paid.*

1. \_\_\_\_\_, I couldn't sleep.
2. \_\_\_\_\_, I recognized her from the distance.
3. She wasn't wearing a coat \_\_\_\_\_.
4. We thought we'd better invite them to the party \_\_\_\_\_.
  
5. \_\_\_\_\_, I managed to make myself understood.
6. \_\_\_\_\_, the room wasn't very warm.
7. I didn't recognize her \_\_\_\_\_.
8. We're not very good friends \_\_\_\_\_.

**Exercise 3.** Use your own ideas to complete the following sentences.

1. Although we had packed our bags the night before, \_\_\_\_\_.
  
2. They didn't eat anything although \_\_\_\_\_.
  
3. Although Luong hadn't studied English before, \_\_\_\_\_.
  
  
4. \_\_\_\_\_, he failed the exam.
5. Although summer has come, \_\_\_\_\_.



## A. READING

## Before you read



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

1. Do you think life will be better in the future? Why/Why not?
2. List three things that might happen in the future.

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

What will life be like in the future? Different people have different answers to this question; some are pessimistic while others optimistic.

Things will be much worse than they are nowadays, pessimists say. The whole world will experience a period of economic depression. Many large corporations will be wiped out and millions of jobs will be lost. The security of the earth will be threatened by terrorism as terrorist groups will become more powerful and more dangerous. On the contrary, optimists believe that life will be far better than it is today. We will be living in a much cleaner environment, breathing fresher air and eating healthier foods. We will also be better looked after by a more modern medical system. Domestic chores will no longer be a burden thanks to the inventions of labour-saving devices.

For better or worse, it is certain that in the future some things will be very different. Developments in micro technology – computers and telecommunication are bound to have a huge influence on various aspects of our lives. Take work, for instance. Robots will do most of the work in factories, so they will be cleaner places for fewer people to work in them. Offices, too, will go electronic with the result that paper will almost completely disappear. More people will work from home on computers linked to a head office. As for travel, it is likely that space-shuttle technology will be used in normal air travel achieving speeds of up to 15,000 kph. Cars will still be with us, but, instead of petrol, they will run on anything from electricity to methane gas. They will also be fitted with computers to tell us how efficiently we are driving and if there is anything wrong on the road ahead.

Whatever we expect from the future, remember that progress has never moved in straight lines, and history is full of unexpected developments. However, we are confident that the future is in our hands, and it is our responsibility to contribute to bettering our own lives.

 **Task 1.** Find words or phrases in the passage which have the following meanings.

1. People who always expect bad things to happen \_\_\_\_\_
2. People who always expect good things to happen \_\_\_\_\_
3. A period when there's little economic activity and many people are poor or without jobs \_\_\_\_\_
4. The use of violent action in order to achieve political aims or to force a government to act \_\_\_\_\_
5. Be destroyed or removed completely \_\_\_\_\_
6. Spacecraft designed to be used for travelling between the earth and a space station \_\_\_\_\_

 **Task 2.** Answer the following questions.

1. What will happen in an economic depression?
2. Why, according to pessimists, will the security of the earth be threatened?
3. What will life be like in the future, according to optimists?
4. What are the most important factors that will bring about dramatic changes in different aspects of our lives?

 **Task 3.** Complete the notes about how technology will influence our life in the future.

- work: \_\_\_\_\_  
\_\_\_\_\_
- travel: \_\_\_\_\_  
\_\_\_\_\_

**Work in groups.** Discuss the advantages and disadvantages of robots.

## B. SPEAKING

 **Task 1.** Look at the newspaper cuttings from the future, and say what will have happened by the end of the 21<sup>st</sup> century.

### CHINESE ASTRONAUTS LAND ON MARS

25<sup>th</sup> October, 2099

### NEW MOON CITY OPENED

The third city on the moon was declared open yesterday.

The new city has a population of over 200,000 people.

16<sup>th</sup> May, 2089

### THE COLD WAR ENDS

Scientists have found a cure for the common cold

4<sup>th</sup> September, 2099

### 150<sup>th</sup> BIRTHDAY PARTY!

Oldest world citizen celebrated her 150<sup>th</sup> birthday yesterday.

2<sup>nd</sup> July, 2087

### HOLIDAY RESORT ON JUPITER

Vietnam tourism welcomes the fiftieth holiday-maker back from Jupiter.

12<sup>th</sup> April, 2098

### CAR ON SEA WATER

At last, the first car running on sea water was finished yesterday.

9<sup>th</sup> August, 2087

*Example:*

– By the end of the 21<sup>st</sup> century, Chinese astronauts will have landed on Mars.

 **Task 2. Work in pairs.** Which of these predictions are likely/unlikely to happen? Give at least two reasons for each.

**Example:**

- *I think it's very unlikely that by the end of the 21<sup>st</sup> century Chinese astronauts will have landed on Mars, because it is too far from the earth.*

|         | <b>Likely</b>   | <b>Unlikely</b>  |
|---------|---|--|
| Reasons | <ul style="list-style-type: none"><li>• developments in science and technology</li><li>• living standards improved</li><li>• cures for fatal diseases found</li></ul> | <ul style="list-style-type: none"><li>• too far</li><li>• no water</li><li>• thin atmosphere</li><li>• too costly</li><li>• too cold/hot</li><li>• more diseases</li><li>• just impossible</li></ul> |

 **Task 3. Work in groups.** Make some more predictions about what life will be like one hundred years from now.

## C. LISTENING

**Before you listen**

- **Work in pairs.** Discuss the question: *Which of the following factors do you think might help people have a long and healthy life?*

|                       |                        |
|-----------------------|------------------------|
| • eating healthy food | • doing exercise       |
| • laughing a lot      | • going to bed early   |
| • drinking a lot      | • eating a lot of meat |

- *Listen and repeat.*

incredible

centenarian

life expectancy

fatal

eradicated

eternal life

## While you listen

*Listen to the interview about people's life expectancy in the future and do the tasks that follow.*

 **Task 1.** Decide whether the following statements are true (T) or false (F).

T F

1. Nobody can predict how long we will be able to live in the 21<sup>st</sup> century.

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

2. People's general health will improve because they eat a lot of mushrooms.

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

3. Nowadays, if people look after themselves, they can live to be 90.

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

4. Within 30 years, 80% of cancers will be curable.

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

5. Eternal life isn't impossible.

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

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

1. What are the factors that help people have longer life expectancy according to Dr. Davis?
2. Which factor is the most important one? Why?
3. What will we have been able to do about AIDS in ten years' time?

## After you listen

**Work in pairs.** Discuss the advantages and disadvantages of having a very long life.

## D. WRITING

***Describing the world in which you would like to live in the year 2020.***

 **Task 1.** Your school organises a competition for students to write about *The world in which I would like to live in the year 2020*. Below is an essay by one of the students. **Work in pairs.** Read and answer the questions about it.

*My ideal world would be a peaceful one. There are no wars or conflicts between nations. People won't have to live under the threat of*

terrorism but all live together in harmony. Everyone has a job to do, and there is a good healthy standard of living for all. I would also wish to live in a clean healthy environment with less noise and less pollution. There are more and larger parks where children can play and wildlife can be protected. But my main desire is to see people less materialistic, less selfish, less violent and more loving than they are now.

1. What are the student's concerns about:
  - world peace?
  - employment?
  - the environment?
  - the people?
2. Are your concerns similar to those?
3. Do you have other concerns? What are they?

 **Task 2.** Write about the ideal world in which you would like to live in the year 2020, using the ideas you have discussed in Task 1.

## E. LANGUAGE FOCUS

- **Pronunciation: Contracted forms of auxiliaries (continued)**
- **Grammar: Prepositions and articles**

### Pronunciation

- *Read the following phrases. Pay attention to how the full and contracted forms of the auxiliaries are pronounced.*

| Full forms | Contracted forms | Full forms   | Contracted forms |
|------------|------------------|--------------|------------------|
| I have     | I've             | I have not   | I haven't        |
| you have   | you've           | you have not | you haven't      |
| he has     | he's             | he has not   | he hasn't        |
| she has    | she's            | she has not  | she hasn't       |
| it has     | it's             | it has not   | it hasn't        |

• Practise reading these sentences.

I've got something for you.

You've got something for me?

We've failed and they've passed.

I haven't always lived in this cottage, you know.

Haven't you? You've not been here long, of course.

I haven't. But I've grown to love it already.

He's left, and she's gone to work, too.

Hasn't the doctor come yet?

No. The doctor hasn't been called.

**Exercise 1.** Choose the appropriate prepositions.

1. Luckily, you are *in/on* time for the meeting.
2. Many people are dying *of/by* various types of cancer.
3. I will not be here next week. I am going to be *on/in* business in Mexico.
4. *At/In* the end of the book, they get married and live happily ever after.
5. Thank you for everything you've done. You are a true friend *of/to* me.
6. I can't believe *in/to* you. You always let me down.
7. I have warned you *on/about* the difficulties you have to face when applying for the job.
8. Britney Spears is famous *by/for* her beautiful face and sweet voice.
9. The bookshop is *among/between* the chemist's and the butcher's and *across/opposite* the library.
10. Next year, I am going to get married *to/with* John and we are going to move to Bristol.

**Exercise 2.** Put *a/an, the* or *φ* in each space to complete the following sentences.

1. We went by \_\_\_\_\_ train to the west of England.
2. \_\_\_\_\_ people who live in \_\_\_\_\_ Scotland are called \_\_\_\_\_ Scots.
3. \_\_\_\_\_ Columbus was one of \_\_\_\_\_ first people to cross \_\_\_\_\_ Atlantic.
4. Davis learned to play \_\_\_\_\_ violin when he was at \_\_\_\_\_ university.
5. Did you read \_\_\_\_\_ book I lent you \_\_\_\_\_ last week?
6. Is that \_\_\_\_\_ present Bill gave you for \_\_\_\_\_ Christmas?
7. \_\_\_\_\_ computer has already changed \_\_\_\_\_ our lives dramatically.
8. There was \_\_\_\_\_ accident yesterday at \_\_\_\_\_ corner of \_\_\_\_\_ street.
9. I need \_\_\_\_\_ time to think about \_\_\_\_\_ offer you gave me.
10. \_\_\_\_\_ little knowledge is \_\_\_\_\_ dangerous thing.

## TEST YOURSELF C

*Listen to a passage making predictions about the second half of the twenty-first century. Choose the best answer from the options A, B or C.*

1. The world's population will increase from 6 billion to 10 billion, mostly in \_\_\_\_\_.
  - A. America and Asia
  - B. Africa, Asia and Latin America
  - C. Africa, Asia and America
  
2. The earth's climate will become warmer, which will create \_\_\_\_\_.
  - A. droughts and famine in Africa
  - B. droughts and famine in southern Europe
  - C. Both A and B
  
3. In the second half of the 21<sup>st</sup> century, \_\_\_\_\_.
  - A. the world's supplies of petroleum will run out
  - B. people can't produce electric vehicles
  - C. we'll go on using our normal cars
  
4. With the help of new technology, \_\_\_\_\_.
  - A. people will communicate easily in the same place
  - B. people won't need to be in the same place to communicate
  - C. people can use computers and videophones at home
  
5. Patterns of work may change. People \_\_\_\_\_.
  - A. won't need to go to banks, offices
  - B. won't have to go to schools, universities or shops any more
  - C. Both A and B

## II. Reading (2.5 points)

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

People used to know more or less how their children would live. Now things are changing so quickly that we don't even know what our own lives will be like in a few years. What follows is not science fiction. It's how experts see the future.

You're daydreaming behind the wheel of your car, but that's OK. You have it on automatic pilot, and with its high-tech computers and cameras, your car "knows" how to get you home safely.

What's for lunch? In the old days, you used to stop off to buy a hamburger or pizza. Now you use your diagnostic machine to find out which foods your body needs. You find out you need more vegetables and less fat. Your food-preparation machine makes you a salad.

After lunch, you go down the hall to your home office. Here you have everything you need for doing your work. Thanks to your information screen and your new computer, you almost never go into the office any more. The information screen shows an urgent message from a co-worker in Brazil. You set the screen to translate Portuguese into English, then you read and reply to the message.

T F

1. The experts who write science fiction think about our own lives in the future.
2. You will be able to get home safely by car because you bring your own high-tech computers and cameras with you.
3. For lunch, your special machine will help you choose proper foods and makes you a salad.
4. With the help of your information screen and new computer, you will be able to work at home without going to the office.
5. When receiving an urgent message from someone in Brazil, you will be able to translate it from Portuguese into English yourself before reading and replying to the message.

### III. Grammar (2.5 points)

*A. Put a/an, the or no article (Ø) in each space to complete the sentences. (1.5 points)*

1. I must go to \_\_\_\_\_ post office to buy some stamps.
2. Would you like \_\_\_\_\_ apple?
3. Mr. and Mrs. Smith invited us to \_\_\_\_\_ dinner.
4. Did Jane get \_\_\_\_\_ job she applied for?
5. We took \_\_\_\_\_ taxi to the airport.
6. There are millions of stars in \_\_\_\_\_ space.

*B. From each pair of sentences, make one sentence with **Although** or **Even though**. (1 point)*

1. Nam worked very hard. He didn't pass the exam.  
\_\_\_\_\_.

2. I was very tired. I couldn't sleep.  
\_\_\_\_\_.

3. She had all the necessary qualifications. She didn't get the job.  
\_\_\_\_\_.

4. The traffic was bad. We arrived on time.  
\_\_\_\_\_.

### IV. Writing (2.5 points)

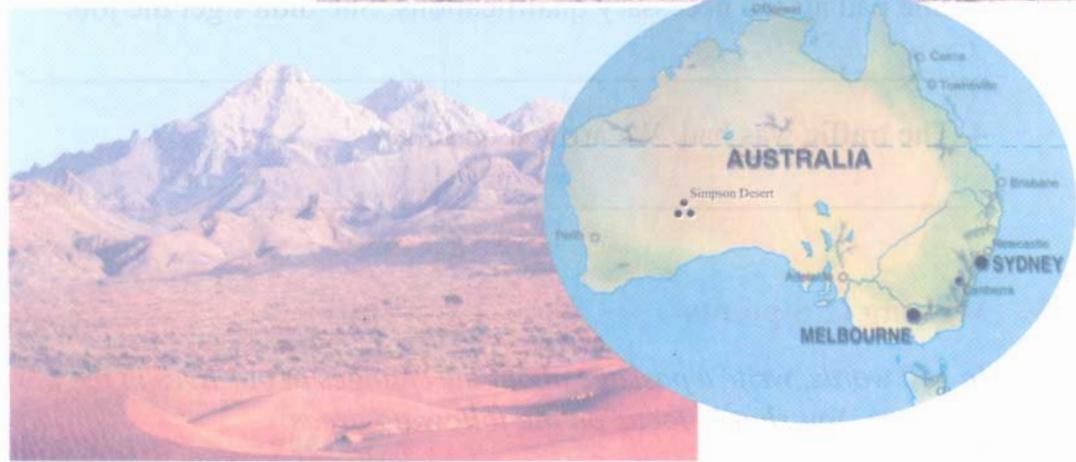
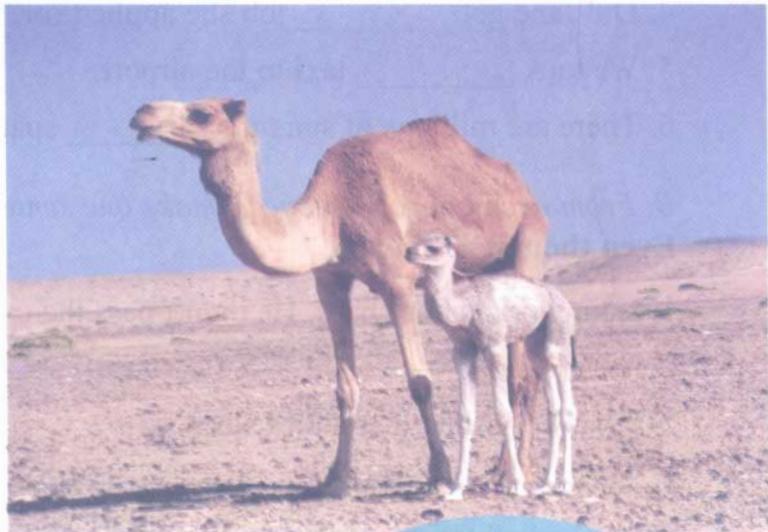
*In 150 words, write a passage about the changes in our lives in the next 30 years. You should focus on the following areas:*

- People
- Foods and water
- Transportation
- Communications



## A. READING

## Before you read



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

1. What do you know about deserts?
2. What kinds of plants and animals live in a desert?
3. Name some of the countries which have deserts.

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

Three great stretches of sandy desert almost circle the centre of Australia. To the north of Nullabor Plain stretches the Great Victoria Desert. In the west, the Gibbon, Great Sandy, and Tanami Deserts comprise an enormous sandy area. North of Lake Eyre lies the Simpson Desert, the last part of Australia to be explored.

The Simpson Desert lies between Lake Eyre in the south, the Macdonnel Ranges in the north, the Mulligan and the Diamantina Rivers in the east, and the Macumba and Finke Rivers in the west. The first European entered the Simpson Desert in 1845. But the desert remained a mystery until Madigan made an aerial survey in 1929. He named the desert after Simpson, President of the South Australian Branch of the Royal Geographical Society of Australia.

In 1936, Colson and an Australian Aborigine took camels across the desert. They travelled along the border of South Australia and the Northern Territory. Three years later Madigan led a scientific expedition across the sand dunes on a more northerly route. Colson and Madigan both travelled eastward across the Simpson Desert.

In the Simpson Desert there are different types of dunes. In the western part of the desert, there is a network of short dunes, mostly less than 10 metres high. Hummock grasses grow in loose sand on the crest and spinifex grows in the corridors between dunes and on the more stable slopes.

In the northern part of the desert, the dunes are parallel and separated by corridors of low, open shrubland. Spinifex grows on the slopes of the dunes. These dunes are deep red-brown, but the sand is pale in the area where Queensland, South Australia and Northern Territory meet. Dry salt lakes up to 70 kilometres long and 15 kilometres wide lie between long dunes with crests 20 metres high.

 **Task 1.** Give the Vietnamese equivalents to the following words or phrases.

|   |                    |
|---|--------------------|
| 1. stretch _____                                    | 6. dune _____      |
| 2. sandy _____                                      | 7. sloping _____   |
| 3. aerial survey _____                              | 8. steep _____     |
| 4. Royal Geographical Society<br>of Australia _____ | 9. hummock _____   |
| 5. Australian Aborigine _____                       | 10. crest _____    |
|   | 11. spinifex _____ |

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

T F

|   |   |
|---|---|
| 1. According to the passage, there are three great deserts<br>in Australia. | <input type="checkbox"/> <input type="checkbox"/> |
| 2. The Simpson Desert is the largest one in Australia.                      | <input type="checkbox"/> <input type="checkbox"/> |
| 3. The desert was named after Simpson in 1929.                              | <input type="checkbox"/> <input type="checkbox"/> |
| 4. Colson and Madigan travelled across the Simpson Desert<br>in 1936.       | <input type="checkbox"/> <input type="checkbox"/> |
| 5. There are more dunes in the western part of the desert.                  | <input type="checkbox"/> <input type="checkbox"/> |
| 6. Dry salt lakes are in the northern part of the desert.                   | <input type="checkbox"/> <input type="checkbox"/> |

 **Task 3.** Answer the following questions.

1. What are the names of the three great stretches of sandy desert which circle the centre of Australia?
2. Where is the Simpson Desert?
3. When did the first European enter the desert?
4. Who was Simpson?
5. How did E. A. Colson and an Australian Aborigine travel across the desert?
6. What are the dunes like in the western and northern parts of the desert?
7. How many kinds of grass grow in the Simpson Desert? What are they?

## After you read

Read this story and answer the questions that follow.

At a restaurant, a Vietnamese interpreter was having dinner with an American businessman. It was a delicious dinner and both of them enjoyed it enormously. Before the dinner was over, the interpreter asked the American businessman: "What would you like for your desert?" After a pause, the American businessman answered: "Trees and water".

1. Is the story funny?
2. Where is the fun?

## B. SPEAKING

 **Task 1. Work in pairs.** Check the trees and animals that you think might exist in a desert. Explain your choice.

|            |                          |           |                          |
|------------|--------------------------|-----------|--------------------------|
| banana     | <input type="checkbox"/> | crocodile | <input type="checkbox"/> |
| eucalyptus | <input type="checkbox"/> | camel     | <input type="checkbox"/> |
| cactus     | <input type="checkbox"/> | fox       | <input type="checkbox"/> |
| date palm  | <input type="checkbox"/> | dog       | <input type="checkbox"/> |
| grass      | <input type="checkbox"/> | lizard    | <input type="checkbox"/> |
| frog       | <input type="checkbox"/> | rabbit    | <input type="checkbox"/> |
| horse      | <input type="checkbox"/> | goat      | <input type="checkbox"/> |
| buffalo    | <input type="checkbox"/> | sheep     | <input type="checkbox"/> |

 **Task 2. Work in pairs.** Find out as many natural features of a desert as possible. Then compare your notes with other pairs. Use the cues below.

|            |                |           |
|------------|----------------|-----------|
| – climate  | – plants/trees | – soil    |
| – rainfall | – animals      | – seasons |

 **Task 3. Work in groups.** You are going on an expedition across a desert with some of your friends. Discuss and choose the five most important things you should bring along with you. Explain your choice.

|                  |                  |                |             |
|------------------|------------------|----------------|-------------|
| – a knife        | – a gun          | – a horse      | – food      |
| – a box of match | – a car          | – a camel      | – a blanket |
| – water          | – a mosquito net | – a cell phone | – a walkman |

## C. LISTENING

### Before you listen

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

1. What is a desert?
2. How is a desert formed?
3. Can human beings make a desert? Why/Why not?

- **Listen and repeat.**

frightening speed

Australia

Sahara

firewood

petroleum

Mauritania

### While you listen

 **Task 1.** You will hear an expert talking about deserts, what they are and how they are formed. Listen to his talk and decide whether the statements are true (T) or false (F).

1. In a desert, everything is hard.
2. Only trees with hard needles can grow in deserts.
3. Space seems to have no limit in the desert.
4. Nature causes the change in the size and location of the world's deserts.
5. Rabbits are one of the agents that help make deserts in Australia.

T F

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

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

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

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

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

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

1. What central theme does the talk examine?
2. What is a desert?
3. What causes the growing of the world's deserts?
4. In what way do rabbits contribute to the growing of deserts in Australia?



### Task 3. Listen to part of the expert's talk again and fill in the missing word(s).

In developing countries, (1) \_\_\_\_\_ of the people use wood for cooking and heat. They cut down trees for firewood. But trees are important. They cool the land under them and keep the sun off (2) \_\_\_\_\_. When leaves fall from a tree, they make the land richer. When the trees are gone, the smaller plants die and the land becomes desert.

Humans can make deserts, but humans can also (3) \_\_\_\_\_ their growth. Algeria planted a green wall of trees across the edge of the Sahara to stop the desert sand from (4) \_\_\_\_\_. Mauritania planted a similar wall around its (5) \_\_\_\_\_. Iran puts a thin covering of petroleum on sandy areas and plant trees. Other countries build long (6) \_\_\_\_\_ to bring water to the desert areas.

### After you listen

**Work in groups.** Summarise the main ideas of the expert's talk. Use the following suggestions:

- What is a desert?
- What causes the growth of a desert?
- What should humans do to prevent the growth of deserts?

## D. WRITING

### THE SAHARA DESERT

*Study the information in the table below and write a composition about the Sahara Desert.*

| <b>General information</b> |   |
|----------------------------|---|
| <b>Location</b>            | <ul style="list-style-type: none"><li>– largest desert in the world</li><li>– in northern Africa</li><li>– extends from the Atlantic Ocean eastward past the Red Sea to Iraq</li><li>– lies largely in Morocco, Algeria, Tunisia, Libya, Egypt, Mauritania, Mali, Niger and Sudan</li></ul>     |
| <b>Area</b>                | <ul style="list-style-type: none"><li>– total area: more than 9,065,000 sq km</li><li>– 1,610 km wide and about 5,150 km long from east to west</li></ul>   |
| <b>Natural features</b>    | <ul style="list-style-type: none"><li>– arid land, dry climate (moisture is almost totally absent), very hot in summer and very cold in winter</li><li>– few oases exist</li><li>– sandy land and large dunes of sand</li><li>– tableland with an average elevation from 400 to 500 m</li></ul> |
| <b>Trees and animals</b>   | <ul style="list-style-type: none"><li>– few forms of animal and vegetable life</li><li>– main trees: cactus, the date palm, and a form of acacia</li><li>– main animals: gazelle, antelope, fox, jackal, camel</li></ul>  |

## E. LANGUAGE FOCUS

- **Pronunciation: Full and contracted forms of auxiliaries**
- **Grammar: So, but, however and therefore**

### Pronunciation

- Read the following phrases. Pay attention to how the full and contracted forms of the auxiliaries are pronounced.

| Full forms | Contracted forms | Full forms    | Contracted forms |
|------------|------------------|---------------|------------------|
| I am       | I'm              | I shall/will  | I'll             |
| you are    | you're           | you will      | you'll           |
| he is      | he's             | he will       | he'll            |
| she is     | she's            | she will      | she'll           |
| it is      | it's             | it will       | it'll            |
| we are     | we're            | we shall/will | we'll            |
| they are   | they're          | they will     | they'll          |

- Practise reading these sentences.

I think I'll buy a motorbike.

You'll notice that there's a girl coming.

It'll be much better if you could do it.

We'll have to talk to her.

She's feeling much better now.

They're students.

He'll be 17 next month.

### Grammar

**Exercise 1.** Add *so* or *but* and a comma where appropriate.

**Examples:**

It began to rain, *so* I opened my umbrella.

It began to rain, *but* he didn't open his umbrella.

1. I didn't have an umbrella \_\_\_\_\_ I got wet.
2. I didn't have an umbrella \_\_\_\_\_ I didn't get wet because I was wearing a raincoat.
3. The water was cold \_\_\_\_\_ I didn't go swimming.
4. The water was cold \_\_\_\_\_ I went swimming anyway.
5. Luan's directions to his house weren't clear \_\_\_\_\_ Binh got lost.
6. The directions weren't clear \_\_\_\_\_ Binh found Luan's house anyway.
7. Her friend lied to her \_\_\_\_\_ she still likes and trusts him.
8. Her friend lied to her \_\_\_\_\_ she doesn't trust him anymore.

**Exercise 2.** Underline the correct alternative in the following sentences.

1. Dan didn't study for the exam, *however/but* Lan did.
2. You could fly via Vienna; *but/however* it isn't the only way.
3. They have lived next door to us for years, *yet/however* we hardly ever see them.
4. My friend and I were tired, *so/however* we went home early.
5. We had wanted to stay until the end of the game, *but/however* it got too late for us.
6. I understand your point of view. *However/Although* I don't agree with it.
7. The normal pulse for an adult is between 60 and 80 beats per minute, *so/but/however* excitement will make a pulse much faster.
8. The food didn't look appetizing, *but/however* many people started eating.

**Exercise 3. Add *so*, *therefore* or *however* where appropriate.**

**Example:** It began to get dark, *so* I turned on the light.

I think, *therefore* I am.

1. He worked hard, \_\_\_\_\_ he could earn much money.
2. The shrimp was only 2 dollars a kilo this week, \_\_\_\_\_ I bought three kilos.
3. He's been studying really hard, \_\_\_\_\_ he can pass the exams.
4. She is still not good at Maths. \_\_\_\_\_ she cannot be the best student in her class.
5. OK, you can take Chemistry as your major. \_\_\_\_\_ you should remember that it is not easy to learn Chemistry.
6. The boy has chosen to do an MBA programme in Australia.  
\_\_\_\_\_ I think you should let him go.
7. It was already 6 p.m., \_\_\_\_\_ we closed the office and went home.
8. Advertisers often say that their products are the best. \_\_\_\_\_ the real quality is not as good as it is advertised.



## A. READING

### Before you read

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

1. Which of the animals and insects below can be found in Vietnam?
2. Which of them is/are in danger of becoming extinct?



a) tortoise



b) rhinoceros



c) monkey



d) elephant



e) leopard



f) frog



g) mosquito



h) parrot

## While you read

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

Endangered species are plant and animal species which are in danger of extinction. Over 8,300 plant species and 7,200 animal species around the globe are threatened with extinction, and many thousands more become extinct each year before biologists can identify them.

The primary causes of species extinction are habitat destruction, commercial exploitation and pollution. The drainage of wetlands, cutting of forests, urbanization and road and dam construction have destroyed or seriously damaged natural habitats. Since the 1600s, worldwide commercial exploitation of animals for food and other products has seriously reduced the number of rare species. Toxic chemicals in the air and land, contaminated water and increased water temperatures have also driven many species to the verge of extinction.

Plant and animal extinction leads to a loss of biodiversity. Maintaining biodiversity is important for us in many ways. For example, humans depend on species diversity to have food, clean air and water, and fertile soil for agriculture. In addition, we benefit greatly from the many medicines and other products that biodiversity provides.

Different conservation efforts have been made in order to save endangered species. The Red List – a global list of endangered and vulnerable animal species – has been introduced to raise people's awareness of conservation needs. Governments have enacted laws to protect wildlife from commercial trade and overhunting. A number of wildlife habitat reserves have been established so that a wide range of endangered species can have a chance to survive and develop.

 **Task 1.** The nouns in column A all appear in the passage. Match each of them with a suitable definition in column B.

| A               | B   |
|-----------------|---|
| 1. extinction   | a. the existence of a large number of different kinds of animals and plants which make a balanced environment |
| 2. habitat      | b. the act of preventing something from being lost, wasted, damaged or destroyed                              |
| 3. biodiversity | c. a situation in which a plant, an animal, a way of life, etc. stops existing                                |
| 4. conservation | d. the natural environment in which a plant or animal lives   |

 **Task 2.** Choose A, B, C or D to complete the following sentences about the reading passage.

1. The number of species around the globe threatened with extinction is over \_\_\_\_\_.  
A. 7,200      B. 8,300      C. 1,600      D. 15,000
2. Which of the following is NOT mentioned as a primary cause of species extinction?  
A. pollution      C. habitat destruction  
B. natural selection      D. overexploitation
3. The Red List is a special book that provides names of \_\_\_\_\_ animals.  
A. vulnerable and endangered      C. endangered  
B. hunted      D. extinct

4. The development of wildlife habitat reserves helps \_\_\_\_\_.  
A. save a large number of endangered species  
B. make a list of endangered species  
C. enact laws to protect wildlife  
D. develop commercial trade and overhunting

5. The best title for the passage is \_\_\_\_\_.  
A. Endangered Species and Conservation Measures  
B. Endangered Species and their Benefits  
C. The Global Extinction Crisis  
D. Endangered Species Extinction: Causes and Conservation Measures

 **Task 3.** Find evidence in the passage to support these statements.

1. Pollution is one of the main causes of species extinction.
2. Species diversity has provided humans with so many essential things.
3. There are a number of ways to help save endangered species.

After you read

**Work in pairs.** Summarise the reading passage by writing **ONE** sentence for each paragraph.

## **B. SPEAKING**

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

1. What do you call Gấu Trúc, Tê Giác, Hổ, Voi in English?
2. In which sort of habitats can you find each of these animals?
3. Which of these animals can be kept as a pet or used for food or medicine?
4. Which of them is/are endangered?

 **Task 2.** *Work in pairs.* Look at the information about the giant panda, tiger, rhino and elephant, which are endangered animals. Ask and answer questions about them.

**Example:**

*A: Where do giant pandas live?*

*B: In bamboo forests in the mountains in central and western China.*

*A: What is the population of pandas in the world?*

*B: Only about 600.*

**Habitat:** Bamboo forests in mountains in central and western China.

**Population:** Only about 600

**Height:** 1.2 to 1.5 m

**Weight:** 75 to 160 kg

**Food:** Bamboo

**Life span:** About 20 to 30 years

**Reason for decline:**

Habitat destruction and illegal trading



**Habitat:** Forests, grasslands and swamps in Siberia, Southeast Asia and Southern India.

**Population:** Only about 6,000

**Height:** 1.4 to 2.8 m

**Weight:** 65 to 300 kg

**Food:** Deer, buffalo, etc...

**Life span:** About 15 to 17 years

**Reason for decline:**

Habitat destruction and illegal trading



**Habitat:** Grasslands, tropical and subtropical forests in Africa and southern Asia.

**Population:** About 17,000

**Height:** 1.2 to 1.8 m

**Weight:** 1,000 to 3,000 kg

**Food:** Grass and plants

**Life span:** About 40 years

**Reason for decline:**

Habitat destruction and illegal hunting



**Habitat:** Small areas of India, Sri Lanka, China, and Southeast Asia, and the Sahara desert in Africa.

**Population:** About 700,000

**Height:** 3 to 4 m

**Weight:** 5,000 to 7,000 kg

**Food:** Grass, bark, root, leaves and fruit

**Life span:** About 60 years

**Reason for decline:**

Habitat destruction and illegal hunting



 **Task 3.** *Work in groups.* Take turns to give an oral report on the animals mentioned in Task 2.

## C. LISTENING

### Before you listen

• **Work in pairs.** Discuss and choose the best answer A, B or C.

1. You can find gorillas in \_\_\_\_\_.

A. Europe    B. Asia    C. Africa

2. The male gorilla may attain a height of \_\_\_\_\_ m and a weight of about 180 kg.

A. 3    B. 1.7    C. 0.8

3. The life span of a gorilla in the wild is about \_\_\_\_\_ years.

A. 30    B. 40    C. 50

• *Listen and repeat.*

|             |            |           |                |
|-------------|------------|-----------|----------------|
| gorilla     | sociable   | sub-adult | nest           |
| bared teeth | silverback | civil war | forest rangers |



### While you listen

 **Task 1.** Listen to the passage and choose the best answer A, B, C or D to each question.

1. Which of the following can be a group leader?

- A. The biggest and strongest adult male gorilla.
- B. A female gorilla.
- C. The biggest adult female gorilla.
- D. A grown-up gorilla.

2. With whom do baby gorillas sleep at night?

- A. Their sisters.
- B. Their mothers.
- C. Their fathers.
- D. Their mothers and sisters.

3. Why do hunters kill mountain gorillas?

- For their skin.
- For their nests.
- For the trees they live in.
- For food.

4. Which of the following statements is NOT true?

- Mountain gorillas live in Africa.
- Scientists study gorillas and show a different picture of mountain gorillas.
- Life for mountain gorillas is peaceful.
- A gorilla sometimes eats worms.

5. What can be learned from the passage?

- Mountain gorillas are not as dangerous as they look.
- Mountain gorillas live in groups.
- Mountain gorillas eat mainly plants.
- All of A, B and C are correct.

 Task 2. Listen again and complete the chart below.

|                                   |  |
|-----------------------------------|--|
| <b>General features</b>           | (1) _____, gentle, sociable, and<br>(2) _____            |
| <b>Group members</b>              | the silverback, one or two sub-adult males,<br>(3) _____ |
| <b>Food</b>                       | (4) _____ and worms                                      |
| <b>Place for sleeping</b>         | nest (5) _____ or (6) _____                              |
| <b>Causes of being endangered</b> | (7) _____, hunters killing them for food,<br>(8) _____   |

**Work in pairs.** Summarise the main ideas of the passage, using the information and the answers in Tasks 1 and 2.

## D. WRITING

 **Task 1.** *Work in pairs.* Suggest possible measures that should be taken to solve the following problems.

- People do not know much about the need to protect rare and endangered animals.
- Projects to save endangered animals do not have sufficient funds.
- The habitats for endangered animals are being seriously damaged and polluted.
- People who live in or near endangered animals' habitats have poor living conditions and rely mostly on wildlife products for their livelihood.
- Some countries do not have laws to protect endangered animals.
- People keep buying fashionable wildlife products.
- There are not enough wildlife habitat reserves.

***Example:***

*People do not know much about the need to protect rare and endangered animals. We should organise different activities to raise people's awareness of the need to protect these animals.*

 **Task 2.** Write a paragraph about measures for protecting endangered animals using the ideas discussed in Task 1. Begin your paragraph with:

*"There are a number of measures that should be taken to protect endangered animals."*

## E. LANGUAGE FOCUS

- **Pronunciation: Rhythm**
- **Grammar: Modal verbs: *may, might, must, mustn't, needn't***

### Pronunciation

- Practise reading the following sentences, paying attention to the stressed syllables.

1. Tell me the time.
2. Show me the way.
3. He bought some carrots and cabbages.
4. Come for a swim.
5. Look at the clock on the mantelpiece.
6. I think he wants to go tomorrow.
7. It's not the one I want.
8. Most of them have arrived on the bus.
9. Walk down the path to the end of the canal.
10. I'm going home today for Christmas.
11. A bird in the hand is worth two in the bush.
12. If you don't have the best, make the best of what you have.

### Grammar

**Exercise 1.** Complete the sentences, using ***may/might*** with one of the verbs in the box.

|      |       |      |             |      |      |
|------|-------|------|-------------|------|------|
| bite | break | need | <u>rain</u> | slip | wake |
|------|-------|------|-------------|------|------|

1. Take an umbrella with you when you go out. It *might rain* later.
2. Don't make too much noise. You \_\_\_\_\_ the baby up.
3. Be careful of that dog. It \_\_\_\_\_ you.

4. I don't think we should throw that letter away. We \_\_\_\_\_ it later.
5. Be careful. The footpath is very icy. You \_\_\_\_\_.
6. I don't want the children to play in this room. They \_\_\_\_\_ something.

**Exercise 2.** Complete the sentences, using *needn't* with one of the verbs in the box.

|     |      |         |              |      |      |
|-----|------|---------|--------------|------|------|
| ask | come | explain | <u>leave</u> | tell | walk |
|-----|------|---------|--------------|------|------|

1. We've got plenty of time. We *needn't leave* yet.
2. I can manage the shopping alone. You \_\_\_\_\_ with me.
3. We \_\_\_\_\_ all the way home. We can get a taxi.
4. Just help yourself if you'd like something to eat. You \_\_\_\_\_ first.
5. We can keep this a secret between ourselves. We \_\_\_\_\_ anybody else.
6. I understand the situation perfectly. You \_\_\_\_\_ further.

**Exercise 3.** Complete the sentences with *must*, *mustn't* or *needn't*.

1. We haven't got much time. We *must* hurry.
2. We've got plenty of time. We *needn't* hurry.
3. We have enough food at home so we \_\_\_\_\_ go shopping today.
4. Jim gave me a letter to post. I \_\_\_\_\_ remember to post it.
5. Jim gave me a letter to post. I \_\_\_\_\_ forget to post it.
6. There's plenty of time for you to make up your mind. You \_\_\_\_\_ decide now.
7. You \_\_\_\_\_ wash those tomatoes. They've already been washed.
8. This is a valuable book. You \_\_\_\_\_ look after it carefully and you \_\_\_\_\_ lose it.

## TEST YOURSELF D

### I. Listening (2.5 points)

*Listen to the passage and complete the note with NO MORE THAN THREE words.*

#### FACTS ABOUT THE PANDA

Habitat : (0) *lives* in high mountains in China

Food: mainly (1) \_\_\_\_\_

Eating time: (2) \_\_\_\_\_ hours a day

Number: about (3) \_\_\_\_\_ in the wild and 100 in captivity

Cubs: more than (4) \_\_\_\_\_ die after birth

Solution: (5) \_\_\_\_\_

### II. Reading (2.5 points)

*Read the passage and decide if the following statements are true (T), false (F) or not mentioned (NM).*

It is difficult to know how many elephants once lived in the continent, but there may have been at least 3-5 million elephants in Africa in the early part of the twentieth century. People have always hunted elephants for meat, hides and ivory. As the human population grew and weapons became more advanced, elephants were under greater threat. In the late 1970s and early 1980s there was a huge decline in the number of elephants due to the increase in poaching. It is estimated that there are now about 500,000 elephants and they are living in a small number of countries. A ban was given on all international trade in ivory in 1989, and many governments started to give poachers severe punishments. Thanks to such timely actions, some elephant populations, especially those in southern Africa, have recovered over the last decade. However, numerous threats remain for Africa's elephants.

|  | T                                   | F                                   | NM                                  |
|--|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. There are now about 3 to 5 million elephants in Africa.                           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. Elephants are hunted because they have nowhere to hide.                           | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3. During the late 1970s and early 1980s, the number of elephants decreased sharply. | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4. Nowadays, elephants are found only in certain countries in the world.             | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5. Since 1989, the trade in ivory has been prohibited all over the world.            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

### III. Grammar (2.5 points)

Complete the sentences with **must**, **mustn't** or **needn't**.

1. DOCTOR: You                    go on a diet; but you                    eat sensibly and you                    overeat.
2. ZOO NOTICE: Visitors                    feed the animals.
3. TEACHER: You                    read the whole book but you                    read the first four chapters.
4. RAILWAY NOTICE: Passengers                    walk on the line.
5. SCHOOL NOTICE: The lifts                    be used in case of fire.
6. DOCTOR: You                    take more than two of these pills at once. Three might be fatal.
7. DOCTOR (to patient's wife): If the pain has gone, he                    take any more of these.

### IV. Writing (2.5 points)

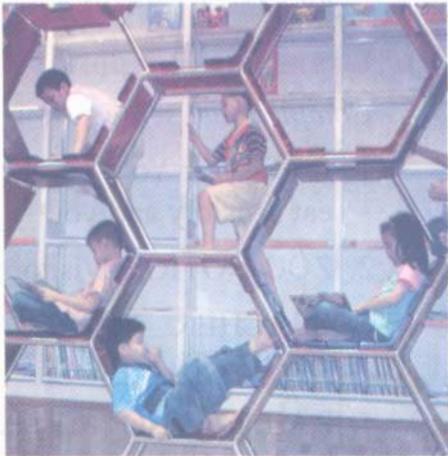
Study the information about the rhino then write a paragraph describing the animal and suggest possible solutions to protect it from extinction.

**Habitat:** Grasslands, tropical and subtropical forests in Africa and southern Asia.  
**Population:** About 17,000  
**Height:** 1.2 to 1.8 m  
**Weight:** 1,000 to 3,000 kg  
**Food:** Grass and plants  
**Life span:** About 40 years  
**Reason for decline:** Habitat destruction and illegal hunting



## A. READING

### Before you read



**Work in pairs.** Ask each other the following questions.

1. Do you often read books?
2. What kind of books do you enjoy reading most/least?
3. How do you read books?

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

On the subject of reading, Francis Bacon, who lived ~~at~~ about the same time as Shakespeare, wrote these words, “Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.” This good advice shows how it is possible to read different types of books in different ways. For example, you might pick up a travel book and read a few pages before going to sleep. It is enough to dip into it and read bits here and there. In a word, this is “tasting”.

Some stories are for “swallowing”. Imagine that you have found a good story, and, what is even more important, the time to enjoy it. You might be on holiday, or on a long train journey. If it is a good book, you might say, “It’s so good I can’t put it down.” But not all stories belong to this class. Reviewers sometimes describe books as “hard-to-put-down”, or “hard-to-pick-up-again”.

Other books are for reading slowly and carefully. If it is a book on a subject that you are interested in, you will want to “chew and digest it”. That does not mean reading it too slowly. When you pick up a book for the first time, check that it is not too difficult. Do not start a book unless you can see from the first few pages that it is one you can easily read and understand.

Some people think that as more and more people have television in their homes, fewer and fewer people will buy books to read. Why read when television can bring you all the information and stories with colour, picture and action? But, in fact, television has not killed reading. Today, more books of every kind are sold than ever before. Books are still a cheap way to get information and entertainment, and you can keep a book forever and read it many times. Books in the home are a wonderful source of knowledge and pleasure.

 **Task 1.** The following words and phrases all appear in the passage. Find the Vietnamese equivalent for each of them.

1. swallow: \_\_\_\_\_
2. dip into: \_\_\_\_\_
3. taste: \_\_\_\_\_
4. "hard-to-pick-up-again": \_\_\_\_\_
5. digest: \_\_\_\_\_
6. chew: \_\_\_\_\_
7. "hard-to-put-down": \_\_\_\_\_

 **Task 2. Work in pairs.** Decide whether the following statements are true (T), false (F) or not mentioned (NM) in the reading passage. Tick the appropriate box.

T F NM

1. You can't read different types of books in the same way.
2. When you "taste" a book you read it carefully from the beginning to the end.
3. Many people only have time to read when they are travelling.
4. Books with good stories are often described as "hard-to-put-down".
5. Television has replaced books altogether.

 **Task 3.** Answer the questions according to the information in the passage.

1. How many ways of reading are there?
2. When might you "swallow" a book?
3. What should you do before starting to read a book carefully and slowly?
4. What are the advantages of television over books?
5. What are the advantages of books over television?

## After you read

**Work in pairs or groups.** Find the names of types of books in the square. The words may go across (→), down (↓), up (↑), backwards (←), or at an angle (↖, ↗). Here are some clues.

- a. If you like books with an exciting story especially ones about crime or spies, read a *t* \_\_\_\_\_.
- b. If you enjoy reading stories about love affairs, a *r* \_\_\_\_\_ is the right book for you.
- c. A *n* \_\_\_\_\_ is a story long enough to fill a complete book, in which the characters and events are usually imaginary.
- d. A *s* \_\_\_\_\_ fiction book is a type of book that is based on imagined scientific discoveries of the future.
- e. If you want to learn how to knit or work with wood, you should buy a *c* \_\_\_\_\_ book.
- f. *F* \_\_\_\_\_ books tell stories from the author's imagination.
- g. A *c* \_\_\_\_\_ book tells stories through pictures.
- h. A *b* \_\_\_\_\_ is about a person's life written by somebody else.

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| A | A | B | H | F | L | E |
| S | C | I | E | N | C | E |
| L | E | V | O | N | R | B |
| F | B | J | A | M | X | Z |
| K | I | M | J | T | W | C |
| G | O | C | B | H | S | T |
| R | G | R | T | R | Q | E |
| V | R | A | J | I | C | A |
| C | A | F | V | L | O | J |
| W | P | T | Q | L | M | N |
| S | H | S | W | E | I | F |
| G | Y | W | R | R | C | V |
| D | R | T | K | Y | F | U |

## B. SPEAKING

 **Task 1.** *Work in pairs.* Complete the following conversation and practise reading it.

### Conversation 1

A: What \_\_\_\_\_?

B: Well, I like reading all sorts of books. Short stories, science fiction, romance, everything.

A: How \_\_\_\_\_?

B: Well, I often read through the book quickly first. Then I start reading it again, and this time very slowly to enjoy every detail of it.

A: When \_\_\_\_\_?

B: I read books whenever I have a little free time. I also read while waiting for the bus or during the break at school.

 **Task 2.** *Work in pairs.* Ask and answer about each other's reading habits, using the questions in the conversation.

 **Task 3.** *Work in pairs.* Complete the following conversation and practise reading it.

### Conversation 2

A: What \_\_\_\_\_?

B: At the moment? Well, I'm reading "The Chamber of Secrets", one of Harry Potter books.

A: Who \_\_\_\_\_?

B: The main character? A young boy, Harry Potter, whose parents are dead and who is trained to be a wizard in a wizard school.

A: What \_\_\_\_\_?

B: He is brave, witty and very kind to other people.

 **Task 4.** *Work in pairs.* Ask and answer about the book you are reading or you have read. Note down the answers.

 **Task 5.** *Work in groups.* Report the results to the group.

## C. LISTENING

- **Work in pairs.** Your partner has just read an interesting book. What questions do you ask him/her to find out as much as possible about the book?
- **Listen and repeat.**

|            |             |             |           |
|------------|-------------|-------------|-----------|
| incredible | wilderness  | fascinating | unnoticed |
| journey    | personality | survive     | reunited  |

*Listen to a woman talking about the book that she has just read and do the tasks that follow.*

 **Task 1.** Circle the correct answer A, B or C.

1. The title of the book is \_\_\_\_\_.  
A. Canadian Wilderness  
B. The Incredible Journey  
C. Sheila Burnford
2. The book is about \_\_\_\_\_.  
A. a Canadian family  
B. three Canadian friends  
C. three animal friends
3. Where does the Canadian family go?  
A. To visit a friend who lives 300 miles away.  
B. To England.  
C. To the Canadian wilderness.
4. Why do the animals leave the friend's house?  
A. They want to find their owners.  
B. They want to know how to survive life in the wilderness.  
C. They were not well treated by the friend.

5. What is the central theme of the book?

- A. How the animals can survive life in the wilderness in order to get home.
- B. How to resolve an animal problem.
- C. How to take care of other people.

 **Task 2.** Listen again and fill in the gaps in the passage.

Each animal has a distinct personality, but they care for one another almost as if they were a (1) \_\_\_\_\_. The most impressive of them is the old dog. The journey was the most difficult for him, but amazingly he found the (2) \_\_\_\_\_ to make it.

The author didn't try to turn the animals into people, speaking and acting like (3) \_\_\_\_\_. Instead, she was faithful to her characters as animals and showed us their (4) \_\_\_\_\_ through animal eyes. That made the book interesting and unbelievable.

I would recommend the book to anyone who likes animals. I think that anyone who has ever had a (5) \_\_\_\_\_ or wanted one would enjoy it.

*Work in pairs. Ask and answer the question: Would you like to read the book or wouldn't you? Why/Why not?*

## D. WRITING

### *Writing a book report*

 **Task 1.** Below are questions you have to answer when writing a report on a book, but they are jumbled. Work with a partner. Put the questions under the correct headings.

## Questions to be answered

1. What was your opinion of the book?
2. Where is the book set?
3. Would you recommend the book?
4. Who is the author?
5. What is the main theme of the story?
6. Who are the main characters?
7. What is the title of the book?
8. What is the plot of the story?
9. What type of book is it?

## HEADINGS

### *General introduction*

---

---

---

### *Summary of the book's content*

---

---

---

### *Conclusion*

---

---

---

---

 **Task 2.** *Work in pairs.* Ask and answer the above questions about a book you have just read.

 **Task 3.** Write a report on the book you have read recently based on the results of Tasks 1 and 2.

## E. LANGUAGE FOCUS

- **Pronunciation: Rhythm**
- **Grammar: Modals in the passive voice**

### Pronunciation

- Listen and practise reading the following sentences, paying attention to the stressed syllables.

1. Why did you behave like that?
2. Come for a swim.
3. I think it will be fine.
4. She's gone for a walk in the park.
5. I wonder if he'll ever come back.

- Mark the primary stress over the main stress syllables, then practise reading the sentences.

Peter's coming in a minute if he can.

Come and see us at our new apartment.

Where's your new apartment? Is it in another district?

Why was he trying to embarrass me?

Probably he wanted you to notice him.

### Grammar

**Exercise 1.** Rewrite the sentences in the passive.

1. You mustn't use this machine after 5.30 p.m.

---

2. You must clean this machine every time you use it.

---

3. You should keep the flowers in a warm sunny place.

---

4. You should pay your bill before you leave the hotel.

5. You should give us the information now.

6. You can buy toothpaste at the drug store.

7. We should warn the children not to speak to strangers.

8. Nobody can solve the mystery.

9. You can exchange travellers' cheques at most banks.

10. You shouldn't tell her the news. It might kill her.

**Exercise 2.** Following is a conversation between two characters in a science fiction about space travel. Complete it with the suitable passive form of the verbs in brackets.

Naomi: Dr. Kay, I'd like to ask how meals (1. will/prepare) \_\_\_\_\_ in the Space Station. \_\_\_\_\_ food (2. be going to/cook) \_\_\_\_\_ on board or taken in the form of tablets?

Dr. Kay: Neither. Gourmet meals (3. will/pre-package) \_\_\_\_\_ on Earth then they (4. can/warm up) \_\_\_\_\_ on board.

Naomi: But the tourists will be from different parts of the world. How \_\_\_\_\_ food (5. should/choose) \_\_\_\_\_ to suit everyone's taste?

Dr. Kay: An international menu (6. have to/offer) \_\_\_\_\_. Food (7. could/select) \_\_\_\_\_ from food preference forms that tourists completed before the trip. And meals (8. ought to/make) \_\_\_\_\_ as pleasant as possible.



## A. READING

## Before you read

*Work in pairs. Look at the picture and answer the questions.*



1. Can you name the sport in the picture?
2. Where is it played?
3. How do people play it?

## While you read

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

Water polo is played in a pool 1.8 metres deep, 30 metres long and 20 metres wide, with a goal 3 metres high and at least 0.9 metre above the water. The goal is marked by vertical posts, a crossbar and a net.

There are seven players per team, six swimmers and a goalie. The home team wears white caps, the visiting team blue ones and the goalies wear red caps with the number 1 in white.

Like football, the game begins with the ball in the centre of the pool and both teams sprint for it from their own goal lines. The ball can be advanced by passing with one hand or swimming with the head above the water and the ball between the arms so it rides on the wave created by the swimmer's head. No player except the goalie can hold the ball with both hands.

Defensive players are not allowed to interfere with the opponent's movements unless the player is holding the ball. Major fouls are penalized by one minute in the penalty box and a player is ejected after committing five personal fouls.

For minor fouls, such as holding or punching the ball, a free throw is awarded from the spot of the foul. At least two players must touch the ball after a free throw before a goal can be scored.

A game is divided into quarters ranging from five to eight minutes in length. After a tie, there are two overtime periods of three minutes each. If the game is still tied after the overtime periods, two teams continue to play 3-minute overtime until the referee's decision is made.

 **Task 1. Work in pairs.** Match the words in column A with their meanings in column B.

| A           | B  |
|-------------|--|
| 1. opponent | a. to make someone leave a game                                |
| 2. penalize | b. an action in sports that is against the rules               |
| 3. eject    | c. to punish a team or player who breaks the rules             |
| 4. foul     | d. a situation in a game when two teams have the same scores   |
| 5. tie      | e. someone who tries to defeat another person in a competition |

 **Task 2.** Complete the following sentences, using the information from the passage.

1. Water polo is played in a pool \_\_\_\_\_ metres deep, \_\_\_\_\_ long and \_\_\_\_\_ wide.
2. The home team wears \_\_\_\_\_, the visiting team wears \_\_\_\_\_ and the goalies wear \_\_\_\_\_.
3. Both teams sprint for the ball from \_\_\_\_\_.
4. A free throw is awarded for minor fouls, such as \_\_\_\_\_.
5. A game is divided into quarters ranging from \_\_\_\_\_ in length.

 **Task 3. Work in pairs.** Ask and answer the following questions.

1. Where can people play water polo?
2. Where is the ball when the game starts?
3. How can the ball be advanced?
4. Which players are allowed to hold the ball with both hands?
5. What happens to a player who commits five personal fouls?

### After you read

**Work in groups.** Make a comparison between football and water polo, using the following suggestions.

- places to play
- main rules
- number of players
- length of game

## B. SPEAKING

 **Task 1.** *Work in pairs.* Look at the pictures and match the names with the appropriate water sports.

- scuba-diving
- windsurfing
- swimming
- rowing
- water polo
- synchronized swimming



 **Task 2.** *Work in pairs.* Look at the table and talk about each of the water sports.

| Type of sport | Place            | Equipment required to play with           | Number of players/participants |
|---------------|------------------|---|--------------------------------|
| Water polo    | pool             | ball                                      | team                           |
| Rowing        | sea, lake, river | boat, oars                                | individually, team             |
| Wind-surfing  | sea, lake        | board, sail                               | individually                   |
| Scuba-diving  | sea              | air tank, regulator, wet suit, mask, fins | pairs, team                    |

*Example:*

*Water polo is played in a pool. It is played with a ball and people play it in a team.*

 **Task 3. Work in groups.** Discuss the question: Which of the above sports would you prefer playing/participating in? Explain why.

**Example:**

*I prefer scuba-diving to water polo because it is adventurous. However, it can be dangerous because you can easily be attacked by sharks.*

## C. LISTENING

### Before you listen

*Look at the picture and discuss in groups whether this water sport is played:*

- in a swimming pool or in the sea
- with or without equipment
- individually or in a team



- Listen and repeat.  
synchronized swimming  
Annette Kellerman  
Katherine Curtis

Chicago Teacher's College  
Wright Junior College  
Amateur Athletic Union

## While you listen

 **Task 1.** Listen to a woman talking about synchronized swimming and circle the most appropriate option (A, B or C) to complete each of the following sentences.

1. Synchronized swimming was first performed \_\_\_\_\_.
  - A. in a swimming pool
  - B. in a glass tank
  - C. in a lake
  
2. Curtis's water ballet club attracted \_\_\_\_\_.
  - A. national publicity
  - B. international publicity
  - C. both national and international publicity
  
3. Rules for synchronized swimming competition are based mainly on scoring methods used in \_\_\_\_\_.
  - A. gymnastics and diving
  - B. diving and skating
  - C. gymnastics and skating
  
4. The first recorded competition was held in \_\_\_\_\_.
  - A. 1907
  - B. 1939
  - C. 1940
  
5. The Amateur Athletic Union (AAU) staged the first multi-team competition on \_\_\_\_\_.
  - A. March 1, 1940
  - B. May 1, 1940
  - C. March 10, 1940

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

1. Who invented synchronized swimming?
2. When did Katherine Curtis found a water ballet club?
3. Who developed the competition rules of synchronized swimming?
4. When were the first formal national championships conducted?
5. When did synchronized swimming become an Olympic event?

### After you listen

**Work in groups.** Talk about the history of synchronized swimming, using the cues below.

1907

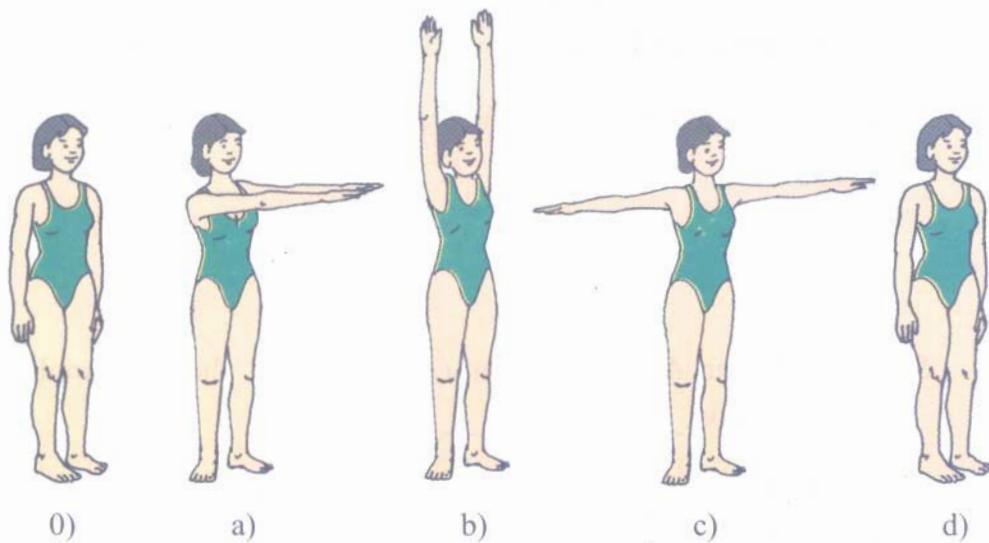
1946

1923

1984

## D. WRITING

### Task 1. Below are the instructions for warm-up exercises before swimming. Read and match each sentence with one appropriate action. Zero has been done as an example.

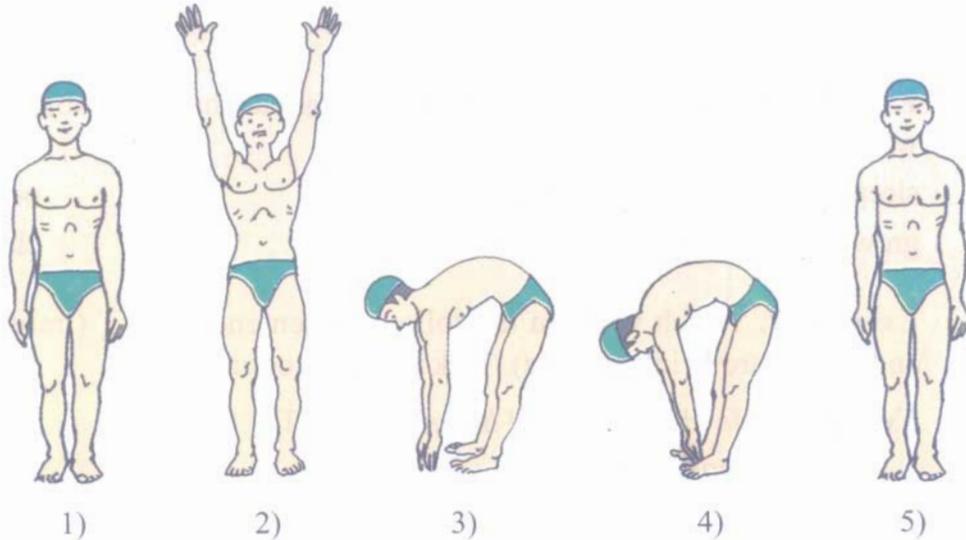


Example for the first position: 0) Set yourself in vertical position.

1. Put out your arms to the sides horizontally.
2. Stand with your feet apart, push both arms out straight in front of you.
3. Put down your arms to the first position.
4. Raise your hands above your head, looking straight ahead.

 **Task 2.** Look at the pictures below. Write the instructions for one warm-up exercise before playing water polo. Use the verbs in the box.

|       |       |
|-------|-------|
| set   | raise |
| stand | touch |
| bend  | put   |



You may begin with:

1. Set yourself in vertical position.

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

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

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

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

## E. LANGUAGE FOCUS

● **Pronunciation: Elision**

● **Grammar: Transitive and intransitive verbs**

## Pronunciation

### • Listen and repeat.

grandmother    castle    family    awful    history  
handsome    postman    garden    interest    Edinburgh

### • Practise reading these sentences.

1. My grandmother is very interested in history.
2. There are a lot of old castles in Edinburgh.
3. I saw a handsome postman entering the garden.
4. My family paid a visit to that castle two years ago.
5. The meal was awful this evening.

## Grammar

**Exercise 1.** Which of the following verbs can have an object, and which cannot?

sleep    read    write    lie    meet    occur  
grow    help    arrive    rain    exist    climb

**Exercise 2.** Which verbs in the following sentences are T (transitive) and which are I (intransitive). Tick the right column.

*Example: Mr. West repeated his question. (T)*

*Smoke rises. (I)*

|  | T                        | I                        |
|--|--------------------------|--------------------------|
| 1. A serious accident happened yesterday.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The customer bought a lot of butter.                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Our team won the game.                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Their team won yesterday.                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Alice arrived at six o'clock.                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. They are staying at a resort hotel in San Antonio, Texas. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The wind is blowing hard today.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I walked to the station with my friends.                  | <input type="checkbox"/> | <input type="checkbox"/> |

**Exercise 3.** Choose the sentences that have objects and then change them to the passive voice.

1. An will pay the bill.
2. Sue will come tomorrow.
3. The hotel supplies towels.
4. Accidents happen every day.
5. Everyone noticed my mistakes.
6. The train arrived at three.
7. The news didn't surprise me.
8. Birds fly in the sky.
9. An old man told the story.
10. Sue laughed loudly.



## A. READING

## Before you read



**Work in pairs.** Look at the picture. Ask and answer the following questions.

1. What event was it?
2. Where do you think the event took place?

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

The 22<sup>nd</sup> Southeast Asian Games were held in Vietnam from the 5<sup>th</sup> to 13<sup>th</sup> December, 2003. Although it was the first time Vietnam hosted such a big sports event, the Games were a great success. The Games really became a festival that impressed sports enthusiasts with its spirit: *solidarity, co-operation for peace and development.*

Athletes from 11 participating countries competed in 32 sports, and 444 gold medals were won. Some teams such as table tennis, badminton, karatedo, volleyball, basketball and wrestling were composed of top competitors in the region. Many Games records were close to international levels. Vietnam won 158 gold medals to finish at the top of the Southeast Asian Games medal standings. Thailand was ranked second with 90 golds, and Indonesia was third with only 55 golds. Singapore and Vietnam were the two nations which had participants who were presented with the Most Outstanding Athlete titles in the Swimming and Shooting events. The Vietnamese Women's Football team successfully defended the SEA Games title. Vietnam and Thailand played in the Men's Football Final. The Thai Team won the gold medal. In other sports such as karatedo, athletics, bodybuilding and wushu, the young and energetic Vietnamese athletes performed excellently and won a lot of gold medals.

Vietnam's first place finish was not surprising. Firstly, to prepare for the 22<sup>nd</sup> SEA Games, Vietnam carried out an intensive programme for its athletes, which included training in facilities, both home and abroad. Secondly, with the strong support of their countrymen, the Vietnamese athletes competed in high spirits. The country's success has proved that Vietnam can organize sporting events on an international level. A plan has been proposed for Vietnam to host the Asia Sports Games at some point in the future.

 **Task 1.** Give the Vietnamese equivalents to the following words and phrases.

1. sports enthusiast \_\_\_\_\_
2. solidarity \_\_\_\_\_
3. title \_\_\_\_\_
4. bodybuilding \_\_\_\_\_
5. high spirits \_\_\_\_\_
6. countrymen \_\_\_\_\_

 **Task 2.** Scan the passage and complete each of the following sentences.

1. The 22<sup>nd</sup> SEA Games were held in Vietnam from \_\_\_\_\_.
2. Thailand was ranked second with \_\_\_\_\_.
3. Singapore and Vietnam had participants who were awarded the Most Outstanding Athlete titles in \_\_\_\_\_.
4. A plan has been proposed for Vietnam to host the Asia Sports Games at \_\_\_\_\_.

 **Task 3.** Answer the questions.

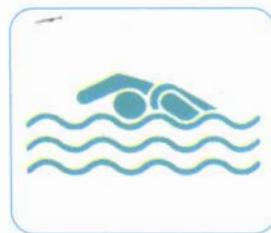
1. What was the spirit of the 22<sup>nd</sup> SEA Games?
2. How many gold medals were won at the SEA Games?
3. Which Women's Football team defended the SEA Games title?
4. Which Men's Football team won the gold medal?
5. Why was Vietnam's first place finish not a surprise to everyone?

*After you read*

Work with a partner and name some of the Vietnamese athletes you love. Say what they are famous for, and what aspects of sportsmanship you admire (fairness, respect, generosity...)

## B. SPEAKING

 **Task 1.** *Work in pairs.* Discuss and write the name of the sport under each symbol. Which sport(s) do you like/dislike? Give your reasons.



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

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

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



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

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

6. \_\_\_\_\_

 **Task 2.** *Work with a partner.* Talk about some of the records at the 22<sup>nd</sup> SEA Games, using the information in the table below.

**Example:**

Boonthung, the Thai, won the Men's 200 metres. He ran 200 metres in 20.14 seconds.

**Records of the 22<sup>nd</sup> SEA Games**

|                                       |   |
|---------------------------------------|---|
| Athletics (Men's 200 m)               | Boonthung (Thailand) 20.14 seconds                    |
| Women's Marathon (42 km)              | Erni (Indonesia) 2 hours 52 minutes 28 seconds        |
| Men's Long Jump                       | Amri (Malaysia) 7.76 m.                               |
| Women's High Jump                     | Ruphai (Thailand) 1.86 m.                             |
| Swimming (Men's 1500 m)               | Yurita (Indonesia) 13 minutes 19.26 seconds           |
| Cycling (Women's 25 km cross-country) | Maria (Philippines) 1 hour 29 minutes 35 seconds.     |
| Tennis (Men's Singles)                | Dannal (Thailand) defeated Febi (Indonesia) 6-2, 6-1. |



**Task 3. Work in groups.** Make a report on the sports results, using the information in the scoreboard.

**Example:**

*Vietnam and Myanmar played in the Women's Football Final. The Vietnamese team won the gold medal. The result (score) was 2 – 1.*

| SCOREBOARD                    |             |             |
|-------------------------------|-------------|-------------|
| 22 <sup>nd</sup> SEA Games    |             |             |
| <b>Football</b>               |             |             |
| <i>Women's Final:</i>         | Vietnam: 2  | Myanmar: 1  |
| <i>Third – place Playoff:</i> | Thailand: 6 | Malaysia: 1 |
| <i>Men's Final:</i>           | Thailand: 2 | Vietnam: 1  |
| <b>Volleyball</b>             |             |             |
| <i>Women's Final:</i>         | Thailand: 3 | Vietnam: 0  |

## C. LISTENING

### Before you listen

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

1. Look at the picture and say what sport it is. Do you like it? Why/Why not?
2. Can you guess what jobs the players of Vietnam's Women's Football team did after the 22<sup>nd</sup> SEA Games?

- *Listen and repeat.*

|          |          |
|----------|----------|
| odd      | milkmaid |
| tempting | clear    |
| deal     | employee |
| proposal | podium   |



## While you listen

 **Task 1.** Listen to the first newspaper article about Amnat, the winner in the 22<sup>nd</sup> Southeast Asian Games Pole Vaulting competition, and answer the questions.

1. How many gold medals did Amnat win in the Pole Vaulting competition?
2. Where does he come from?
3. How many metres did he clear?
4. Did he break the SEA Games record?

 **Task 2.** Listen to the second newspaper article about the players of Vietnam's Women's Football team and decide whether the statements are true (T) or false (F).

T F

1. Vinamilk has offered jobs to 27 members of Vietnam's Women's Football team.
2. The players will certainly work as milkmaids when they stop playing football.
3. Most of them will be jobless when the Games are over.
4. The new employees will be trained right after the deal is signed.
5. The team's goalkeeper hopes to open a restaurant.

## After you listen

**Work in groups.** Discuss the following question: Which Vietnamese footballer(s) do you like best? Why?

## D. WRITING

 **Task 1.** You are going to write a description of a football match between your school's team and one of your neighbouring schools' teams. The following are the questions you have to answer when describing the match, but they are jumbled. Work with a partner and put the questions in the suitable sections.

1. How did each team play in the first half?/ second half?
2. What was the result?

3. When and where did the match take place?
4. Why was the football match held?
5. What did you think about the game?
6. What was the weather like on that day?
7. What teams took part in the match?
8. What was the spectators' attitude?
9. Which team played better?
10. Who scored a goal?

## SECTIONS:

**Introduction:** .....

.....

.....

**Details of the match:** .....

.....

.....

**Conclusion:** .....

.....

.....

 **Task 2.** *Work in pairs.* Ask and answer the above questions about a football match you have watched recently.

 **Task 3.** Write a description of the football match mentioned above, based on the results of Tasks 1 and 2. The *Useful Language* may help you.

### Useful Language

- in the first half,/second half,
- keep the ball away from the goal
- by a combination of passing and dribbling...
- give a kick (shot) straight into the goal
- save a shot struck at close range
- score a goal/make a goal against...
- jump up and cheer
- players/captain/defender/striker/goalkeeper...
- spectators/opponents/ .....

You may start your writing with:

*To celebrate the Ho Chi Minh Communist Youth Union's Foundation Day, our School's Sports Club recently played a friendly football match with ..... .*



Defender = Back

Midfielder = Half Back

Attacker = Forward/Striker

## E. LANGUAGE FOCUS

- **Pronunciation: Linking**
- **Grammar: Double comparison**
  - Comparative + *and* + comparative
  - *The* + comparative, *the* + comparative

### Pronunciation

- Practise reading these sentences. Make sure you link the words together as shown.

1. Look at these pictures.
2. The plane took off despite the fog.
3. Mrs. Brown's quite old.

4. She's from    Australia.
5. She has many friends    in London.
6. It's    upstairs.
7. Tom    used to live here.
8. Put    on your helmet, please.
9. I want to move    into the new flat with some friends.
10. Don't forget to turn    off the lights.

## Grammar

**Exercise 1.** Match a half-sentence from box A with a suitable half-sentence from box B.

| A  | B  |
|--|--|
| 1. Finding a job is becoming                 | a. more and more nervous                           |
| 2. Travelling is becoming                    | b. bigger and bigger                               |
| 3. As I waited for my interview,<br>I became | c. more and more difficult                         |
| 4. That hole in your pullover is<br>getting  | d. more and more talkative                         |
| 5. As the conversation went on,<br>he became | e. more and more expensive                         |
| 6. The suitcase seemed to get                | f. better and better                               |
| 7. Her English is improving;<br>it's getting | g. heavier and heavier as I carried<br>it upstairs |

**Exercise 2.** Complete each of the following sentences, using the structure comparative + *and* + comparative with the words in brackets.

**Example:**

It is becoming \_\_\_\_\_ to find a job. (hard)

It is becoming *harder and harder* to find a job.

1. His visit to New York seemed to get \_\_\_\_\_ because he was very busy at work. (short)
2. Eating and travelling in this city is getting \_\_\_\_\_. (expensive)
3. As the day went on, the weather got \_\_\_\_\_. (bad)
4. We had to stop the discussion because the question was becoming \_\_\_\_\_. (complicated)
5. Your English is OK now, your pronunciation has got \_\_\_\_\_. (good)
6. Little John is becoming \_\_\_\_\_. (active)
7. As it was getting dark, it was becoming \_\_\_\_\_ to see everything in the house without electricity. (difficult)
8. I feel happy as my birthday is coming \_\_\_\_\_. (close)

**Exercise 3.** Complete each of the following sentences, using the structure: ***the*** + comparative, ***the*** + comparative. Choose a suitable half-sentence from the box.

the faster you will learn

the more I liked him

the more impatient he became

the better I feel

*the sooner we will arrive*

the more you want

the higher your bill will be

the better the service

**Example:** The earlier we leave \_\_\_\_\_

The earlier we leave, *the sooner we will arrive*.

1. The warmer the weather \_\_\_\_\_
2. The more you practise your English \_\_\_\_\_
3. The longer he waited \_\_\_\_\_
4. The more electricity you use \_\_\_\_\_
5. The more expensive the hotel \_\_\_\_\_
6. The more I got to know him \_\_\_\_\_
7. The more you have \_\_\_\_\_

## TEST YOURSELF E

### LISTENING - 10' exercise

*Listen to the text and write down the missing word or number. The first one has been done as an example.*

Today we think of a book as a volume of many (0) sheets of paper containing text, (1) \_\_\_\_\_, photographs, etc. Because of their durability and portability, the main uses of books are to (2) \_\_\_\_\_ and distribute information. In ancient times, people wrote on clay tablets, wood or (3) \_\_\_\_\_ tablets tied with cord, or book rolls to store information. Later, with the invention of paper, the Chinese had the first book called *Jingangjing* (the Diamond Sutra) printed in AD (4)\_\_\_\_\_. In the 20<sup>th</sup> century, despite the challenge from other media such as radio or television and computer, books continued to be a primary means for dissemination of (5)\_\_\_\_\_, for instruction and pleasure in skills and arts, and for the storage of human's experience.

### Reading - 15 points

*Read the text and decide which type of sport (A-E) corresponds with each description. You may use any match more than once.*

### AQUATIC SPORTS

Aquatic sports – sports involving playing in or upon the water – take various forms. The main activities include swimming, synchronized swimming, diving and water polo. By *swimming* we mean the sport in which players perform the act of moving through the water by using the arms, legs, and body in motion. Swimming is an integral part of almost all water-based activities. Closely related to swimming is *synchronized swimming* where the players perform beautiful maneuvers to music and diving. *Water polo*, on the other hand, is a game where two opposing teams play against each other, attempting to score points by throwing a buoyant ball into the opponent's goal.

Underwater activities are less varied, the most popular of which are *snorkelling* and *scuba diving*. Snorkelling involves swimming face down just below the water surface while breathing through a slender plastic tube called a snorkel. Scuba divers, on the other hand, carry a big tank of air that allows them to breathe while deep underwater.

Aquatic sports have long been acknowledged as excellent ways to take physical exercise. Furthermore, practising them is known to produce both psychological and physical benefits which help to improve mood states and reduce the risk of many serious diseases.

- A. Swimming**
- B. Synchronized swimming**
- C. Water polo**
- D. Snorkelling**
- E. Scuba diving**

Type of sport

|   | <b>Description</b>   | <b>Type of sport</b> |
|---|--|----------------------|
| 1 | This team sport was developed from water ballet.   |                      |
| 2 | The activity is also called <i>skin diving</i> because so little equipment is used in this activity.                 |                      |
| 3 | Considered one of the most complete forms of exercise, this activity is the basic part of many other aquatic sports. |                      |
| 4 | This is a team sport and is played with a ball.  |                      |
| 5 | This activity is usually carried out in the ocean where people want to explore the underwater world.                 |                      |

*In each pair of sentences below one sentence has a transitive verb and the other an intransitive verb. Mark the sentences T (transitive) or I (intransitive). The first one has been done as an example.*

1. The postman calls at about 7 am every morning. (I)  
They are going to call the new town Skelmerdale. (T)
2. You are not allowed to drive a car until you are 17.  
She learned to drive when she was 18.
3. I've never deliberately hurt anyone.  
My leg was beginning to hurt quite a lot.
4. You look just the same. You haven't changed a bit.  
You can't change human nature.
5. We are running a course for English teachers.  
I can't run as fast as I used to.
6. She is studying for a law degree.  
He had studied chemistry at university.
7. He turned to Joan and began to explain.  
He turned the handle and pushed the door open.
8. I don't think we've met before, have we?  
Dan came to the airport to meet me.
9. He's only young, but he's learning fast.  
What did you learn at school today?
10. Could you stop the bus, please? I want to get off.  
Do you think you could stop in front of the post office?

#### IV. Writing (2.5 points)

*In about 120 words, write about a book you have read recently.  
The report should have the following information:*

- Name(s) of the author(s)
- Year of publication
- The title of the book
- The length of the book
- The main theme of the story
- The setting of the story
- The main characters
- Your opinion of the book



## A. READING

### Before you read



UN



UNICEF



WHO



WWF



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

1. What kind of activities is this organization involved in?
2. Is there a national Red Cross Society in Vietnam?

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

The Red Cross is an international humanitarian agency. In times of war, it is dedicated to reducing the sufferings of wounded soldiers, civilians, and prisoners of war. In time of peace, it gives medical aid and other help to victims of major disasters such as floods, earthquakes, epidemics, and famines.

The initiative for founding the Red Cross came from a Swiss man called Jean Henri Dunant. Appalled by the almost complete lack of care for wounded soldiers, he appealed to the leaders of nations to found societies devoted to the aid of the wounded in wartime. A conference was held in Geneva in 1864, and official delegates of 12 nations signed the first Geneva Convention, laying down rules for the treatment and protection of the wounded and the disaster-stricken. It was also at this meeting that the famous symbol of the organization, the white flag bearing a red cross, was adopted.

It was Henry Davison, president of the American Red Cross War Committee, who proposed forming a federation of these National Societies. An international medical conference initiated by Davison resulted in the birth of the League of Red Cross Societies in 1991. In November 1991, it became the International Federation of Red Cross. The Federation's mission is to improve the lives of vulnerable people who are victims of natural disasters, poverty and health emergencies.

The International Red Cross has its headquarters in Geneva, Switzerland. Today, the total number of national Red Cross societies from all over the world has mounted to 186. So help and support are able to be rapidly sent to wherever there are victims of catastrophe, for example, to help the victims of Asia tsunami in 2004. Red Cross and Red Crescent National Societies in the countries hit by the tsunami reacted without hesitation to help those struggling to survive, despite the fact that many staff and volunteers had lost families, friends, colleagues and livelihoods. For example, the Indonesian Red Cross Headquarters in Banda Aceh was washed away, but a temporary office was in place within hours and the injured were being helped.

 **Task 1.** Choose the best words in the box to complete the following sentences.

dedicated      initiated      appealed

resulted      appalled

1. This woman has \_\_\_\_\_ her whole life to helping others.
2. Police have \_\_\_\_\_ for witnesses to the accident.
3. The company \_\_\_\_\_ a management training programme for small business.
4. She was \_\_\_\_\_ to hear that her husband had been arrested.
5. The crash \_\_\_\_\_ in the deaths of 10 passengers.

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

T   F

1. The Red Cross is aimed at providing medical aid and other help to victims of natural disasters.
2. The foundation of International Red Cross was inspired by a Swiss man called Henry Dunant.
3. The Geneva Convention was first signed in 1864.
4. The symbol of the Red Cross has three colours.
5. The International Red Cross has its headquarters in Geneva, Switzerland.

 **Task 3.** Answer the questions.

1. What is the Red Cross Federation's mission?
2. How many countries in the world have national Red Cross societies?
3. What are the advantages of having national Red Cross Societies?

*After you read*

*Fill in each space of the following paragraph with a suitable word.*

The International Red Cross started over 135 years ago, inspired by a Swiss businessman, Henry Dunant. He had been (1) \_\_\_\_\_ at the

sufferings of thousands of men, on both sides, who were left to die due to (2) \_\_\_\_\_ of care after the Battle of Solferino in 1859. He proposed the creation (3) \_\_\_\_\_ national relief societies, comprised of volunteers, trained in peacetime to provide neutral and impartial help to relieve the sufferings (4) \_\_\_\_\_ time of war.

## B. SPEAKING

 **Task 1.** Read the passage and answer the questions.



*In front of the WHO, Geneva*

### **WHO**

The World Health Organization (WHO) is the United Nations specialized agency for health. It was established on 7 April 1948. WHO's objective, as set out in its Constitution, is the attainment by all peoples of the highest possible level of health. WHO's main activities are carrying out research on medical development and improving international health care.

1. What does WHO stand for?
2. When was WHO established?
3. What is its major objective?
4. What are its main activities?

 **Task 2.** Below is some brief information about two international organizations. *Work in pairs.* Ask and answer questions about them.

| <b>UNICEF</b>  | <b>WWF</b>   |
|--|--|
| <ul style="list-style-type: none"><li>– Founded: 1948</li><li>– Headquarters: New York</li><li>– Aims: to advocate for the protection of children's rights, to help meet their basic needs and help them reach their full potential.</li><li>– Activities:<ul style="list-style-type: none"><li>+ provide supports and funds for the most disadvantaged children – victims of war, disasters and extreme poverty.</li><li>+ carry out education development programmes for children.</li></ul></li></ul> | <ul style="list-style-type: none"><li>– Founded: 1961</li><li>– Head office: New York</li><li>– Aims: to protect endangered wild animals and their habitat.</li><li>– Activities:<ul style="list-style-type: none"><li>+ carry out research on endangered species.</li><li>+ collect data on rare and endangered animals and plants.</li></ul></li></ul> |

 **Task 3.** Tell a partner what you know about one of the above mentioned international organizations. Use the information from Tasks 1 and 2.

## C. LISTENING

**Before you listen**



*United Nations  
Headquarters*

**Work in pairs.** Look at the picture. Ask and answer the question.

What do you know about the organisation in the picture?

• *Listen and repeat.*

destruction

organisation

independence

international

colonies

United Nations

While you listen

 **Task 1.** Listen to the first part of the passage and circle the best answer A, B, C or D to the following questions.

1. When was the UN established?

A. In 1954      B. In 1459      C. In 1945      D. In 1594

2. What was not mentioned as one of the world situations when the UN were established?

- A. World War II ended.
- B. Millions of people died.
- C. Destinations were found everywhere.
- D. Many people became homeless.

3. How many main goals were set by the UN?

A. 2      B. 3      C. 4      D. 5

 **Task 2.** Listen to the second part of the passage and fill in the missing words.

Today almost every country in the world is a member of the UN. Each country has signed an agreement that says:

- All members are equal.
- All members promise to (1) \_\_\_\_\_ in a peaceful way.
- No member will use force against another member.
- All members will help (2) \_\_\_\_\_ in its actions.
- The UN will not try to solve problems within countries except to enforce international peace.

Obviously, the United Nations has not been completely successful (3) \_\_\_\_\_. There have been several wars since 1945. However, the organisation has helped bring peace to some countries that were (4) \_\_\_\_\_. It has helped people who left their countries because of wars. It has helped bring (5) \_\_\_\_\_ to colonies.

**Work in groups.** List as many as possible the names of the international organisations you've known so far.

## D. WRITING

 **Task 1.** *Work in groups.* Discuss the question: Which international organizations would you like to work for: WWF, WHO or the UN? Explain your choice. Use the following suggestions:

- Have an opportunity to live abroad
- Use English at work
- Help improve international health care
- Travel all over the world
- Have high salary
- Do research on rare plants and animals
- Be good at biology
- Do medical research
- Meet different people
- Do charity and volunteer work
- Work in remote and mountainous areas
- Protect endangered species

**Example:**

- I'd like to work for the UN because I can live and work in New York.  
.....

 **Task 2.** Suppose you were offered a job with one of the above international organizations, which one would you like to choose? Write a paragraph of about 100 words expressing the reasons why you choose the organization.

You may start your writing as follows:

*I'd like to work for the ..... for a number of reasons. First, ..... .*

## E. LANGUAGE FOCUS

- **Intonation: The falling tune**

- **Grammar: Phrasal verbs**

### Intonation

Practise reading the following sentences with the falling tune.

1. The World Wildlife Fund was established in 1961.
2. A small country is equal to a large country in the UN.
3. What does WHO stand for?
4. How many goals are set by the UN?
5. What do you think of this situation?
6. Don't go away.
7. Come in and sit down.
8. Hurry up. It's late.

### Grammar

**Exercise 1.** Complete the sentences below, using the words from the box. Some words can be used more than once.

|         |         |          |          |       |
|---------|---------|----------|----------|-------|
| fill in | give up | take off | wash up  | go on |
| look up | put on  | turn on  | turn off |       |

1. John got ill and had to \_\_\_\_\_ smoking.
2. Please \_\_\_\_\_ this form and post it.
3. It's dark in here. Can I \_\_\_\_\_ the lights?
4. Remember to \_\_\_\_\_ your shoes when you are in a Japanese house.
5. Let me help you \_\_\_\_\_.
6. You can \_\_\_\_\_ the new words in the dictionary.
7. \_\_\_\_\_ the lights when you are not using them.

8. Why do you have to \_\_\_\_\_ the form?
9. He is too tired to \_\_\_\_\_ working.
10. \_\_\_\_\_ your coat, it's cold outside.

**Exercise 2.** Complete the sentences below, using the right word from the box. Some words can be used more than once.

|    |      |    |       |      |
|----|------|----|-------|------|
| in | on   | up | down  | back |
| up | away | in | round | out  |

1. The door opened and I went *in*.
2. I usually get \_\_\_\_\_ at six o'clock in the morning.
3. I'm bored. Shall we go \_\_\_\_\_ this evening?
4. I heard a noise behind me and turned \_\_\_\_\_, but there was nothing.
5. I can't go \_\_\_\_\_ walking. Can we stop and have a short rest?
6. Hurry \_\_\_\_\_! The bus is coming.
7. I'm not feeling well. I'm going to lie \_\_\_\_\_ for an hour.
8. "I need you. Don't go \_\_\_\_\_."
9. "Please come in and sit \_\_\_\_\_."
10. John put \_\_\_\_\_ his best clothes for the interview.

**Exercise 3.** Replace the words in brackets in the following sentences with a suitable phrasal verb in the box. (Make any other necessary changes).

|         |            |            |          |
|---------|------------|------------|----------|
| turn up | look after | take after | get over |
| go off  | try out    | hold up    |          |

1. The trouble with Frank is that he never *turns up* on time for a meeting.

(arrives)

2. John, could you \_\_\_\_\_ my handbag while I go to the toilet?

(take care of)

3. What a lovely baby! He certainly \_\_\_\_\_ his father, doesn't he?

(resembles)

4. My father still hasn't really \_\_\_\_\_ the death of my mother.

(recovered from)

5. Because of an accident, my train was \_\_\_\_\_ for several hours.

(delayed)

6. I'll be back in a minute, Jane. I just want to \_\_\_\_\_ my new tape recorder.

(test)

7. The bomb \_\_\_\_\_ with a loud bang which could be heard all over the town.

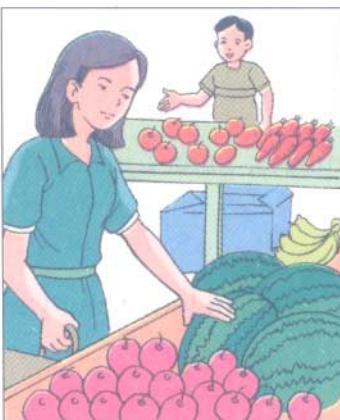
(exploded)



## A. READING

## Before you read

*Work in pairs. Look at the pictures and answer the questions that follow.*



1. How many roles does this woman have?
2. Is her life typical of a Vietnamese woman's life? Why/Why not?

## While you read

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

Throughout much of the history of human civilization, deep-seated cultural beliefs allowed women only limited roles in society. Many people believed that women's natural roles were as mothers and wives. These people considered women to be better suited for childbearing and homemaking rather than for involvement in the public life of business or politics. Widespread doubt about women's intellectual ability led most societies to deny education, employment and many legal and political rights to women. It was men who controlled most positions of employment and power in society.

The struggle for women's rights – the rights that establish the same social, economic, and political status for women as for men – began in the 18<sup>th</sup> century during a period known as the Age of Enlightenment. During this period, political philosophers in Europe began to argue that all individuals, male or female, were born with natural rights that made them free and equal. These pioneer thinkers advocated that women should not be discriminated against on the basis of their sex.

Today, although their status varies in different countries, women in most parts of the world have gained significant legal rights. The most important of these are: the right to have equal work opportunities and pay to men, the right to vote, and the right to formal education.

 **Task 1.** Give the Vietnamese equivalents to the following words and phrases.

|                               |                                       |
|-------------------------------|---------------------------------------|
| 1. human civilization _____   | 5. deep-seated cultural beliefs _____ |
| 2. childbearing _____         | 6. homemaking _____                   |
| 3. involvement _____          | 7. intellectual ability _____         |
| 4. Age of Enlightenment _____ | 8. equal work opportunity _____       |

 **Task 2.** Choose the best option A, B, C or D to answer the following questions.

1. According to the text, what was the main role traditionally accorded to women?
  - A. working in education
  - B. building houses
  - C. taking care of the house and family
  - D. working in factories
2. Before the 18<sup>th</sup> century, what was the attitude of societies towards women's intellectual ability?
  - A. respectful
  - B. supportive
  - C. resentful
  - D. disbelieving
3. According to the text, what is the purpose of the struggle for women's rights?
  - A. to free women from housework
  - B. to establish a friendly relationship between men and women
  - C. to bring equality between men and women
  - D. to argue that women have better intellectual ability
4. What do "these pioneer thinkers" at the end of paragraph 2 refer to?
  - A. 18<sup>th</sup> century European people
  - B. 18<sup>th</sup> century European political philosophers
  - C. 18<sup>th</sup> century European women
  - D. 18<sup>th</sup> century European politicians
5. Which of the following is NOT mentioned in the last paragraph as one of women's legal rights today?
  - A. the right to hold property
  - B. the right to equal pay
  - C. equal employment opportunity rights
  - D. the right to vote

 **Task 3.** Choose the best title for the passage.

- A. Women's Intellectual Ability
- B. The Age of Enlightenment
- C. Women's Rights
- D. Women's Role in Education

**After you read**

**Work in pairs.** Summarise the reading passage by writing **ONE** sentence for each paragraph.

**B. SPEAKING**

 **Task 1.** Study the expressions and practise saying them aloud.

|                             |  |
|-----------------------------|--|
| <b>Giving your opinion</b>  | I think .../ I believe .../ In my opinion, .../ From my point of view, .../ As I see it, ... |
| <b>Strongly agreeing</b>    | I quite agree./ I agree with you completely./ Absolutely!/ That's right!                     |
| <b>Partly agreeing</b>      | Well, I see your point but .../ I don't quite agree/ To a certain extent, yes, but ...       |
| <b>Disagreeing</b>          | I don't agree./ I'm afraid, I disagree./ That's wrong./ That's not true.                     |
| <b>Strongly disagreeing</b> | What nonsense!/ What rubbish!/ I completely disagree.  |

 **Task 2. Work in groups.** Read and respond to these statements. Begin your responses with one of the expressions in Task 1.

- A. Men are usually stronger than women.
- B. Women are usually more sympathetic than men.

- C. Women are usually better with children than men.
- D. Women are usually more careful than men.
- E. Men are better at making decisions than women.
- F. Women are better at running a home than men.
- G. Men lose their temper more easily than women.
- H. Women waste more time than men.
- I. Women work harder than men.

 **Task 3. Work in groups.** Discuss whether you agree or disagree with the following statement and give explanations.

*Married women should not go to work.*

The following suggestions might be useful to you.

| For   | Against   |
|---|---|
| <ul style="list-style-type: none"> <li>● stay at home, looking after their children and husbands</li> <li>● better at looking after children, doing housework</li> <li>● traditional role of housewives</li> <li>● neglect family responsibilities if spending too much time at work</li> <li>● cannot do two jobs well at the same time: rearing children and working at offices</li> <li>● prevent husbands from developing their full potential at work</li> </ul> | <ul style="list-style-type: none"> <li>● too boring to be housewives all their lives</li> <li>● financially dependent and have no decisions or power</li> <li>● be slaves at home</li> <li>● lose contact with friends</li> <li>● lose touch with social activities</li> <li>● housework can be tiring, stressful and boring</li> <li>● be looked down upon by men</li> <li>● waste education and knowledge gained before marriage</li> </ul> |

**Example:**

- A. *I think married women should not go to work.*
- B. *I quite agree. I think if they stay at home, they have time to look after their children and husbands.*
- C. *I don't agree. It's too boring to be housewives all their lives.*

## C. LISTENING

### Before you listen

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

Is the life of a city woman easier than that of a village woman nowadays? What is your point of view? Why?

• Listen and repeat.

|            |               |              |          |
|------------|---------------|--------------|----------|
| saying     | hold up       | agricultural | firewood |
| two-thirds | three-fourths | Africa       | respect  |

### While you listen

 **Task 1.** Listen to the passage and choose the best answer A, B or C to complete each sentence.

1. \_\_\_\_\_ of all working hours, the work is done by women.  
A. Nearly 50 percent  
B. Nearly two-thirds  
C. Nearly three-fourths
2. The average woman earns \_\_\_\_\_ the average man.  
A. more than  
B. the same as  
C. less than
3. In Africa, \_\_\_\_\_ of the farm work is done by men.  
A. 80 percent  
B. 50 percent  
C. 20 percent
4. A typical woman in a developing country spends \_\_\_\_\_ collecting firewood daily.  
A. 1 hour  
B. 2 hours  
C. 3 hours
5. \_\_\_\_\_ is the amount of time a typical African woman spends on cooking every day.  
A. 1 hour  
B. 2 hours  
C. 3 hours

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

1. According to the passage, what percentage of all the world's jobs do women hold?
2. What do they earn for doing their domestic work?
3. How much food do women in developing countries produce?
4. How much farmwork do African women do?
5. What time does a typical day for an African village woman begin?
6. What time does it finish?

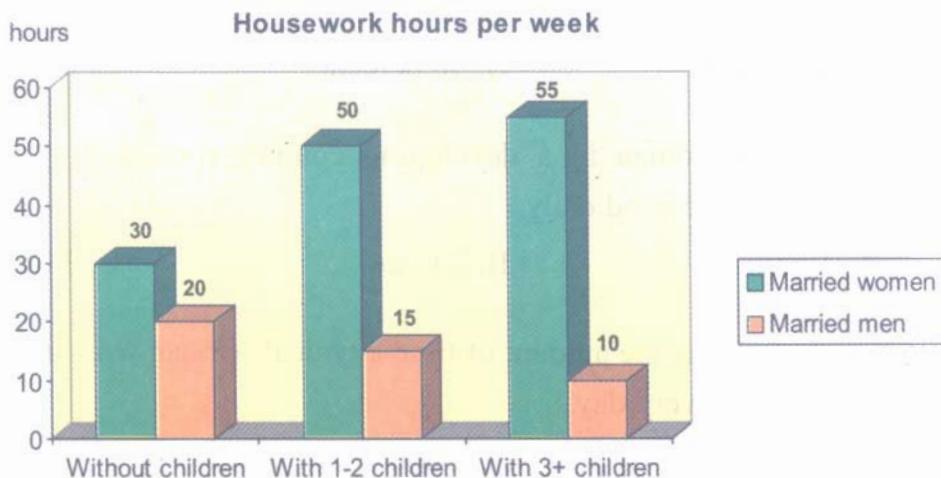
### After you listen

**Work in pairs.** Compare a typical day of an African village woman in the listening passage with that of a woman in your family (for example, your sister or mother).

## D. WRITING

### Describing a chart

 **Task 1. Work in pairs.** The chart below shows the average hours of housework per week by people of different sexes and with different marital status in Fantasia. Look at the chart then answer the questions that follow.



1. Who, in general, does more housework?
2. Do married women have to do more or less housework when they have more children?
3. Do married men have to do more or less housework when they have more children?
4. How many hours do married men and women without children spend on their housework per week?
5. How much time does it take men and women with one or two children to do their housework every week?
6. What are the numbers of weekly housework hours that men and women with three or more children do respectively?
7. What do you think should be done to reduce the unequal distribution of housework hours per week between married men and women?

 **Task 2.** Write a report describing the information shown in the column chart in Task 1. Begin your report with:

*The column chart illustrates the average hours of housework per week done by married women in comparison with married men.*

## E. LANGUAGE FOCUS

• **Intonation: The rising tune**

• **Grammar: Phrasal verbs (continued)**

### Intonation

• Practise reading the following sentences with the rising tune.

1. Did you have a good holiday?
2. Must you go now?
3. Shall I bring some sandwiches for you, too?
4. Can I go with you, Jack?
5. Have your parents been to Britain, Jo?

• **Work in pairs.** Practise reading these conversations.

1.

Mr. Wise: Were there any letters this morning?

Miss Roke: No.

Mr. Wise: That's odd. ... Oh, before I forget ... have you heard the news?

Miss Roke: No?

Mr. Wise: Miss Robert is getting married. Are you thinking of getting married, Miss Roke?

Miss Roke: No.

2.

Father: Are you drunk, David?

David: No, I'm not.

Father: Did you wash your face this morning, David?

David: Yes, I did.

Father: Have you completed your essay?

David: No, sorry Dad. I haven't.

## Grammar

**Exercise 1.** Choose one of the following verbs (in the correct form) + the correct preposition to complete the sentences.

|                |               |              |               |              |
|----------------|---------------|--------------|---------------|--------------|
| <i>explain</i> | <i>invite</i> | <i>laugh</i> | <i>listen</i> | <i>point</i> |
| <i>glance</i>  | <i>speak</i>  | <i>throw</i> | <i>stare</i>  | <i>write</i> |

### **Examples:**

- I look stupid with this haircut. Everybody will *laugh at* me.
- I don't understand what this means. Can you *explain* it to me?

1. I \_\_\_\_\_ my watch to see what the time was.
2. We've been \_\_\_\_\_ the party but unfortunately we can't go.
3. Please \_\_\_\_\_ me! I've got something important to tell you.
4. Don't \_\_\_\_\_ stones \_\_\_\_\_ the birds. That's prohibited.
5. The woman sitting opposite me on the train kept \_\_\_\_\_ me.

6. Sally and Kevin had an argument and now they're not \_\_\_\_\_ one another.
7. I \_\_\_\_\_ Joanna last week but she hasn't replied to my letter yet.
8. Be careful with those scissors! Don't \_\_\_\_\_ them \_\_\_\_\_ me!

**Exercise 2.** Fill in each of the blanks with an appropriate preposition if necessary.

**Example:**

I'm not going out yet. I'm waiting *for* the rain to stop.

1. You're always asking me \_\_\_\_\_ money. Ask somebody else for a change.
2. I've applied \_\_\_\_\_ a job at the factory. I don't know if I'll get it.
3. If I want a job at the factory, who do I apply \_\_\_\_\_?
4. I've searched everywhere \_\_\_\_\_ John but I haven't been able to find him.
5. I don't want to talk \_\_\_\_\_ what happened last night. Let's forget it.
6. I don't want to discuss \_\_\_\_\_ what happened last night. Let's forget it.
7. We had an interesting discussion \_\_\_\_\_ the problem but we didn't reach a decision.
8. Keith and Sonia are touring Europe. They're in Rome at the moment, but tomorrow they leave \_\_\_\_\_ Venice.
9. The roof of the house is in very bad condition. I think we ought to do something \_\_\_\_\_ it.
10. We waited \_\_\_\_\_ Jim for half an hour but he never came.



# THE ASSOCIATION OF SOUTHEAST ASIAN NATIONS

## A. READING

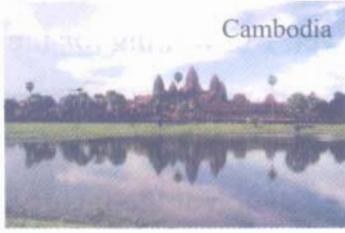
### Before you read



Vietnam



Cambodia



Myanmar



Thailand



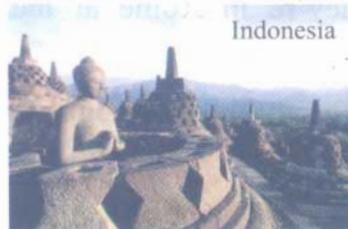
Malaysia



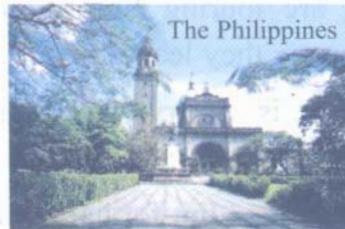
Singapore



Indonesia



The Philippines



Brunei



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

1. What does ASEAN stand for?
2. When did Vietnam join this association?

6. Sally and Kevin had an argument and now they're not \_\_\_\_\_ one another.
7. I \_\_\_\_\_ Joanna last week but she hasn't replied to my letter yet.
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I'm not going out yet. I'm waiting for the rain to stop.

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8. Keith and Sonia are touring Europe. They're in Rome at the moment, but tomorrow they leave \_\_\_\_\_ Venice.
9. The roof of the house is in very bad condition. I think we ought to do something \_\_\_\_\_ it.
10. We waited \_\_\_\_\_ Jim for half an hour but he never came.

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

The Association of Southeast Asian Nations, or ASEAN, was founded on 8<sup>th</sup> August, 1967, in Bangkok, Thailand by the five original member countries, namely, Indonesia, Malaysia, the Philippines, Singapore and Thailand. Brunei joined ASEAN in 1984. Vietnam became its seventh member in 1995. Laos and Myanmar were admitted to this association in 1997, and Cambodia in 1999. The main goals of the Association are to accelerate economic growth, social progress and cultural development; and to promote peace and stability through respect for justice, and the rule of law, in the relationship between countries in the region.

ASEAN has a population of 575.5 million, accounting for about 8.7% of the world's population. Its total area is 4,464,322 square kilometres. It is a region of diverse cultures, and people in some countries such as the Philippines, Brunei, Malaysia and Singapore speak English besides their own languages. According to the statistics recorded in 2007, ASEAN had a combined gross domestic product of about US\$ 1282 billion. This combined GDP grew at an average rate of around 6% per year from 2003 to 2007. The economies of the member countries are diverse, although its major products include electronic goods, oil and wood. The Governments of ASEAN countries have paid special attention to trade. In 2006, the ASEAN region had a total trade of US\$ 1405 billion. It has been estimated that a free trade area would be established in the region by 2020. The ASEAN leaders have also adopted the ASEAN Vision 2020, which is aimed at forging closer economic integration within the region. The Hanoi Plan of Action, adopted in 1998, serves as the first in a series of planned actions leading up to the realization of the ASEAN Vision.

Today, ASEAN economic cooperation covers many areas: trade, investment, industry, services, finance, agriculture, rural development, forestry, energy, transportation and communication, science and technology, small and medium enterprises, and tourism. ASEAN has actively worked to improve the socio-economic situation and solve problems among its member countries.

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

justice accelerate GDP  
enterprises diverse integration

1. They are demanding equal rights and \_\_\_\_\_.
2. \_\_\_\_\_ is the total value of goods and services produced by a country in one year.
3. Her interests are very \_\_\_\_\_.
4. He talked about the \_\_\_\_\_ of black children into the school system in the southern states of America.
5. At present, Vietnam is trying its best to \_\_\_\_\_ the rate of economic growth.
6. The road is bordered by shopping centres, restaurants and other commercial \_\_\_\_\_.

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

1. ASEAN was founded in 1967 in Bangkok, Thailand.

T  F

2. The ASEAN region has a total area of 4.5 million sq. kilometres, with a population of 575.5 billion.

T  F

3. It had a combined GDP of US\$ 1282 billion, with a growth rate of around 6% per year from 2000 to 2004.

T  F

4. The objective of the ASEAN Vision 2020 is to create economic integration among the member countries.

T  F

5. The ASEAN Vision 2020 was adopted in 1998.

T  F

6. ASEAN has actively contributed to improving the socio-economic situations and solving the problems in the world.

T  F

 **Task 3.** Answer the following questions.

1. Which countries founded ASEAN?
2. What are the two main goals of the Association?
3. What was the total trade value of ASEAN in 2006?
4. When was the Hanoi Plan of Action adopted?
5. What sectors does ASEAN economic cooperation include?

### After you read

**Work in groups.** Summarise the passage, based on the years: 1967, 1995, 1997, 1998, 1999, 2007, 2020.

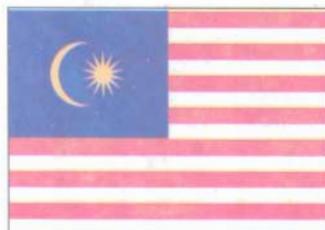
## B. SPEAKING

 **Task 1. Work in pairs.** Discuss and write down the name of the country and its capital under each national flag.



Country: Vietnam

Capital: Hanoi



1. Country: \_\_\_\_\_  
Capital: \_\_\_\_\_

2. Country: \_\_\_\_\_  
Capital: \_\_\_\_\_

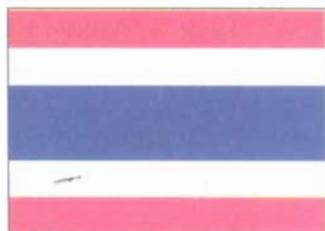
3. Country: \_\_\_\_\_  
Capital: \_\_\_\_\_



4. Country: \_\_\_\_\_  
Capital: \_\_\_\_\_



5. Country: \_\_\_\_\_  
Capital: \_\_\_\_\_



6. Country: \_\_\_\_\_  
Capital: \_\_\_\_\_



7. Country: \_\_\_\_\_  
Capital: \_\_\_\_\_



8. Country: \_\_\_\_\_  
Capital: \_\_\_\_\_



9. Country: \_\_\_\_\_  
Capital: \_\_\_\_\_



Leaders from the Association of Southeast Asian Nations (ASEAN) hold hands as they pose for a group photo before the 13<sup>th</sup> ASEAN Summit Plenary session in Singapore.

 **Task 2. Work in groups.** Discuss and use the information in Task 1 and the facts below to talk about some of the ASEAN countries.

**Example:**

*Malaysia has a total area of 330,252 sq. km. Its capital is Kuala Lumpur. It has a population of 27,174,000. The official languages used in Malaysia are Malay, English and Tamil.....*

**Malaysia**

*Area: 330,252 sq. km.*

*Population: 27,174,000*

*Official language(s): Malay, English, Tamil*

*Religion(s): Islam, Buddhism*

*Currency: Ringgit  
(Malaysian dollar)*

**Philippines**

*Area: 300,000 sq. km.*

*Population: 88,875,000*

*Official language(s): Filipino, English*

*Religion(s): Christianity  
(mostly Roman Catholic)*

*Currency: Peso*

**Thailand**

*Area: 513,120 sq. km.*

*Population: 65,694,000*

*Official language(s): Thai*

*Religion(s): Buddhism*

*Currency: Baht*

**Singapore**

*Area: 704 sq. km.*

*Population: 4,589,000*

*Official language(s): Chinese, English, Malay, Tamil*

*Religion(s): Buddhism, Islam, Hinduism, Christianity*

*Currency: Singapore dollar*

## C. LISTENING

### Before you listen

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

Which ASEAN countries use English as a second language?

- **Listen and repeat.**

Buddhist

Catholic

geo-political entity

Muslim

God

predominantly

### While you listen

 **Task 1.** Listen to the dialogue between Mr Hung and his daughter Nga, and choose the best answer A, B or C to complete each of the following sentences.

1. Nga asked her father about \_\_\_\_\_.
  - A. the English language spoken in the US
  - B. people who speak English in the UK
  - C. the number of people who speak English in the ASEAN countries
2. The ASEAN countries include \_\_\_\_\_.
  - A. about a quarter of a billion Muslims
  - B. 25 million Muslims
  - C. half a billion Muslims
3. Muslims mostly live in \_\_\_\_\_.
  - A. the Philippines
  - B. Indonesia and Myanmar
  - C. Indonesia and Malaysia
4. The main religion in Vietnam is \_\_\_\_\_.
  - A. Buddhism
  - B. Islam
  - C. Catholicism

5. Mr. Hung thought that \_\_\_\_\_

- A. he himself would wake up late the next morning
- B. Nga would get up late the next morning
- C. both of them would wake up late the next morning

 **Task 2.** Answer the following questions.

1. When will Nga have to submit the essay to her teacher?
2. What country has the largest number of English speakers?
3. How many people speak English in the ASEAN region?
4. In what country in the region is English mostly spoken?
5. How many main religions exist in the ASEAN countries and what are they?

### After you listen

**Work in groups.** In your opinion, what do you think Nga's essay will be about?

## D. WRITING



 **Task 1.** Complete the letter of recommendation with the missing sentences in the box.

I'm sure you will have a wonderful time here in Ha-Long Bay.  
I would like to recommend a well-known place in Vietnam to you.  
The beach is an ideal place for swimmers.  
People here are very friendly and hospitable.  
It is about 170 km from Hanoi.

17<sup>th</sup> May 2005

Dear Linda,

I'm pleased to hear that finally you have decided to spend your summer vacation in Southeast Asia. (1) \_\_\_\_\_.

It is Ha Long Bay.

Ha Long Bay is in the north of Vietnam. (2) \_\_\_\_\_.

It has attracted thousands of tourists from all over the world. It has many big and small islets and mountains with spectacular caves and grottoes. The weather and the sea are very beautiful.

(3) \_\_\_\_\_. There are a lot of hotels and restaurants near the beach, which serve excellent seafood. There is a famous entertainment centre there- Juan Chau Island.

(4) \_\_\_\_\_. They can speak English and they are helpful, too.

I think you should come and see it. (5) \_\_\_\_\_.

I'm looking forward to hearing from you soon.

Yours sincerely,

Thu Ha

 **Task 2.** David, your pen pal, is going to spend his summer vacation in one of the ASEAN countries. You want him to visit Vietnam. Write a letter to him recommending a significant place you are familiar with. Use the outline below.

## Outline

- Date
- Salutation
- Body:
  - location
  - natural features
  - entertainment
  - places to visit
  - food
  - people
  - .....
- Closing
- Signature

## E. LANGUAGE FOCUS

- **Intonation: The rising-falling tune**
- **Grammar: Adverbial clause of time**

### Intonation: The rising-falling tune

Practise reading these sentences with the rising-falling tone. Notice that prominent words are in capital letters.

1. Do you live in a HOUSE or in a FLAT?
2. Is Jane a TEACHER or a STUDENT?
3. Would you like some TEA or COFFEE?
4. Is the baby a BOY or a GIRL?
5. Shall we go by BUS or by TRAIN?
6. Is today TUESDAY or WEDNESDAY?
7. Are you COMING or NOT?
8. Is your sister OLDER or YOUNGER than you?
9. Do you want to have lunch NOW or wait till LATER?
10. Did ITALY or BRAZIL win the World Cup?

**Exercise 1.** Complete each of the following sentences, using a suitable adverbial clause of time in the box. Use each clause once only.

while they were on holiday  
whenever we are in Hanoi  
before you leave  
when I see Mary tomorrow  
as soon as she arrives in Ho Chi Minh City

as long as imperialism exists  
after the war was over  
as he walked away  
till you get back

*Example:*

I'll invite her to our party.

*When I see Mary tomorrow, I'll invite her to our party.*

1. She'll phone you \_\_\_\_\_.
2. \_\_\_\_\_ we started rebuilding the country.
3. They met a lot of people \_\_\_\_\_.
4. \_\_\_\_\_ don't forget to turn off the lights.
5. I'll stay \_\_\_\_\_.
6. We'll come to see you \_\_\_\_\_.
7. There is a danger of war \_\_\_\_\_.
8. Tom sang a merry song \_\_\_\_\_.

**Exercise 2.** Supply the correct tense form of the verbs in brackets.

**Example:**

I'll help you with your homework as soon as I (do) my own.

*I'll help you with your homework as soon as I have done my own.*

1. When he (arrive), he will tell us about the match.

---

2. Before the head teacher (arrive), I'll give the guests their tea.

---

3. Peter and John are going to play tennis tonight. While they (play), we'll go to the beach.

---

4. Since they (get) married, they have moved the house twice.

---

5. As soon as I (finish), I'll give you a call.

---

6. After he (graduate) from university, he joined the army.

---

7. Can you look after the children while I (be) out?

---

8. When I (read) this novel, you can have it.

---

**Exercise 3.** Combine two sentences, using one as an adverbial clause of time with the given conjunction.

**Example:**

You are going to leave soon. You must visit Ha Long Bay before that.  
*You must visit Ha Long Bay before you leave.*

1. It's going to start raining. Let's go out before that.

Let's \_\_\_\_\_ *before* \_\_\_\_\_.

2. I'll find somewhere to live. Then I'll give you my address.

I \_\_\_\_\_ *when* \_\_\_\_\_.

3. He had done his homework. Then he went to bed.

After he \_\_\_\_\_, \_\_\_\_\_.

4. We'll make our decision. Then we'll let you know.

\_\_\_\_\_ *as soon as* \_\_\_\_\_.

5. I left school (3 years ago). I haven't met them since then.

I \_\_\_\_\_ *since* \_\_\_\_\_.

6. Robert was doing the examination. He suddenly began to feel ill during the examination.

Robert \_\_\_\_\_ *while* \_\_\_\_\_.

7. Kate is going to finish the last semester. Then she'll come back home.

\_\_\_\_\_ *after* \_\_\_\_\_.

## TEST YOURSELF F

### 1. Listening (2.5 points)

*Listen and fill in the blanks with the information as you hear.*

UNESCO stands for the United Nations Educational, Scientific and Cultural Organization. It was established on (1) \_\_\_\_\_ to encourage collaboration among nations in the areas of education, science, culture, and communication. UNESCO had (2) \_\_\_\_\_ member nations as of 2007. The agency has its headquarters in Paris, France, and operates educational, scientific, and cultural programs and exchanges from (3) \_\_\_\_\_ field offices worldwide. Projects sponsored by UNESCO include international science programs; literacy, technical, and (4) \_\_\_\_\_ programs; regional and cultural history projects; and international cooperation agreements to secure the world's cultural and natural (5) \_\_\_\_\_ and to preserve human rights.

### 2. Reading & Questions

*Read the text then answer the questions that follow.*

More and more women are now joining the paid labour force worldwide. They represent the majority of the workforce in many sectors. Even in countries which have low proportions of women paid workers, such as Arab countries, the number of women who have jobs is rising. In Southeast Asia, women represent up to 80 percent of the workforce in the labour-intensive textile, toy, shoe and electronic sectors. In Latin America and the Caribbean, women make up 70 per cent of the workforce in service industries.

Paid employment has undoubtedly brought economic and social gains to many women. In the past, they were often excluded from many paid jobs and thus economically dependent on their husbands or fathers. Women are now better educated and can promote themselves much more easily than in the past. The access to education and the change in economic status have given women more freedom. There are many famous women in the areas which used to be reserved for men and some women have even become prime ministers.



*Margaret Thatcher – Prime Minister  
of the United Kingdom*



*Indira Gandhi – Prime Minister  
of India*

1. Which countries, according to the passage, have low levels of female paid workers?
2. In which sectors do you find the majority of working women in Southeast Asia?
3. What is the percentage of women who work in the service sector in Latin America and the Caribbean?
4. On whom did women depend economically in the past?
5. According to the passage, what are the two factors that give women more freedom nowadays?

Use the following phrasal verbs to complete the sentences below.

catch up      cool off      fall behind      give in      grow up  
keep up      speak up      stay on      wait up      watch out

1. He still behaves like a child. I wish he'd grow up.
2. Come to the party on Friday and \_\_\_\_\_ for the weekend.
3. I won't be back until late. Will you \_\_\_\_\_ for me?
4. He was exhausted but he still kept going. He just wouldn't \_\_\_\_\_.
5. Please don't go so fast. I just can't \_\_\_\_\_.
6. Could you \_\_\_\_\_ a bit? I can hardly hear you.
7. \_\_\_\_\_! Oh dear. Didn't you see that car coming?
8. You look hot and sticky. Come and sit in the shade and \_\_\_\_\_.
9. You go on ahead and I'll \_\_\_\_\_.
10. Wait for me. I don't want to \_\_\_\_\_.

In about 120 words, write about the changes in women's role in the family in comparison with that 50 years ago.

The following cues might be useful to you.

- Education
- Social activities
- Work
- Economic dependence
- Number of children
- Domestic chores

# GLOSSARY

## UNIT 1

|                           |                      |  |
|---------------------------|----------------------|--|
| biologist (n)             | /baɪ'ɒlədʒɪst/       | nhà sinh vật học                       |
| caring (a)                | /'keərɪŋ/            | quan tâm tới người khác                |
| close-knit (a)            | /'kləʊsnɪt/          | quan hệ khăng khít                     |
| household chore           | /'haʊshəuld tʃɔ:(r)/ | việc nhà, việc vặt trong nhà           |
| join hands                | /dʒɒɪn hændz/        | cùng nhau                              |
| leftovers (n)             | /'left'əuvəz/        | thức ăn thừa, đồ ăn còn lại sau bữa ăn |
| secure (a)                | /sɪ'kjʊə(r)/         | an toàn                                |
| shift (n)                 | /'ʃɪft/              | ca, kíp                                |
| supportive (of) (a)       | /sə'pɔ:tɪv/          | ủng hộ                                 |
| willing (to do something) | /'wɪlɪŋ/             | sẵn sàng làm cái gì                    |

## UNIT 2

|                 |                 |                           |
|-----------------|-----------------|---------------------------|
| bride (n)       | /braɪd/         | cô dâu                    |
| confide (v)     | /kən'faɪd/      | chia sẻ, tâm sự           |
| conical (a)     | /'kənɪkl/       | có hình nón               |
| contractual (a) | /kən'træktʃuəl/ | thoả thuận                |
| counterpart (n) | /'kaʊntəpə:t/   | bên tương ứng, đối tác    |
| determine (v)   | /dɪ'tɜ:mɪn/     | xác định                  |
| groom (n)       | /gru:m/         | chú rể                    |
| maintain (v)    | /meɪn'teɪn/     | giữ, duy trì              |
| oblige (v)      | /ə'blaɪdʒ/      | bắt buộc, cưỡng bách      |
| precede (v)     | /pri'si:d/      | đến trước, đi trước       |
| reject (v)      | /rɪ'dʒekɪt/     | khước từ, bác bỏ, loại bỏ |
| rim (n)         | /rɪm/           | vành, mép                 |
| sacrifice (v)   | /'sækrifایs/    | hi sinh                   |

## UNIT 3

|                |               |                  |
|----------------|---------------|------------------|
| apologize (v)  | /ə'pɔlədʒaɪz/ | xin lỗi          |
| approach (v)   | /ə'prəʊtʃ/    | tiếp cận         |
| argument (n)   | /'a:gjumənt/  | sự tranh luận    |
| attract (v)    | /ə'trækt/     | thu hút, hấp dẫn |
| clap (v)       | /klæp/        | vỗ tay           |
| compliment (n) | /'kɒmplɪmənt/ | khen ngợi        |
| decent (a)     | /'di:snt/     | lịch sự, từ tế   |
| install (v)    | /ɪn'stɔ:l/    | lắp đặt          |
| kidding (n)    | /'kɪdɪŋ/      | đùa              |
| marvellous (a) | /'mɑ:vələs/   | tuyệt vời        |
| maximum (n)    | /'mæksɪməm/   | tối đa           |

## UNIT 4

|                        |                               |                            |
|------------------------|-------------------------------|----------------------------|
| compulsory (a)         | /kəm'pulsəri/                 | bắt buộc                   |
| curriculum (n)         | /kə'rɪkjələm/                 | chương trình môn học       |
| certificate (n)        | /sə'tifikət/                  | giấy chứng nhận            |
| nursery (n)            | /'nɜ:səri/                    | nhà trẻ                    |
| kindergarten (n)       | /'kɪndəgə:tən/                | mẫu giáo                   |
| general education      | /'dʒenərəl<br>ɪdʒu'keɪʃn/     | giáo dục phổ thông         |
| primary education      | /'praɪməri<br>ɪdʒu'keɪʃn/     | giáo dục tiểu học          |
| secondary education    | /'sekəndri<br>ɪdʒu'keɪʃn/     | giáo dục trung học         |
| lower secondary school | /'ləʊə(r) 'sekəndri<br>sku:l/ | trường trung học cơ sở     |
| upper secondary school | /'ʌpə(r) 'sekəndri<br>sku:l/  | trường trung học phổ thông |

## UNIT 5

|                      |                       |                          |
|----------------------|-----------------------|--------------------------|
| application form (n) | /,æpli'keɪʃn fɔ:m/    | đơn xin học              |
| applicant (n)        | /'æplɪkənt/           | người xin học            |
| blame (v)            | /bleɪm/               | đỗ lỗi, chịu trách nhiệm |
| daunt (v)            | /dɔ:nt/               | làm nản chí, nản lòng    |
| mate (n)             | /meɪt/                | bạn bè                   |
| maximum (n)          | /'mæksɪməm/           | nhiều nhất, tối đa       |
| require (v)          | /rɪ'kwaɪə(r)/         | yêu cầu                  |
| scary (adj)          | /'skeəri/             | sợ hãi                   |
| undergraduate course | /,ʌndə'grædʒuət kɔ:s/ | khoa học đại học         |

## UNIT 6

|                 |              |                          |
|-----------------|--------------|--------------------------|
| accompany (v)   | /ə'kʌmpəni/  | đi cùng, hộ tống         |
| category (n)    | /'kætəgori/  | loại, hạng               |
| jot down        | /dʒɒt daʊn/  | ghi lại tóm tắt          |
| keenness (n)    | /'ki:nəs/    | say mê, thiết tha        |
| résumé (n)      | /'rezjʊmə/   | bản tóm tắt              |
| retail (n)      | /rɪ'teɪl/    | bán lẻ                   |
| shortcoming (n) | /'ʃo:tkʌmɪŋ/ | khiếm khuyết             |
| vacancy (n)     | /'veɪkənsi/  | vị trí, chức vụ bỏ trống |
| wholesale (n)   | /'həulseɪl/  | bán buôn                 |
| workforce (n)   | /'wɜ:kfɔ:s/  | lực lượng lao động       |

## UNIT 7

|                |                  |                      |
|----------------|------------------|----------------------|
| commitment (n) | /kə'mɪtmənt/     | sự cam kết           |
| dissolve (v)   | /dɪ'zolv/        | giải tán, giải thể   |
| domestic (a)   | /də'mestɪk/      | nội địa, trong nước  |
| drug (n)       | /drʌg/           | ma tuý               |
| drug-taker (n) | /'drʌg teɪkə(r)/ | người sử dụng ma tuý |
| eliminate (v)  | /ɪ'lɪmɪneɪt/     | loại bỏ, loại trừ    |

|                  |                    |                                  |
|------------------|--------------------|----------------------------------|
| Enterprises Law  | /'entəprɪzɪz լօ:/  | Luật Doanh nghiệp                |
| ethnic minority  | /,eθnɪk mæi'nrəti/ | người dân tộc thiểu số           |
| eventually (adv) | /ɪ'ventʃuəli/      | cuối cùng                        |
| expand (v)       | /ɪk'spænd/         | mở rộng —                        |
| guideline (n)    | /'gaɪdlain/        | nguyên tắc chỉ đạo               |
| illegal (a)      | /ɪ'li:gl/          | bất hợp pháp                     |
| in ruins         | /ɪn'ru:inz/        | trong tình trạng hư hại, suy sụp |
| inflation (n)    | /ɪn'fleɪʃn/        | lạm phát                         |
| inhabitant (n)   | /ɪn'hæbɪtənt/      | dân cư                           |
| intervention (n) | /,ɪntə'venʃn/      | sự can thiệp                     |
| investment (n)   | /ɪn'vestmənt/      | sự đầu tư                        |
| islander (n)     | /'aɪləndə(r)/      | người dân ở đảo                  |
| Land Law         | /lænd լօ:/         | Luật đất đai                     |
| legal ground     | /'lɪgl ɡraund/     | cơ sở pháp lý                    |
| reaffirm (v)     | /,ri:ə'fɜ:m/       | tái xác nhận                     |
| reform (v), (n)  | /rɪ'fɔ:m/          | cải cách, cải tổ                 |
| renovation (n)   | /,renə'veɪʃn/      | sự đổi mới                       |
| sector (n)       | /'sektə(r)/        | khu vực                          |
| stagnant (a)     | /'stægnənt/        | trì trệ                          |
| subsidy (n)      | /'sʌbsedi/         | sự bao cấp                       |
| substantial (a)  | /səb'stænʃl/       | lớn, đáng kể                     |

## UNIT 8

|                        |                          |                        |
|------------------------|--------------------------|------------------------|
| pessimistic (a)        | /,pesɪ'mɪstɪk/           | bí quan                |
| optimistic (a)         | /,ɔptɪ'mɪstɪk/           | lạc quan               |
| terrorist (n)          | /'terərɪst/              | quân khủng bố          |
| labour-saving (a)      | /'leɪbə ,seɪvɪŋ/         | tiết kiệm sức lao động |
| micro-technology (n)   | /'maɪkro<br>tek'nɒlədʒi/ | công nghệ vi mô        |
| telecommunications (n) | /,telɪkə'mju:nɪkeɪʃnz/   | viễn thông             |

|                     |                 |                          |
|---------------------|-----------------|--------------------------|
| unexpected (a)      | /ʌnɪks'pektɪd/  | bất ngờ, không mong đợi  |
| contribute (to) (v) | /kən'trɪbju:t/  | đóng góp (vào)           |
| incredible (a)      | /ɪn'kredəbl/    | không thể tin được       |
| centenarian (n)     | /sɛntɪ'neəriən/ | người sống tới trăm tuổi |
| eternal (a)         | /i:'tɜ:nl/      | vĩnh cửu, vĩnh hằng      |
| eradicated (adj)    | /ɪ'rædɪkeɪtɪd/  | bị tiêu huỷ, thu tiêu    |

## UNIT 9

|                |                |                         |
|----------------|----------------|-------------------------|
| acacia (n)     | /ə'keɪʃə/      | cây keo                 |
| aerial (a)     | /'eəriəl/      | trên không, trên trời   |
| antelope (n)   | /'æntɪləup/    | nai sừng tấm            |
| cactus (n)     | /'kæktəs/      | cây xương rồng          |
| camel (n)      | /'kæməl/       | lạc đà                  |
| colony (n)     | /'kɒləni/      | thuộc địa               |
| crest (n)      | /krest/        | đỉnh, nóc, ngọn         |
| desert         | /'dezət/       | sa mạc                  |
| dune (n)       | /dju:n/        | cồn cát, đụn cát        |
| expedition (n) | /,ekspɪ'dɪʃn/  | cuộc thăm dò, thám hiểm |
| gazell (n)     | /gə'zel/       | linh dương gazel        |
| hummock (n)    | /'hʌmək/       | gò, đống                |
| jackal (n)     | /'dʒækəl/      | chó hoang sa mạc        |
| rainfall (n)   | /'reɪnfɔ:l/    | lượng mưa               |
| slope (n)      | /sləup/        | dốc, độ dốc             |
| spinifex (n)   | /'spærɪnɛfeks/ | cỏ lá nhọn (Úc)         |
| stretch (v)    | /stretʃ/       | kéo dài, căng ra        |
| tableland      | /'teɪbələnd/   | vùng cao nguyên         |

## UNIT 10

|                 |             |         |
|-----------------|-------------|---------|
| bamboo (n)      | /bæm'bu:/   | cây tre |
| bared teeth (n) | /beəd tɪ:θ/ | răng hở |

|                   |                  |                           |
|-------------------|------------------|---------------------------|
| be driven to      |                  |                           |
| the verge of ...  | /vɜ:dʒ/          | bị đẩy đến bên bờ của ... |
| biologist (n)     | /baɪ'ɒlədʒɪst/   | nhà sinh vật học          |
| deforestation (n) | /dɪ'fɔrɪst'eɪʃn/ | sự phá rừng               |
| derive (from) (v) | /dɪ'rəɪv/        | bắt nguồn (từ)            |
| enact (v)         | /ɪ'nækt/         | ban hành                  |
| gorilla (n)       | /gə'rɪlə/        | khi đột                   |
| habitat (n)       | /'hæbɪtæt/       | môi trường sống           |
| leopard (n)       | /'leɒpəd/        | con báo                   |
| panda (n)         | /'pændə/         | gấu trúc                  |
| parrot (n)        | /'pærət/         | con vẹt                   |
| reserve (n)       | /rɪ'zɜ:v/        | khu bảo tồn               |
| rhinoceros (n)    | /raɪ'nɒsərəs/    | con tê giác               |
| sociable (a)      | /'səʊʃəbl/       | dễ gần gũi, hoà đồng      |
| urbanization (n)  | /,ɜ:bənائز'eɪʃn/ | sự đô thị hóa             |
| vulnerable (a)    | /'vʌlnərəbl/     | dễ bị tổn thương          |
| wildlife (n)      | /'waɪldlaɪf/     | động vật hoang dã         |
| worm (n)          | /wɜ:m/           | sâu, giun                 |

## UNIT 11

|                 |                 |                  |
|-----------------|-----------------|------------------|
| chew (v)        | /tʃu:/          | nhai             |
| digest (v)      | /daɪ'dʒest/     | tiêu hóa         |
| fascinating (a) | /'fæsɪnɪtɪŋ/    | hấp dẫn, thu hút |
| personality (n) | /,pɜ:sən'æləti/ | tính cách        |
| survive (v)     | /sə'veɪv/       | sống sót         |
| swallow (v)     | /'swɒleu/       | nuốt chửng       |
| reunite (v)     | /,ri:ju:'naɪt/  | đoàn tụ          |
| taste (v)       | /teɪst/         | nếm              |

|                |              |   |
|----------------|--------------|---|
| unnoticed (a)  | /ʌn'naʊtɪst/ | không bị nhận ra,<br>không bị nhìn thấy |
| wilderness (n) | /'wɪldənəs/  | vùng hoang dã                           |

## UNIT 12

|                       |                       |                            |
|-----------------------|-----------------------|----------------------------|
| canoeing (n)          | /kə'nu:ɪŋ/            | môn thể thao đi thuyền     |
| cap (n)               | /kæp/                 | mũ lưỡi trai               |
| eject (v)             | /ɪ'dʒekt/             | đẩy ra, tống ra            |
| foul (n)              | /faʊl/                | phạm luật, sai sót         |
| opponent (n)          | /ə'pəʊnənt/           | đối thủ, đối phương        |
| penalty (n)           | /'penəlti/            | hình phạt                  |
| scuba-diving          | /'sku:bə daɪvɪŋ/      | lặn có bình khí            |
| synchronized swimming | /sɪŋkrənaɪzd 'swɪmɪŋ/ | bơi nghệ thuật             |
| tie (n)               | /taɪ/                 | trận hoà                   |
| vertical (a)          | /'vɜ:tɪkəl/           | phương thẳng đứng          |
| windsurfing (n)       | /'wɪndsrɔ:fɪŋ/        | môn thể thao lướt ván buồm |
| water polo (n)        | /'wɔ:tə(r) pəuləʊ/    | môn bóng nước              |

## UNIT 13

|                              |                |  |
|------------------------------|----------------|--|
| clear (v)                    | /klɪə(r)/      | nhảy qua                               |
| composed (a)                 | /kəm'pəʊzd/    | gồm có; bao gồm                        |
| countryman (n)<br>(pl. -men) | /'kʌntrɪmən/   | người trong cùng một nước;<br>đồng bào |
| deal (n)                     | /di:l/         | sự thoả thuận                          |
| defend (v)                   | /dɪ'fend/      | bảo vệ                                 |
| enthusiast (n)               | /ɪn'θju:ziæst/ | người say mê                           |
| milkmaid (n)                 | /'mɪlkmeɪd/    | người vắt sữa (nữ)                     |
| outstanding (a)              | /aut'stændɪŋ/  | xuất sắc                               |

|                   |                  |                              |
|-------------------|------------------|------------------------------|
| overwhelming (a)  | /'əuvə'welmɪŋ/   | lớn; vĩ đại                  |
| podium (n)        | /'pəudiəm/       | bục danh dự (thể thao)       |
| point (n)         | /pɔɪnt/          | thời điểm; thời gian         |
| pole vaulting (n) | /pəul 'vɔ:ltrɪŋ/ | nhảy <u>sào</u>              |
| precision (n)     | /prɪ'sɪʒn/       | độ chính xác                 |
| present (v)       | /prɪ'zɛnt/       | trao <u>tặng</u>             |
| rival (n)         | /'raɪvəl/        | đối thủ; địch thủ            |
| scoreboard (n)    | /'sko:bɔ:d/      | bảng điểm                    |
| title (n)         | /'taɪtl/         | danh hiệu; danh hiệu vô địch |

## UNIT 14

|                       |                      |                      |
|-----------------------|----------------------|----------------------|
| appalled (a)          | /ə'pɔ:ld/            | bị choáng            |
| appeal (v)            | /ə'pi:l/             | kêu gọi              |
| dedicated (a)         | /'dedɪkeɪtɪd/        | công hiến            |
| disaster-stricken (a) | /dɪ'za:stə 'strɪkən/ | bị thiên tai tàn phá |
| epidemic (n)          | /,epɪ'demɪk/         | dịch bệnh, nạn dịch  |
| hesitation (n)        | /,hezɪ'teɪʃn/        | sự do dự             |
| initiate (v)          | /ɪ'nɪʃieɪt/          | khởi sự              |
| tsunami (n)           | /tsu:'nɑ:mi/         | sóng thần            |
| wash (away) (v)       | /wɔʃ əwei/           | quét sạch            |

## UNIT 15

|                      |                         |                       |
|----------------------|-------------------------|-----------------------|
| advocate (v)         | /'ædvəkət/              | chủ trương, tán thành |
| Age of Enlightenment | /eɪdʒ əv ɪn'laɪtənmənt/ | Thời đại khai sáng    |
| childbearing (n)     | /'tʃaɪldbeəriŋ/         | việc sinh con         |
| deep-seated (a)      | /,di:p 'si:tɪd/         | ăn sâu, lâu đời       |
| discriminate (v)     | /dɪs'krɪmɪneɪt/         | phân biệt đối xử      |

|                   |                       |                             |
|-------------------|-----------------------|-----------------------------|
| homemaking (n)    | /'həʊm ˈmeɪkɪŋ/       | việc chăm sóc gia đình      |
| intellectual (a)  | /ɪn'telɪktʃuəl/       | thuộc trí tuệ               |
| involvement (n)   | /ɪn'vɒlvmənt/         | sự tham gia                 |
| look down upon    | /lʊk daʊn ə'pən/      | coi thường, khinh rẻ        |
| lose contact with | /lu:z 'kɒntækt wɪð/   | mất liên lạc với            |
| lose one's temper | /lu:z wʌnz 'tempə(r)/ | nỗi giận, cáu               |
| lose touch with   | /lu:z tʌtʃ wɪð/       | mất liên lạc với            |
| neglect (v)       | /nɪ'glekt/            | sao lăng, bò bê             |
| nonsense (n)      | /'nɒnsəns/            | sự vô lý, lời nói càn       |
| philosopher (n)   | /fɪ'lɒsəfə(r)/        | nhà triết học, triết gia    |
| pioneer (n)       | /,paɪə'nɪə(r)/        | người tiên phong            |
| rear (v)          | /rɪə(r)/              | nuôi dưỡng                  |
| rubbish (n)       | /'rʌbɪʃ/              | chuyện nhảm nhí, điều vô lí |
| struggle (n); (v) | /'strʌgl/             | (sự) đấu tranh              |

## UNIT 16

|                              |                              |                                    |
|------------------------------|------------------------------|------------------------------------|
| accelerate (v)               | /ək'seləreɪt/                | thúc đẩy; đẩy nhanh                |
| Baht (n)                     | /bɑ:t/                       | đồng Bạt (đơn vị tiền<br>Thái Lan) |
| Buddhism (n)                 | /'buðɪzəm/                   | đạo Phật                           |
| Catholicism (n)              | /kə'θɒləsɪzəm/               | Thiên chúa giáo La Mã              |
| Christianity (n)             | /,krɪstɪ'ænəti/              | đạo Cơ đốc                         |
| currency (n)                 | /'kʌrənsi/                   | đơn vị tiền tệ                     |
| diverse (a)                  | /dɪəs'vɜ:s/                  | thuộc nhiều loại khác nhau         |
| forge (v)                    | /fɔ:dʒ/                      | tạo dựng                           |
| gross domestic product (GDP) | /grɒs də'mestɪk<br>'prɒdʌkt/ | tổng sản phẩm xã hội               |
| integration (n)              | /,ɪntɪ'grেɪʃn/               | sự hoà nhập; hội nhập              |

|                    |                         |  |
|--------------------|-------------------------|--|
| Islam (n)          | /'ɪzla:m ; ɪz'lɑ:m/     | đạo Hồi                                |
| justice (n)        | /'dʒʌstɪs/              | sự công bằng                           |
| namely (adv)       | /'neɪmlɪ/               | cụ thể là ; ấy là                      |
| Peso (n)           | /'pesəʊ/                | đồng Pê-sô (đơn vị tiền Phi-lip-pin)   |
| realization (n)    | /,ri:lai'zeɪʃn/         | hiện thực hoá, sự thực hiện            |
| Ringgit (n)        | /'rɪŋgɪt/               | đồng Ring-gít (đơn vị tiền Ma-lay-xia) |
| series (n)         | /'sɪəri:z/              | loạt ; chuỗi                           |
| socio-economic (a) | /'səʊsɪənə, i:kə'nɒmɪk/ | thuộc kinh tế-xã hội                   |
| stability (n)      | /stə'bɪləti/            | sự ổn định                             |
| thus (adv)         | /ðʌs/                   | như thế ; như vậy                      |

# PRONUNCIATION AND PHONETIC SYMBOLS

## CONSONANTS

|      |       |         |  |     |        |         |
|------|-------|---------|--|-----|--------|---------|
| /p/  | pen   | /pən/   |  | /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/      |  | /ə:/ | fur   | /fə:(r)/  |
| /ɪ/  | sit    | /sɪt/       |  | /ə/  | about | /ə'baut/  |
| /e/  | ten    | /ten/       |  | /eɪ/ | say   | /seɪ/     |
| /æ/  | cat    | /kæt/       |  | /əʊ/ | go    | /gəʊ/     |
| /ɑ:/ | father | /'fa:ðə(r)/ |  | /aɪ/ | my    | /maɪ/     |
| /ɒ/  | got    | /gɒt/       |  | /ɔɪ/ | boy   | /boɪ/     |
| /ɔ:/ | saw    | /sɔ:/       |  | /au/ | now   | /nau/     |
| /ʊ/  | put    | /put/       |  | /ɪə/ | near  | /nɪə(r)/  |
| /u:/ | too    | /tu:/       |  | /eə/ | hair  | /hee(r)/  |
| /ʊ/  | actual | /'æktʃuəl/  |  | /uə/ | pure  | /pjue(r)/ |

|                    |                        |  |
|--------------------|------------------------|--|
| Islam (n)          | /'ɪzla:m ; ɪz'la:m/    | đạo Hồi                                |
| justice (n)        | /'dʒʌstɪs/             | sự công bằng                           |
| namely (adv)       | /'neɪmlɪ/              | cụ thể là ; ấy là                      |
| Peso (n)           | /'pesəʊ/               | đồng Pê-sô (đơn vị tiền Phi-lip-pin)   |
| realization (n)    | /,ri:lai'zeɪʃn/        | hiện thực hoá, sự thực hiện            |
| Ringgit (n)        | /'rɪŋgɪt/              | đồng Ring-gít (đơn vị tiền Ma-lay-xia) |
| series (n)         | /'sɪəri:z/             | loạt ; chuỗi                           |
| socio-economic (a) | /'səʊsɪənə,i:kə'nɒmɪk/ | thuộc kinh tế-xã hội                   |
| stability (n)      | /stə'bɪləti/           | sự ổn định                             |
| thus (adv)         | /ðəs/                  | như thế ; như vậy                      |



# MỤC LỤC

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