

BỘ GIÁO DỤC VÀ ĐÀO TẠO

Tiếng Anh

12

NÂNG CAO



NHÀ XUẤT BẢN GIÁO DỤC

BỘ GIÁO DỤC VÀ ĐÀO TẠO

TỨ ANH (Tổng chủ biên) - MAI VI PHƯƠNG (Chủ biên)
PHAN HÀ - HUỲNH ĐÔNG HẢI - HUỲNH THỊ KIM HOA
VŨ THỊ LAN - LƯƠNG THỊ LÝ - SONG PHÚC

Tiếng Anh

12

NÂNG CAO

(Tái bản lần thứ nhất)

NHÀ XUẤT BẢN GIÁO DỤC

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

01-2009/CXB/562-1718/GD

Mã số : NH220T9

LỜI NÓI ĐẦU

Sách **Tiếng Anh 12 nâng cao** được biên soạn theo chương trình Tiếng Anh nâng cao Trung học phổ thông của Bộ Giáo dục và Đào tạo, tiếp theo các sách **Tiếng Anh 6, 7, 8, 9** và **Tiếng Anh 10 nâng cao, Tiếng Anh 11 nâng cao**. Chương trình Tiếng Anh Trung học phổ thông, cũng giống như chương trình Tiếng Anh Trung học cơ sở, được xây dựng theo chủ đề (*thematic*) ; nghĩa là các chủ đề giao tiếp được lấy làm cơ sở để lựa chọn nội dung ngữ liệu và các hoạt động học tập trong lớp.

Sách **Tiếng Anh 12 nâng cao** gồm 16 bài học (*Unit*) và 4 bài ôn tập (*Consolidation*). Các bài học thể hiện những chủ điểm : *Home Life ; Cultural Diversity ; School Education System ; Higher Education ; Future Jobs ; Economic Reforms ; Youth ; Future Life ; Deserts ; Endangered Species ; Books ; Water Sports ; SEA Games ; International Organizations ; Women in Society* và *Association of Southeast Asian Nations*.

– Mỗi bài học (*Unit*) gồm :

+ **Tựa** (thể hiện chủ điểm theo chương trình)

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

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

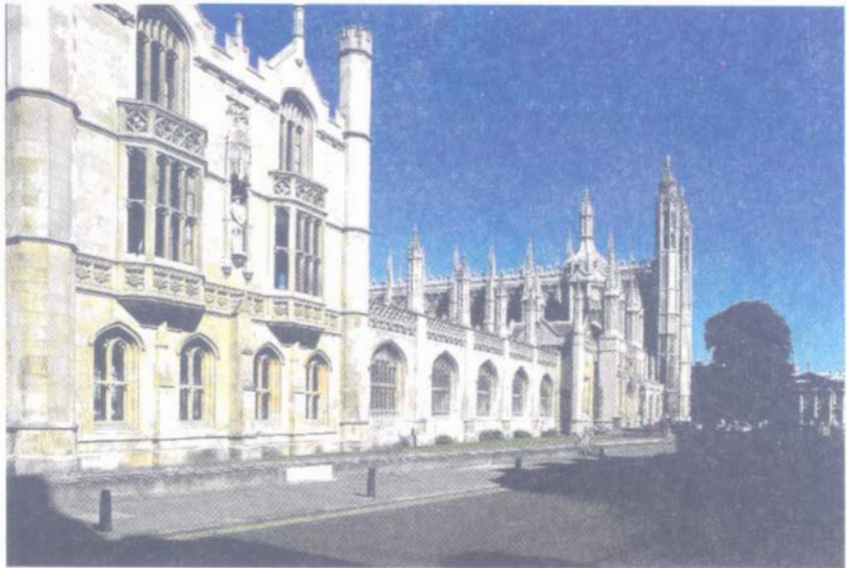
+ **Listening** gồm các bài tập luyện nghe hiểu (*listening comprehension*) có nội dung thể hiện chủ điểm bài học. Phần này yêu cầu học sinh nghe một đoạn hội thoại (*dialogue*) hay một văn bản hoàn chỉnh hoặc ciưa hoàn chỉnh, sau đó để học sinh tự kiểm tra mức độ hiểu qua nhiều hình thức như : đánh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

- + **Speaking** gồm các hoạt động luyện nói theo các chức năng ngôn ngữ và theo chủ điểm bài học. Phần này được trình bày qua nhiều hình thức như thảo luận nhóm (*group discussion*), thực tập theo nhóm đôi (*pair work*), trình bày quan điểm cá nhân (*individual presentation*), mô tả (*description*), v.v. theo các thông tin gợi ý hoặc hướng dẫn.
 - + **Writing** gồm các bài tập phát triển kỹ năng viết của học sinh. Nhiều hình thức viết được đưa vào như : viết về thông tin trên biểu đồ (*information from a graph*), viết đơn xin học (*application*), viết báo cáo (*report*). v.v.
 - + **Language Focus** thống kê và trình bày các vấn đề liên quan đến từ pháp (*Word Study*) và ngữ pháp (*Grammar*) trong bài học và một số bài luyện để minh họa.
- Mỗi bài ôn tập (*Consolidation*) gồm :
- + **Pronunciation** với các câu trắc nghiệm khách quan, giúp học sinh ôn lại và mở rộng các vấn đề phát âm.
 - + **Listening Comprehension** giúp học sinh nghe hiểu, ôn lại các nội dung đã học trong các bài học. Dạng trắc nghiệm khách quan được sử dụng nhằm giúp học sinh làm quen với hình thức kiểm tra này.
 - + **Vocabulary** với các câu trắc nghiệm khách quan, giúp học sinh ôn lại từ ngữ và các vấn đề liên quan đến từ ngữ đã học.
 - + **Grammar and Structure** với các câu trắc nghiệm khách quan, giúp học sinh ôn lại các nội dung ngữ pháp và cấu trúc đã học trong các bài học.
 - + **Reading** dùng để kiểm tra khả năng đọc hiểu văn bản của học sinh qua một số kỹ năng đọc.
 - + **Writing** kiểm tra khả năng viết của học sinh.

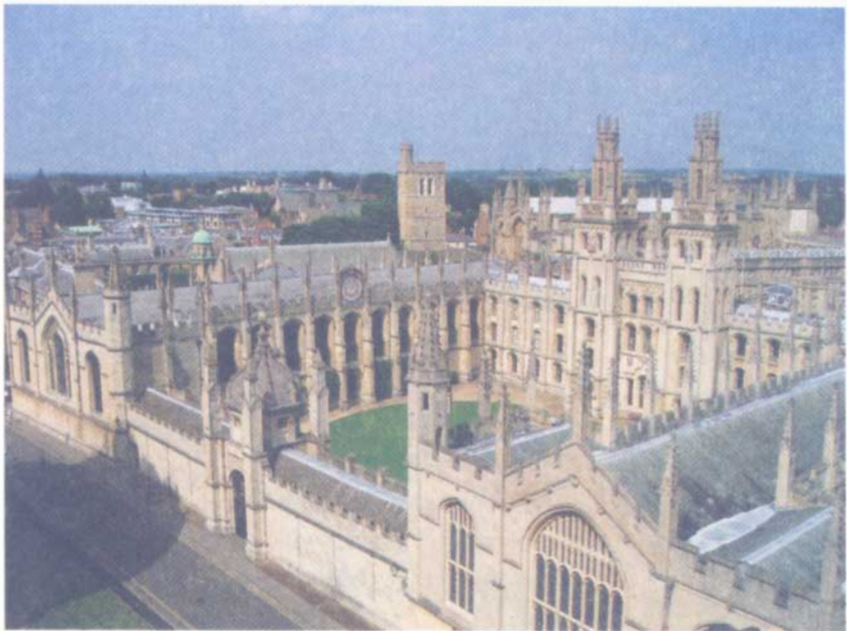
Cuối sách có **Bảng từ ngữ mới** và **Phụ lục các kí hiệu phiên âm** dùng trong sách.

Tập thể các tác giả mong rằng sách **Tiếng Anh 12 nâng cao** sẽ giúp cho các em học sinh vui học và thực hành tiếng Anh có kết quả. Chúng tôi rất mong nhận được sự góp ý của các thầy giáo, cô giáo và các em học sinh.

CÁC TÁC GIẢ



Cambridge University



Oxford University

BOOK MAP

UNIT	FUNCTION	READING	LISTENING
1 Home Life	<ul style="list-style-type: none"> - Talking about household chores and home rules 	<ul style="list-style-type: none"> - Reading about conflicts between parents and children in domestic chores: scanning for information to answer questions; matching words and their meanings 	<ul style="list-style-type: none"> - Listening for specific information related to summer household chores: ordering ideas
2 Cultural Diversity	<ul style="list-style-type: none"> - Talking about cultural diversity 	<ul style="list-style-type: none"> - Reading about some forms of etiquette in different cultures 	<ul style="list-style-type: none"> - Listening for specific information about various ways of giving gifts
3 School Education System	<ul style="list-style-type: none"> - Talking about the education system 	<ul style="list-style-type: none"> - Reading about discipline problems at school 	<ul style="list-style-type: none"> - Listening about the American secondary education
4 Higher Education	<ul style="list-style-type: none"> - Talking about the application process to a tertiary institution in Viet Nam and in some other countries 	<ul style="list-style-type: none"> - Reading about application procedures: checking for true and false 	<ul style="list-style-type: none"> - Listening for specific information related to life in a college

SPEAKING	WRITING	LANGUAGE FOCUS
<ul style="list-style-type: none"> - Apologizing and expressing regrets 	<ul style="list-style-type: none"> - Writing a letter to tell about home rules 	<ul style="list-style-type: none"> - Word combinations with <i>home</i> and <i>house</i> - Present simple expressing routine - Reported speech: statements and questions
<ul style="list-style-type: none"> - Giving compliments 	<ul style="list-style-type: none"> - Writing a paragraph about a typical product of a culture 	<ul style="list-style-type: none"> - Negative prefixes - Reviews: present simple and present progressive, past simple and past progressive, present perfect and present perfect progressive
<ul style="list-style-type: none"> - Talking about Vietnamese studies 	<ul style="list-style-type: none"> - Writing about a Vietnamese student's educational path 	<ul style="list-style-type: none"> - <i>-edly</i> adverbs - Passive voice
<ul style="list-style-type: none"> - Asking for and giving advice 	<ul style="list-style-type: none"> - Filling out an application form 	<ul style="list-style-type: none"> - Prepositions after verbs - Adverbial clauses of place - Conditional sentences

UNIT	FUNCTION	READING	LISTENING
5 Future Jobs	<ul style="list-style-type: none"> - Talking about jobs and job application 	<ul style="list-style-type: none"> - Reading about a job interview and filling out a gapped text 	<ul style="list-style-type: none"> - Listening for specific information to fill a résumé
6 Economic Reforms	<ul style="list-style-type: none"> - Talking about economic changes 	<ul style="list-style-type: none"> - Reading about the Doi Moi Program 	<ul style="list-style-type: none"> - Listening to an international visitor on the economic reforms in Viet Nam
7 Youth	<ul style="list-style-type: none"> - Talking about the roles of youth in society 	<ul style="list-style-type: none"> - Reading about various programs for youth 	<ul style="list-style-type: none"> - Listening about youth rules in the United States
8 Future Life	<ul style="list-style-type: none"> - Talking about life in the future 	<ul style="list-style-type: none"> - Reading about future life: skimming texts to match headings with paragraphs; scanning for information about future life 	<ul style="list-style-type: none"> - Listening and taking notes about our life 40 years from now

SPEAKING	WRITING	LANGUAGE FOCUS
<ul style="list-style-type: none"> - Job interviewing 	<ul style="list-style-type: none"> - Writing a letter of application 	<ul style="list-style-type: none"> - <i>Make</i> and <i>do</i> - Relative clauses (restrictive and non-restrictive)
<ul style="list-style-type: none"> - Giving comments 	<ul style="list-style-type: none"> - Writing information from a graph 	<ul style="list-style-type: none"> - Suffixes - Prepositions after verbs - Prepositions of time and place
<ul style="list-style-type: none"> - Expressing agreement and disagreement 	<ul style="list-style-type: none"> - Writing an agenda 	<ul style="list-style-type: none"> - Compound adjectives: Adjective + Noun - Articles
<ul style="list-style-type: none"> - Interrupting politely and returning to the topic 	<ul style="list-style-type: none"> - Writing a paragraph about life in the future 	<ul style="list-style-type: none"> - Compound adjectives: Noun + Adjective - Sentences with <i>although</i>, <i>even though</i>, <i>despite</i>, <i>in spite of</i>

UNIT	FUNCTION	READING	LISTENING
<p>9 Deserts</p>	<ul style="list-style-type: none"> - Talking about natural features of deserts and desert life 	<ul style="list-style-type: none"> - Reading about deserts: scanning for information; transferring information related to fighting back desert expansion 	<ul style="list-style-type: none"> - Listening for specific information related to a lecture on food and water in the desert
<p>10 Endangered Species</p>	<ul style="list-style-type: none"> - Talking about endangered species and how to protect them 	<ul style="list-style-type: none"> - Reading about rhinoceroses and measures to protect them 	<ul style="list-style-type: none"> - Listening to a tour guide on endangered species
<p>11 Books</p>	<ul style="list-style-type: none"> - Talking about characteristics of books 	<ul style="list-style-type: none"> - Reading an extract of the novel <i>Emma</i> by Jane Austen 	<ul style="list-style-type: none"> - Listening to a dialogue on the purposes of reading
<p>12 Water Sports</p>	<ul style="list-style-type: none"> - Talking about different types of water sports 	<ul style="list-style-type: none"> - Identifying sources of texts about precautions for safety - Scanning to complete a table with information from different extracts 	<ul style="list-style-type: none"> - Listening for gist and for details related to an interview with a new champion in swimming

<ul style="list-style-type: none"> - Expressing possibility 	<ul style="list-style-type: none"> - Writing a paragraph about life in the desert 	<ul style="list-style-type: none"> - Plural forms of nouns - <i>So, but, however, and therefore</i> - <i>Unless</i> in Conditional sentences
<ul style="list-style-type: none"> - Asking for and giving information 	<ul style="list-style-type: none"> - Writing a paragraph about measures to save endangered species 	<ul style="list-style-type: none"> - Expressions with <i>make</i> - Modal auxiliaries - Adverbial clauses and phrases of reason
<ul style="list-style-type: none"> - Evoking and expressing opinions 	<ul style="list-style-type: none"> - Writing about a character of a book 	<ul style="list-style-type: none"> - Compound adjectives: Adjective + Noun + <i>-ed</i> - Transitive and intransitive verbs
<ul style="list-style-type: none"> - Expressing opinions and preferences 	<ul style="list-style-type: none"> - Giving instructions on swimming techniques 	<ul style="list-style-type: none"> - Words indicating people who do particular sports - Adverbial phrases/ clauses of purpose

UNIT	FUNCTION	READING	LISTENING
<p>13</p> <p>SEA Games</p>	<ul style="list-style-type: none"> - Talking about SEA Games 	<ul style="list-style-type: none"> - Reading about SEA Games: scanning for details; checking true and false 	<ul style="list-style-type: none"> - Listening to an interview: filling blanks and answering questions
<p>14</p> <p>International Organizations</p>	<ul style="list-style-type: none"> - Talking about international organizations 	<ul style="list-style-type: none"> - Reading about international organizations: skimming and naming paragraphs; matching words and meanings; guessing names 	<ul style="list-style-type: none"> - Listening for specific information related to activities of UNICEF: checking and filling blanks
<p>15</p> <p>Women in Society</p>	<ul style="list-style-type: none"> - Talking about the roles of women in society 	<ul style="list-style-type: none"> - Reading about women in the past and in modern time 	<ul style="list-style-type: none"> - Listening to famous women's activities
<p>16</p> <p>Association of Southeast Asian Nations</p>	<ul style="list-style-type: none"> - Talking about the main features of ASEAN member countries 	<ul style="list-style-type: none"> - Reading about the ASEAN Youth Camp 	<ul style="list-style-type: none"> - Listening to the <i>Visit ASEAN Pass</i> project

SPEAKING	WRITING	LANGUAGE FOCUS
<ul style="list-style-type: none"> - Expressing attitudes towards results of SEA Games 	<ul style="list-style-type: none"> - Writing an article 	<ul style="list-style-type: none"> - <i>Play, Do, or Go</i> - Comparative + <i>and</i> + comparative - <i>The</i> + comparative ... + <i>the</i> + comparative ...
<ul style="list-style-type: none"> - Distinguishing opinions from facts 	<ul style="list-style-type: none"> - Writing a report on a schedule / plan 	<ul style="list-style-type: none"> - Abbreviations and acronyms - Adverbial clauses of time
<ul style="list-style-type: none"> - Talking about differences of women's roles in the past and in modern time 	<ul style="list-style-type: none"> - Writing a request for recommendation 	<ul style="list-style-type: none"> - Phrasal verbs with <i>get</i> - Sentence and clause connectors - Adverbial clauses of manner with <i>as</i> and <i>as if</i>
<ul style="list-style-type: none"> - Asking for and giving information about ASEAN member countries and about facts 	<ul style="list-style-type: none"> - Describing charts 	<ul style="list-style-type: none"> - Phrasal verbs with <i>take</i> - <i>Bring vs. take</i> - Review: Adverbial clauses

1

HOME LIFE



READING

Before You Read

a) Work in pairs. Discuss with your partner what the person is doing in each picture.



b) Check (✓) the household chores which are part of your daily routine.

1. Making your bed
2. Washing dishes
3. Putting dirty clothes in the laundry
4. Cleaning rooms
5. Watering flowers and plants

6. Buying food for the family
7. Collecting and disposing of garbage
8. Folding laundry

Reading Text



Read the text and do the tasks that follow.

"Clean that pigsty of a room. Right now!" Virginia shouted to her teenage daughter as she peered through the bedroom door after a long day of work. The daughter, sitting cross-legged on the floor, looked up from her math homework with a shocked but otherwise disgusted glare.

The nightly conflict had begun at its usual time, precisely 6:05 p.m. The scenario is all too common for anyone who has repeatedly battled with their children over household chores.

What is the "magic formula" to get children to clean their rooms, help with the laundry, cook, wash dishes, or do any number of the daily tasks that keep homes up and running? Dismayed parents often wonder where they went wrong.

"I remember when I was her age," says a bewildered Virginia, referring to Terri, her 15-year-old daughter. "I had twice as much work to do around the house. I wouldn't have dreamed of blowing off the responsibility. Kids today have it too easy."

According to the results of a recent survey conducted for the Soap and Detergent Association, 25 percent of responding parents admitted that they constantly nag their children about cleaning their rooms. Other tasks, such as picking up dirty clothes, returning soiled dishes to the sink, or hanging up wet towels, were causes for concern among parents.

The truth is, today's kids may be contributing more than parents are giving them credit for, says Sampson Lee Blair, a family sociologist at Arizona State University (ASU). His research found that children ages 6 to 18 contribute 12 percent of all household labor. He found that nine out of 10 American kids contribute to the household chores at some level.

"The amount of work that children contribute to the family is essential," says Blair. "As an employer, could you imagine losing 12 percent of your work force? It would be devastating."

Blair has studied family dynamics for a decade. He looks at specific roles within family structure and at how families divvy up household chores. His findings are interesting. He thinks that most contemporary parents are not necessarily as concerned with teaching these developmental skills as they are with the pragmatic aspect.

(Lynette Summerill – *The Chore of Chores*)

a) Answer the following questions.

1. What problems do parents usually have with their children over household chores?
2. What did Virginia complain about her daughter over domestic chores?
3. What did Sampson Lee Blair's research find out about the contribution of American children to their family?

b) Match each item in column A with its corresponding meaning in column B.

A	B
1. conflict	a. divide
2. glare	b. puzzled
3. dismayed	c. quarrel
4. bewildered	d. upset
5. nag	e. stare angrily
6. divvy up	f. annoy someone by constant scolding

c) Work in pairs. Prepare with your partner a two-minute oral presentation of what problems you often have with your parents over household chores.



LISTENING

a) Work in pairs. Match each picture with the corresponding description.

1. cleaning
2. a walking toddler
3. vacuuming
4. feeding

b) Listen to a woman's suggestions of summer domestic chores for kids. Number the ideas in order. The first one has been done for you.

- Vacuuming
- Spraying window cleaner
- Cleaning spots on carpets
- 1 Feeding and watering pets
- Cleaning floors and carpets
- Sweeping and mopping floors
- Watering lawns and plants
- Cleaning windows and sliding glass doors
- Wiping windows

c) Work in groups. Prepare a list of domestic chores you can help your family with.



SPEAKING

Apologizing and Expressing Regret

- a) Read and match each complaint with the corresponding apology and regret. The first one has been done for you.

It's six thirty. Clean that pigsty of a room. Right now!



I'm so sorry, Mom. I got very difficult homework and I forgot about the time.



1. It's six thirty. Clean that pigsty of a room. Right now!
 2. You're late today!
 3. Why didn't you come to class yesterday?
 4. You made a lot of noise last night.
 5. You clumsy boy!
 6. I thought you air-dried the laundry!
- a. I want to apologize for disturbing you, Mrs. Brown. We had a sudden gathering among old friends.
 - b. I hope you'll forgive my absence because I had to take care of my baby sister. My parents were out to the countryside.
 - c. I'm so sorry, Mom. An old friend of mine came and I forgot about it.
 - d. I'm very sorry, Dad. I didn't intend to break your new pot plant.
 - e. I'm so sorry, Mom. I got very difficult homework and I forgot about the time.
 - f. I'm really sorry, sir. I had an urgent phone call when I was going out of the door.

b) *Work in pairs. Prepare a short dialogue for one of the situations. Then practice with a partner.*

1. You forgot to water the pot plants. Your mom is getting upset with you now.
2. You forgot to clear the table after dinner. Your mom is complaining about that.
3. A neighbor is visiting your house. You have just spilled a cup of tea on her lap when serving her.

Useful Expressions

Apologies and Regrets

- Pardon me, please, for ...
- I hope you'll forgive me ...
- Please accept my apologies for ...
- I apologize for ...
- Excuse me for ...
- I'm sorry. I didn't mean to ...
- I'm very / really / awfully sorry ...
- Sorry about ...
- Oh! Sorry!
- Sorry about that.

c) *Work in groups. Tell your partners about a situation in which you had to apologize to one of your parents over domestic chores. Your talk can begin with Last week I had to make an apology to my mom / dad because I ...*



WRITING

Writing About Family Rules

a) *Read and complete the following text with words and phrase from the box.*

truth taped arguing
 behave family rules respect

Every home should have its own set of (1)_____. Family rules simplify explanations, clarify expectations, and create a safe environment

for family, children and their friends. My mom has her own list of family rules (2)_____ to the refrigerator. These rules have served our family well over the years. My mom has also made it clear to us that the family rules follow us wherever we go. These are not just rules for us to follow at our house. They are family rules. We represent our family wherever we go, and my parents expect us to (3)_____ accordingly.

Here is my mom's list.

1. Tell the (4)_____.
 2. Treat each other with (5)_____, without yelling, hitting, kicking, or name-calling.
 3. No (6)_____ with parents. We want and value your input and ideas, but arguing means you have made your points more than once.
- b) *Work in groups. Discuss what you think about the above list of family rules. Add some more. How has having such a list been helpful to you (or not)?*
- c) *Write a letter to tell your home rules to a friend. You can begin your letter with Every home should have its own family rules. In my family, my parents ...*



LANGUAGE FOCUS

Word Study

Combinations with *Home* and *House*

Complete the following sentences with words and phrases from the box.

household appliances
housekeeper
home economics
guesthouse


homecoming
housewarming
make yourself at home
hometown

1. My _____ was developed much faster than I'd expected.
2. Many Vietnamese families now own _____ such as refrigerators, microwaves, and cookers.
3. She spent the day preparing for her son's _____ trip. He'd been away for a long time.

4. Have a cup of tea and _____.
5. Are you taking _____ this semester?
6. These non-resident students are staying in a nearby _____.
7. I'm going to a _____ party.
8. She's been working as a _____ for many years.

Grammar

Make questions to ask and answer about today's routine and chores of Nina. The first one has been done for you.

Routine & Chores	Time
 Example Preparing breakfast and feeding the dog	6:00 a.m.
<i>What time does she prepare breakfast and feed the dog?</i>	
1. Putting dirty dishes in the sink and washing them	6:30 a.m.
2. Doing the laundry and hanging up wet clothes	7:00 a.m.
3. Taking the baby to kindergarten	7:30 a.m.
4. Mailing letters	8:00 a.m.
5. Shopping	8:30 a.m.
6. Preparing lunch	11:30 a.m.
7. Taking a nap	1:00 p.m.
8. Picking up the baby	4:30 p.m.
9. Preparing dinner	5:00 p.m.

- a) *Read part of the interview between an interviewer and Mrs. Green. Report their interview. The first two sentences have been done for you.*

Interviewer: Mrs. Green, how many children do you have?

Mrs. Green: Well, I have two, a daughter and a son.

Interviewer: Do you have any problems with your two children over household chores?

Mrs. Green: Well, it's a long story. They are always neglecting their domestic responsibilities and arguing when being reminded.

Interviewer: For example?

Mrs. Green: Um ... I often battle with my daughter against her messy room, or her irresponsibility for collecting and disposing of the garbage can.

Interviewer: How about your son?

Mrs. Green: Well, worse than his sister. He never helps me with household chores. He is always taking out things and never returning them to their places.

Reporting

First, the interviewer wanted to know how many children Mrs. Green had. She said that she had two, a daughter and a son.

...

b) *Read and report what Virginia talked about her 15-year-old daughter.*

"I remember when I was her age," says a bewildered Virginia, referring to Terri, her 15-year-old daughter. "I had twice as much work to do around the house. I wouldn't have dreamed of blowing off the responsibility. Kids today have it too easy."

2

CULTURAL DIVERSITY



READING

Before You Read

Work in pairs. Answer the following questions.

1. Do Vietnamese people often use their first name or last name when addressing someone both formally and informally?
2. When do Americans and Europeans address someone with a title and the last name – in a formal or informal situation?

Give examples.

Reading Text

Read the text and do the tasks that follow.

Every country has its own codes of etiquette. For example, it is common for people in the United States and in Britain to use first names quickly, even in a letter or a fax. Such instant familiarity is much less acceptable in the rest of Europe and Asia, where even business partners and colleagues of many years' acquaintance address each other by the equivalent of Mr., Mrs., Ms., or Miss with the last name. Therefore, when addressing a European, we should stick to the last name unless he / she suggests that we use his / her first name. Also, we should not interpret the other person's formality as stiffness or unfriendliness. On the other hand, if a partner with a North American or British background uses our first names right away, we shouldn't be surprised.

In many Western countries, including the United States, a person who does not maintain good eye contact is regarded as being a slightly suspicious, or dishonest person. Americans tend to associate people who avoid eye

contact as unfriendly, insecure, untrustworthy, and inattentive. In contrast, the Japanese lower their eyes when they speak to a superior to show a gesture of respect. In Latin America as well as in some African cultures, people have longer looking time, but prolonged eye contact from an individual of lower status is considered disrespectful. In the United States, it is considered rude to stare, regardless of who is looking at whom. In contrast, the polite Englishman is taught to pay strict attention to a speaker, to listen carefully, and to blink his eyes to let the speaker know he or she has been understood as well as heard. A widening of the eyes can be interpreted differently, depending on circumstances and cultures. Regardless of the language being used, an American may interpret a Chinese person's widened eyes as an expression of astonishment instead of its true meaning – politely expressing anger.

(Adapted from *Managing Cultural Differences*,
by Philip R. Harris and Robert T. Moran)

- a) Match each of the following words or phrase in A with its definition or equivalent in B.

A	B
1. codes of etiquette	a. accepted way of doing things
2. interpret	b. not confident about oneself
3. formality	c. not dependable
4. suspicious	d. describe the meaning of
5. insecure	e. rules about behavior in a particular culture
6. untrustworthy	f. position
7. inattentive	g. making someone feel that one is dishonest
8. status	h. not listening or watching carefully

- b) Read the following statements and check (✓) T (True) or F (False). For the false statements, write the correct information.

- | | T | F |
|---|-------------------------------------|--------------------------|
| 1. Most Americans use the first name very quickly when addressing their new acquaintance. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. An Asian's formal behavior may be interpreted as friendly by a European. | <input type="checkbox"/> | <input type="checkbox"/> |

3. Good eye contact is highly appreciated in many Western cultures.
4. The Japanese often lower their eyes to show respect to their superiors.
5. A polite American tends to stare at his / her partner to show his attentiveness.
6. A Chinese often shows his interest by widening his eyes.

c) Complete the following paragraph with the words from the box.

untrustworthy	disrespect	attention	contact
astonishment	inattentive	respect	politeness

In many Western societies, good eye (1)_____ is often highly appreciated. In the United States, for example, a person who tries to avoid eye contact is regarded as being (2)_____ and unfriendly. In Europe, if you don't look straight at your teacher's eyes while he or she is explaining the lesson, you may be regarded as a(n) (3)_____ student. On the other hand, to show (4)_____ to a superior, a Japanese often lowers his / her eyes. In some African cultures, people often have a prolonged look, but prolonged eye contact from a person of a lower status is interpreted as a sign of (5)_____. In Britain, to express (6)_____, you should show that you pay close (7)_____ to a speaker by blinking your eyes. A person's widened eyes may be interpreted differently in different cultures. The Chinese widen their eyes to politely express anger, whereas the Europeans regard this expression as a sign of (8)_____.

d) Work in pairs. Discuss these questions.

1. How do young people in Viet Nam address elderly people or their superiors to show politeness?
2. When do you keep good eye contact with someone?



LISTENING

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

1. On what occasions do you give gifts?
2. What do you often buy as gifts?

b) *Listen and repeat the following words, then put them in the blanks below.*

symbolize separation impressed appreciated

1. Thank you for the valuable gift. It is highly _____ by our family.
2. My little niece was very _____ by the Barbie doll she got on her birthday.
3. The scales in front of the court _____ justice.
4. He was reunited with his parents after five years' _____.

c) *Listen to the conversation between Linh and her English friend, Christine, and fill in the blanks with appropriate words or phrases.*



Example

When going abroad, we should learn about the *gift-giving* customs of the countries we're visiting.

1. In Europe, flowers are a safe and _____ that we can give to our host or hostess, but red roses are not always appropriate because they are mostly for _____.
2. In Germany, an even number of flowers symbolizes _____.
3. Asians are very _____ if the gift-giver pays attention to what he / she gives them as gifts.
4. In Viet Nam, people do not give glasses to a bride and a groom because "glass" means _____ in Vietnamese.
5. _____ shouldn't be given as gifts in Hong Kong because they imply the end of a relationship.
6. In most of Asia, people do not expect the host or hostess to _____ before the guests have left.

d) *Work in groups. Discuss the kinds of gifts for certain occasions, i.e., to a friend on his / her birthday, to a bride and a groom on their wedding, to your parents on their wedding anniversary, etc.*



SPEAKING

Giving Compliments

- a) In small groups, read the exchanges you may hear at a party. Then decide which ones are acceptable in most Western countries.

At a Party

- A: Thanks for coming.
What a nice gift you've brought us!
B: I'm glad you like it.
- A: Your dress is lovely. I like it.
B: Oh! It's just an old dress.
- A: You have a good voice. You sang so beautifully!
B: Thanks for your compliment. It's certainly encouraging.
- A: It was an enjoyable party, and the roast turkey was delicious.
B: Thank you. I'm glad you enjoyed the party.
- A: You're certainly a smart student.
B: I don't think so.



- b) Work in pairs. Give your compliments and responses in the following situations.

Useful Expressions

When you give compliments, these expressions may be useful.

- Amazing! You've made an excellent ...!
- Congratulations! You played ... so well!
- Your parents must be proud of your ...!
- Your little sister is so cute!
- How beautiful your ... is!
- You've done a good job!

Suggested responses to compliments.

- I'm glad you like it.
- Thank you.
- Your compliment is encouraging.
- It's nice of you to say so.

Your partner has just

- had a new shirt / blouse / hat / pair of shoes.
- earned excellent scores in a test.
- won first prize in a contest.
- chosen a nice gift for you.
- done some volunteer work.

- c) *Work with a partner. Give compliments to each other on what you have or what you have achieved and respond to the compliments.*



WRITING

Writing a Paragraph about a Typical Product of a Culture

- a) *Read the following paragraph and do the two tasks that follow.*

I have been traveling to different parts of my country, and I have learned a lot about interesting lifestyles and customs. In many ethnic villages I went to, I was impressed by some of their beautiful traditional customs. For instance, most of the villagers lived in extended families, and they held a close relationship among family members. In addition, young people always showed respect for their ancestors and for elderly people. People were also willing to give a hand when someone was in need. Members of the family helped one another with household chores as well as with farm work. While men were working in the fields, women were doing the household chores. While we were staying there, the villagers always gave us a helping hand and invited us to have dinner with their families on special occasions. In short, I highly valued the close ties in human relationship shown in the villagers' ways of living.

- 1) *Fill in the missing parts in the outline.*

Outline

1. *Topic sentence:* In many ethnic villages I went to, I was impressed by some of their beautiful traditional customs.
2. a. *First supporting idea:* Close relationship among family members
Examples
 - Living in extended families
 - _____

b. *Second supporting idea:* _____.

Examples

- _____
- Villagers' giving us a helping hand

3. *Concluding sentence:* _____.

2) Pick out the linking words or phrases from the paragraph.

Linking Words and Phrases

- For instance,
- _____
- _____
- _____
- _____

b) Make an outline and then write a paragraph to develop the following topic sentence.

Some Vietnamese family traditions have been lost in the nuclear family nowadays.



LANGUAGE FOCUS

Word Study

Negative Prefixes

a) Write in Column B the opposites of the adjectives in Column A by adding the negative prefixes in-, un-, im-, dis-

A	B
1. attentive	a. <u>inattentive</u>
2. formal	b. _____
3. honest	c. _____
4. mature	d. _____
5. respectful	e. _____
6. secure	f. _____
7. sensitive	g. _____
8. suitable	h. _____

b) Choose the words found in exercise a) to fill in the blanks. The first one has been done for you.



Example

A: Do you often speak in front of a large audience?

B: No. That's why I felt insecure when I spoke in front of my class last week.

1. A: Max doesn't do well in his tests, does he?

B: No, he doesn't. Maybe because he is a(n) _____ boy.

2. A: Should we wear our uniform at the meeting tomorrow?

B: No. It's only a(n) _____ meeting.

3. A: We should be careful about _____ traders in the tourist areas. They sell faulty goods.

B: I agree with you. Some traders are untrustworthy.

4. Our parents taught us not to be _____ to elderly people.

5. Jane is 18 years old, but she sometimes acts as a child. She seems to be _____ for her age.

6. He was wearing a suit, which was _____ for an informal gathering.

7. Those people cheat even poor people. They seem to be _____ to other people's suffering.

Grammar

Review 1: Present Simple and Present Progressive Expressing Future

a) Read the sentences in the box and answer the questions below.

a. My parents and I *are going* on a trip to Europe.

b. We're *flying* tomorrow.

c. The bus *comes* every twenty minutes.

1. Which two sentences describe a plan for a future action?
2. Which sentence describes a scheduled event?

b) Fill in the blanks using the present simple or present progressive of the verbs from the box.

start leave depart arrive take not take come

- A: I _____ to a friend's house for dinner this weekend. Is it all right if I bring my girlfriend along?
 B: Well, you should call your host first and ask if it's OK.
- A: When _____ you _____ for Ha Noi?
 B: On the first train tomorrow, at 6:30 a.m.
- A: When will you start your new school year?
 B: Well, classes _____ on the fifth of September.
- A: What courses _____ you _____ this summer?
 B: I _____ any courses. I'm working full time.
- A: Could you give me the train schedule?
 B: The first train _____ from Da Nang at 6:15 a.m. and _____ in Ho Chi Minh City at 8:30 p.m.

Review 2: Past Simple and Past Progressive



Examples

- We *were staying* in an ethnic village during our last vacation.
- While we *were staying* there, villagers always *gave* us a helping hand.
- While men *were working* in the fields, women *were doing* the household chores.

Fill in the blanks using the past simple or past progressive of the verbs from the box.

lecture not mind find learn work
 ask come attend not leave dress

A Korean student told me that while he (1) _____ a school in the United States three years ago, he (2) _____ a lot of things about the lifestyle of Americans, which was not the same as that in Korea. For

example, some teachers in the American high school dressed casually when they (3)_____ to class. Many teachers (4)_____ their students' interrupting them while they (5)_____ the lessons.

That student said he was at first embarrassed when his American friends (6)_____ him to share the bill of their dinner. But later, he (7)_____ out that it is the way most Americans do.

During the last summer vacation, while Asian students were traveling, many American students (8)_____ to earn money to pay their tuitions in the next school year even though their parents were rich and could afford to pay for their children's school expenses.

Review 3: Present Perfect and Present Perfect Progressive

I have been traveling to different parts of my country, and I *have learned* a lot about interesting lifestyles and customs.

Put the verbs in italics into the present perfect or present perfect progressive, or both.



Example

How long you / *live* / this village?

How long *have you been living* in this village?

1. How long you / *know* / these people?
2. These traditional customs / *be establish* / for ages.
3. I / *work* / hard for years, but I / *not accumulate* / any wealth.
4. I'm sorry I / *not call* / you. I / *not feel* / well lately.
5. I / *read* / a book about ancient Greece. I / *read* / it for the third time.
6. The number of women working in the UK / *rise* / steadily for several decades.
7. The number of working women in China / *increase* / from 49% in 1980 to nearly 65% today.

3

SCHOOL EDUCATION SYSTEM



READING

Before You Read

- a) *Three of the following are the commonly debated topics in the US. Work with a partner and discuss what they are.*
1. Whether students should learn about sex.
 2. Whether teachers should be taxed.
 3. Whether teachers should be allowed to say prayers.
 4. Whether students should be forced to learn their mother tongue.
 5. Whether students should have a say in the hire of teachers.
 6. Whether it is right to hit students as a punishment.
- b) *What do you think are the commonly debated topics in Viet Nam? Make additions of your own, if necessary.*

Reading Text

Now read through the passage and do the tasks that follow.

PASCAGOULA HIGH SCHOOL



Finally, it is important to note that some of the discipline problems teachers face in their classroom have their origin in the home. Living in a fast-paced

and mobile society has created family stresses that could not have been imagined by our grandparents. Their life while growing up was not any easier than today's life. In fact, it is assuredly different, particularly regarding the intensity and rapidity with which children today experience various developmental stages. According to some social studies, boys and girls are reportedly maturing five years earlier than they did 50 years ago. This means that they are coming under the influence of emotions relating to sex, aggression, competitiveness, and so on, far earlier than their mothers and fathers did.

The average seventh- or eighth-grade teacher is no longer even surprised by the depth of understanding and ability of young students to imitate the attractive images of adult behavior and lifestyles so often found in today's media. These generational differences are sometimes even more difficult for parents to accept than for you, the teacher. This often leads to serious conflicts at home that appear in your classroom as seemingly minor but repeated misbehavior. There is little influence you can have over home conflicts, except to understand that they originate in the home and not in your classroom. There will be times when no amount of reward or punishment will work, because the source of the problem is within the home and may be far more serious than you suppose. These are not unimportant for students, especially when combined with the social and academic demands of school, the uncertainties of a future job or education, and the tension that school-age children always feel between youth and adulthood.

a) Match each of the following words in A with its definition or equivalent in B.

A	B
1. fast-paced	a. becoming an adult
2. mobile	b. feelings such as happiness, love, fear, anger, etc.
3. assuredly	c. with a fast speed
4. maturing	d. states of doubt about the future or about what is the right thing to do
5. emotions	e. moving easily from one job, home, or social class to another
6. average	f. typical, normal
7. misbehaviors	g. behaviors that are not acceptable to others
8. uncertainties	h. definitely

b) Based on the information in the passage, check whether the following statements are true (T) or false (F).

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Most discipline problems caused by students start from their families. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Society is changing more rapidly, constantly, and intensively than it was in the past. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Children in secondary schools are taller and bigger than they were half a century ago. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Teenage students are affected by TV, newspapers, the Internet, etc. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. It is easier for the teacher to sympathize with generational differences than for parents. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. As a result, the teacher is in the best position to solve students' conflicts at home. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Educators should understand that disciplinary actions do not always work with students. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Students' difficulties may be worsened by problems concerning their development and worries. | <input type="checkbox"/> | <input type="checkbox"/> |

c) Give short answers to the following questions.

1. What has caused family stresses for young people?
2. Why isn't it easy for parents and grandparents to understand their children and grandchildren?
3. According to the studies quoted, did the parents come under the influence of emotions as the boys and girls do today? Is there any difference between the two generations?
4. Do most secondary school teachers find it shocking when their students understand adult behavior and lifestyles very well?
5. What is the warning possibly implied by the advice that teachers should understand that students' misbehaviors in the classroom may originate from their families and not in the classroom?

d) Discuss these questions with a partner.

1. Have you ever been disciplined at school?
2. What punishment was it? Looking back, do you think it was fair?
3. What would you like it to have been?



LISTENING

a) Match the words and phrases provided with the correct pictures. MORE THAN ONE WORD OR PHRASE may be used for one picture. Use a dictionary to check the difference.



1. college
2. elementary school
3. middle school
4. kindergarten
5. primary school
6. high school
7. university

- b) Work with a partner. Fill in the spaces with the appropriate words and phrases provided above. MORE THAN ONE WORD OR PHRASE may be used for one space. The first one has been done as an example.

	School
Primary education	_____
Secondary education	middle school _____ _____
Higher education	_____

- c) Now listen to the talk and choose the correct answers.

- Why does the girl sound so excited?
 - Because summer is coming soon.
 - Because her high school is giving a big celebration soon.
 - Because she is starting a new and significant grade soon.
- When will the boy start his high school?
 - Next year.
 - The year after next.
 - The time is unknown.
- How many grades does the girl say there are in American high schools?
 - Two.
 - Three.
 - Four.
- How many grades are there in American middle schools?
 - Two.
 - Three.
 - Four.
- How many grades are there in Vietnamese lower secondary schools?
 - Two.
 - Three.
 - Four.
- How many grades are there in Vietnamese upper secondary schools?
 - Two.
 - Three.
 - Four.

7. Regarding students in American high schools, put the numbers in the right box.

- | | | |
|-------------|--------------------------|---------------|
| 1. Grade 9 | <input type="checkbox"/> | A. freshmen |
| 2. Grade 10 | <input type="checkbox"/> | B. juniors |
| 3. Grade 11 | <input type="checkbox"/> | C. sophomores |
| 4. Grade 12 | <input type="checkbox"/> | D. seniors |

8. Which of these terms causes confusion between the two speakers?

- A. High school.
- B. Secondary school.
- C. Secondary education.

d) *Discuss these questions with a partner.*

- 1. Why shouldn't high school students be allowed to ride motorcycles of 70 cc or above?
- 2. Should sex education be introduced into the high school curriculum?



SPEAKING

Talking About Vietnamese Studies

a) *Work in pairs. Read the following brochure of the Vietnamese Studies Program at the University of Social Sciences & Humanities (USSH) and check the best answers.*

This is an interdisciplinary program leading to a bachelor's degree. The flexible curriculum encourages students to pick up the subjects of various disciplines depending on their needs: language study, literature, history, sociology, political science, economics, philosophy, and education. In particular, with our collaboration with regional universities, the "Transnational Study" course is a gateway for those who are also interested in exchange courses with Southeast Asian and Chinese institutions.

Also, there are "All-You-May-Need" courses to equip those from multinationals, diplomatic missions, non-profit and for-profit organizations with the basics of Viet Nam and its language and people, hopefully ensuring their successful and enjoyable assignments.

Besides, our cultural discovery tours to scenic and historic spots around Viet Nam bilingually guided by volunteers from the Faculty of English Linguistics & Literature will make your study quite an experience.

1. The Vietnamese Studies program is flexible because _____.
 - A. it allows students to select the subjects that suit their needs
 - B. its students can choose the schedules of their classes
 - C. no particular commitment is required of students
2. Which of the following is unlikely to be a course offered by the program?
 - A. The Open-Door Policy's Impact on Viet Nam's Economy.
 - B. Foreign Influence on Viet Nam's Development.
 - C. Women's Liberation in Viet Nam.
3. The survival courses aim at the following target learners: (*more than one check*)
 - A. Employees from international organizations.
 - B. Employees from international missions.
 - C. Employees from multinationals' representative offices.
 - D. International tourists to Viet Nam.
4. Which of the following might be the destinations of cultural discovery tours? (*more than one check*)
 - A. Cu Chi Tunnels.
 - B. Floating Markets in the Mekong Delta.
 - C. The Museum of Revolution.
 - D. Diamond Plaza Mall.

- b) Work in pairs. Imagine that one is an international student asking about Vietnamese language and Vietnamese Studies courses and the other is a study adviser giving information. The prompts in the table will help you. Feel free to make appropriate additions.

Language Courses	Notes
<ul style="list-style-type: none"> - <i>Survival Vietnamese</i>: basic Vietnamese for everyday conversations - <i>Spoken Vietnamese Practice</i>: intensive practice of listening & speaking skills - <i>Written Vietnamese</i>: intensive practice of reading & writing skills plus grammar review - <i>Vietnamese Language Study</i>: in-depth study of the Vietnamese language 	<ul style="list-style-type: none"> - Daytime & evening classes - Crash courses available upon request - Language of instruction: Vietnamese and English, Japanese, Korean, or Chinese
Vietnamese Studies	Notes
<ul style="list-style-type: none"> - <i>Introduction to Vietnamese History</i>: an outline of the country's 4,000-year history - <i>Introduction to Vietnamese Geography</i>: a sketch of Viet Nam's geographical features & their impact on the national development & people - <i>A Contemporary History of Viet Nam</i>: recent events shaping the nation - <i>Sailing into the New Millennium: Viet Nam's Promises and Perils</i>: an overview of the country's challenges and opportunities - <i>Vietnamese Ethnic Minorities</i>: studies of the ethnic peoples 	<ul style="list-style-type: none"> - May earn credits for the program leading to a bachelor's degree - Language of instruction: Vietnamese - Learning support: English-speaking teaching assistants (TA's) available

Support Facilities	Notes
<ul style="list-style-type: none"> - Home-stay: hands-on experience of Vietnamese life - Excursions: visits to scenic and historic spots - Vietnamese speaking club: practice of everyday Vietnamese - <i>Viet Forum</i>: on-line discussion of various issues of interest 	Surcharges apply.



Example

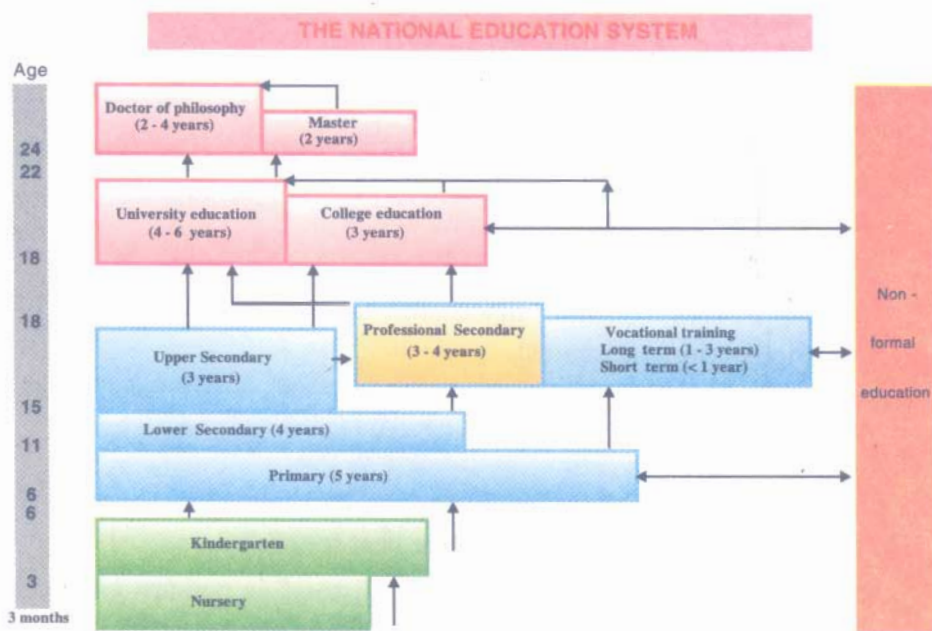
Mary: I'd like to have an overview of Vietnamese history. What course do you think will be best for me?

You: "Introduction to Vietnamese History" is perhaps an excellent choice. It will give you an outline of the country's 4,000-year history. You'll learn about key events throughout the nation's history.

Mary: Do the professors speak English or Vietnamese?

You: Vietnamese. There are English-speaking TA's just in case, though.

Questions	Answers
<ul style="list-style-type: none"> - I'd like to have an overview of ... What course do you think will be best for me? 	<ul style="list-style-type: none"> - ... is perhaps an excellent choice. It will give you an outline of ... You will have an idea of ...
<ul style="list-style-type: none"> - I'm interested in studying about ... Could you recommend relevant programs? 	<ul style="list-style-type: none"> - Sure. How / What about ...? They will offer you opportunities to learn about ...
<ul style="list-style-type: none"> - My study objectives are ... What do you think? 	<ul style="list-style-type: none"> - If I were you, I'd take ...



- a) Work in pairs to ask and answer about the average lengths of levels of education in Viet Nam as shown in the flow chart. Each pair should make at least three exchanges.



Example

Q: How long does it take to complete primary education?

A: It takes five years.

- b) Check the correct answers.

- There are two types of education in Viet Nam: *formal* and _____.
A. *vocational*
B. *informal*
C. *non-formal*
- A child of _____ is old enough to go to nursery school.
A. three months old
B. three years old
C. any age

3. It takes altogether seven years to finish _____ education, which is composed of lower and upper secondary classes.
- A. primary
 - B. secondary
 - C. post-secondary
4. Professional education may last _____ year(s) longer than upper secondary education.
- A. one
 - B. three
 - C. four
5. An average person should be at least _____ years old to start his or her university or college study.
- A. 12
 - B. 18
 - C. 22
6. The mainstream path to college or university study is _____.
- A. primary education → lower secondary education → upper secondary education → college / university education
 - B. primary education → lower secondary education → professional secondary education → college / university education
 - C. primary education → vocational training → professional secondary education → college / university education
 - D. primary education → non-formal education → college / university education
- c) Write a personal statement of 130-170 words describing your educational path since you started the first grade. Do not forget to include your achievements or your problems.

Suggested outline

- Your primary education + your achievements / problems
- Your lower secondary education + your achievements / problems
- Your upper secondary education + your achievements / problems



LANGUAGE FOCUS

Word Study

Adverbs Ending with -edly



Examples

In fact, it is *assuredly* different ...

... boys and girls are *reportedly* maturing five years earlier ...

- a) Write the corresponding adverbs ending with -edly in the right column. The first one has been provided as an example.

Verb	Adverb
admit	<u>admittedly</u>
allege	_____
decide	_____
expect	_____
mark	_____
repeat	_____

- b) Fill in the blanks of the rewritten sentences with appropriate adverbs just made. The underlined words or phrases in the original sentences can be used as hints.

1. By general admission education is a subject that the whole society cares about deeply.

→ Education is _____ a subject that the whole society cares about deeply.

2. The educational quality is obviously improved.

→ The educational quality is _____ improved.

3. Given the strong determination of the new principal, it is expected that cheating will be stopped.

→ Given the strong determination of the new principal, cheating will _____ be stopped.

4. It is necessary to note that the organizations of British and American education systems are noticeably different.
→ It is necessary to note that the organizations of British and American education systems are _____ different.
5. The parents had been warned again and again about their son's misbehavior.
→ The parents had been _____ warned about their son's misbehavior.
6. The ideas, which are alleged to be plagiarized, are now being reconsidered.
→ The ideas, _____ plagiarized, are now being reconsidered.

Grammar



Examples

The depth of understanding and ability of young students ... no longer even surprises the average seventh- or eighth-grade teacher.

→ The average seventh- or eighth-grade teacher *is* no longer even *surprised* by the depth of understanding and ability of young students ...

... family stresses that our grandparents could not have imagined.

→ ... family stresses that *could not have been imagined* by our grandparents.

Rewrite the following sentences using the passive voice for the underlined verbs.

1. The Ministry of Education and Training (MOET) will require all prospective teachers to meet general standards before recruitment.
→ All prospective teachers _____ by MOET to meet general standards before recruitment.
→ It _____ by MOET that all prospective teachers meet general standards before recruitment.

2. Although many Americans attend nursery school from an early age, people usually consider formal education to begin at the age of five, when children go to kindergarten, the first step in K-12 education.
→ Although many Americans attend nursery school from an early age, formal education _____ to begin at the age of five, when children go to kindergarten, the first step in K-12 education.
3. In states like California where there are many people whose first language is not English, there is debate over what languages they must teach in schools.
→ In states like California where there are many people whose first language is not English, there is debate over what languages _____ in schools.
4. People ended corporal punishment like caning many years ago.
→ Corporal punishment like caning _____ many years ago.
5. In Britain, there has been criticism that schools should have paid more attention to the three R's (reading, writing, and arithmetic).
→ In Britain, there have been demands that more attention _____ to the three R's (reading, writing, and arithmetic).
6. More colleges and universities have recently helped students prepare for having a job.
→ Students _____ prepare for having a job by more colleges and universities.
7. Surprisingly, surveys report that 4%, or about 8 million, of American adults are illiterate.
→ Surprisingly, it _____ by surveys that 4%, or about 8 million, of American adults are illiterate.
8. The Parent-Teacher Association had closely watched the observation of regulations for a long time until the Principal resigned.
→ The observation of regulations _____ by the Parent-Teacher Association until the Principal resigned.

4

HIGHER EDUCATION



READING



Before You Read

- Which subject(s) in school do you like best? Why do you like it (them)?*
- What kind of higher education institutions would you like to apply to when you graduate from high school? What job can you do when you graduate from that institution?*

vocational school
community college
Open University
University of Technology
University of Education
University of Medicine and Pharmacy
...

- Find someone in your class who has the same choice as yours.*

Reading Text

- a) *Read the instructions on how to apply for admission to a college or university in Viet Nam and in the U.S.A.*

APPLICATION PROCEDURES IN VIET NAM

1. Applicants are required to take the National Entrance Examinations before being admitted to higher education institutions. Application forms for these examinations must be submitted before the deadline, often in April. An application fee must be included.
2. Application for admission will not be processed without a high school diploma; so high school students have to pass the National High School Graduation Exam in early June.
3. The National Entrance Examinations are held in early July, and results will be notified in late August. Applicants can take the National Entrance Examinations wherever their application forms are submitted.
4. Acceptance notices will be sent to applicants whose scores meet the requirements of admission. Copies of their academic records should be submitted in time before the new school year.

FRESHMAN APPLICATION PROCEDURES IN THE U.S.A.

Students are required to complete the following steps when applying for admission as first-time freshmen:

1. An application for admission must be completed. Application forms can be obtained from the institution's admissions office. An application fee must be included.
2. Official high school transcripts must be sent to the institution's admissions office before the deadline. An official GED Certificate may be used in the absence of a high school diploma.
3. The scores on either the SAT or the ACT must be submitted. Colleges and universities use these scores to help predict a student's future success in higher education. High school students usually take these examinations in their junior year or early in their senior year.

INTERNATIONAL APPLICATION PROCEDURES IN THE U.S.A.

In addition to the freshman application procedures above, international students must complete the following:

1. All high school transcripts must be translated into English and certified by appropriate authorities.
2. Applicants whose native language is not English must submit results of the TOEFL test with required scores.
3. Applicants must be able to support themselves and / or able to prove financial support from a sponsor. Submit the affidavit of support and financial documents.
4. If you are admitted, you will receive an acceptance letter. You will receive Form I-20 or the Certificate of Eligibility signed by a school official after you have made a deposit on your first semester student bill. You must have Form I-20 to apply for your F-1 student visa.

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

- | | T | F |
|---|-------------------------------------|--------------------------|
| 1. Vietnamese students have to take an entrance exam to go to a college or university. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. A high school diploma is not needed to enter a higher education institution in Viet Nam. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Students in the U.S.A. have to take the entrance examinations to colleges or universities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. No application fee is required in the U.S.A. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Official high school transcripts must be sent to the institution's admissions office. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. American students take the SAT or ACT test in high school to be qualified for higher education institutions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. International students must have their high school transcripts translated into English and certified by appropriate authorities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. All international applicants must submit official TOEFL scores. | <input type="checkbox"/> | <input type="checkbox"/> |

9. International students must write a letter stating that they have enough money for their expenses.
10. Form I-20 from a college or a university is needed for your F-1 student visa.

b) Find the abbreviations in the reading for these phrases.

General Educational Development _____

Scholastic Assessment Test _____

American College Test _____

Test of English as a Foreign Language _____

c) Work in groups. Summarize the application procedures to apply for admission to a college or university in Viet Nam and in the U.S.A.



LISTENING

On Campus



a) Lam meets a foreign student on campus. Listen and check (✓) the information mentioned in the conversation between them.

1. Keiko is Japanese.
2. Keiko comes from Tokyo.
3. Keiko majors in engineering.
4. Keiko hopes to move into the dorm this week.
5. Keiko is asking for the way to the International Student Office.
6. Lam majors in business.
7. Lam isn't living in the dorm.
8. Lam's brother is living in the dorm.
9. Lam's uncle lives in this city.

b) Mark meets Linda outside the auditorium. Listen to their conversation and check (✓) the appropriate boxes to answer the questions.

	Mark	Linda
1. Who majors in architecture?	<input type="checkbox"/>	<input type="checkbox"/>
2. Who majors in chemistry?	<input type="checkbox"/>	<input type="checkbox"/>
3. Who needs to find an apartment?	<input type="checkbox"/>	<input type="checkbox"/>
4. Who is trying to find a part-time job?	<input type="checkbox"/>	<input type="checkbox"/>
5. Who is learning photography?	<input type="checkbox"/>	<input type="checkbox"/>
6. Who will visit some national parks next weekend?	<input type="checkbox"/>	<input type="checkbox"/>
7. Who is working harder this semester?	<input type="checkbox"/>	<input type="checkbox"/>
8. Who is enjoying life more?	<input type="checkbox"/>	<input type="checkbox"/>

c) Give a summary of what you know about Keiko, Lam, Mark, and Linda.



SPEAKING

Asking for and Giving Advice

a) Work in pairs. Tell your partner what you plan to do when you graduate from high school. You may have some difficulties. Ask for his / her advice.

Example



Useful Expressions for Giving Advice

- Well, I think ...
- Why don't you ...?
- Maybe you should ...
- If I were you, I'd ...
- You'd better ...

b) *Work in small groups. Tell your partners what advice you would give to the following students.*



A: I'd like to be a teacher.
The problem is that my parents
want me to become a lawyer.
What should I do?

B: I'm rather bad at math
and physics. What I dream of
is being an engineer. What do you
think I should do?



C: I want to get a part-time
job to help my parents but they
don't agree. I just don't know
what to do.



D: I'd like to be a
fashion model. Can you give
me any advice?



c) *Report to the rest of the class when you have decided on what advice to give.*



WRITING

Filling out an Application Form

- a) When do you have to fill out a form? What kind of information do you have to supply?
- b) You would like to attend a college in the United States. Fill out the form below.

If you do not have the information, just write NA (NOT APPLICABLE) for the item.

WESTERN COLLEGE INTERNATIONAL APPLICATION

Applicant Information

Last name _____ First name _____

(Family name)

(Given)

Address (Home country) _____

Home country phone _____

Address (United States) _____ Apt. # _____

City _____ State _____ Zip Code _____

Local U.S.A. phone ____ Date of birth (Month/Day/Year) __/__/__

Country of citizenship _____ Country of birth _____

Male

Female

I.D. number _____ I-94 number _____

Indicate which type of visa, if any, you currently hold:

None B-2 F-1 J-1 M-1 Other

Semester you plan to enter: Fall Spring Summer Year ____

Entrance: From location in the United States From home country

Transfer from a school in the United States/ School name _____

Educational Background

Official secondary and post-secondary transcripts translated into English must be submitted. List most current school first:

Name of School	Location	Year of Attendance	Degree

English Proficiency Test

Your TOEFL score: _____

(Please attach a copy.)

If you have recently taken the TOEFL test, what was the date taken?

Please answer the following questions.

1. How did you first become interested in this college?

2. What is your most important reason for attending this college?

3. What are some extracurricular activities you have participated in?

4. What are some of your achievements in life?

Please state your major _____

Student signature _____ Date _____



LANGUAGE FOCUS

Word Study

Prepositions After Verbs



Examples

- What university are you *applying to*?
- What should you do when you *apply for* a job?

a) Write the correct preposition(s) after each of the following verbs.

agree _____	pay _____
ask _____	prepare _____
concentrate _____	qualify _____
graduate _____	result _____
participate _____	succeed _____

b) Complete each blank with a suitable verb from the list above and a preposition. Sometimes you have to change the verb form.

1. A: Ann seems so sad today.

B: She's disappointed that she hasn't _____ the next round in the tennis competition.

2. A: The whole class is working hard _____ the exams.

B: I'm sure all of the students will _____ the exams.

3. A: Do you _____ any of the activities on campus?

B: A lot. And I enjoy most of them.

4. A: His difficulty in understanding math _____ a childhood illness.

B: I see. He's never lazy.

5. A: I don't know how to save money for my higher education.

B: I think you should _____ some financial advice.

Grammar

Adverbial Clauses of Place

Choose the most suitable adverbial clause of place in column B to match each of the unfinished sentences in column A.



Example

You can take the National Entrance Examinations wherever your application forms are submitted.

A	B
1. You can take the National Entrance Examinations	a. wherever she went.
2. You will see this product advertised	b. wherever they went.
3. Please put the book	c. anywhere she goes.
4. You are not allowed to sit	d. where the road branches.
5. The cat followed her	e. wherever she sings.
6. The accident happened	f. wherever your application forms are submitted.
7. A media circus surrounded the royal couple	g. anywhere you like when you board the plane.
8. She has to have an armed bodyguard	h. everywhere you go.
9. Opera houses are packed out	i. where you have taken it.

Conditional Sentences

a) Complete the following conversation with the correct forms of the verbs in parentheses.

A: What's wrong? Why are you looking so sad?

B: I've just failed my oral test. I'm sure I (1)_____ (pass) it if I (2)_____ (have) a different examiner.

A: So you think it was the examiner's fault?

B: Her question was not clear enough. If she (3)_____ (explain) a bit more clearly, I (4)_____ (answer) the question thoroughly.

A: Forget it! I think unless you (5)_____ (try) harder, you (6)_____ (not / pass) the next test. It is more difficult than this one.

B: Yes. So I have just asked Mai to practice with me before class tomorrow. If she (7)_____ (get) here early tomorrow, we (8)_____ (practice) together. But if she (9)_____ (be) late, you (10)_____ (help) me? I'm so worried.

A: I (11)_____ (not / worry) about that if I (12)_____ (be) you. I'll come early tomorrow. If Mai (13)_____ (not / be) here, I certainly (14)_____ (practice) with you.

B: If I (15)_____ (work) hard, I (16)_____ (not / be) so worried now. Anyway, I'll try.

b) Rewrite the following sentences using the given words in italics. Do not change the words.

1. Don't apply for that job if you don't like it. (*unless*)

_____.

2. Without the sun, what would happen on the earth? (*If*)

_____.

3. I wasn't clever enough to answer the question. (*cleverer*)

_____.

4. But for your encouragement, I would have given up. (*If*)

_____.

5. Because of the bad weather, we didn't come on time. (*If*)

_____.

6. If it hadn't been for your help, we wouldn't have succeeded. (*you*)

_____.

7. He won't sell the old house, not even for a million dollars. (*Even if*)

_____.

8. He is able to arrive at the meeting on time because of his early departure. (*If*)

_____.

CONSOLIDATION 1

Units 1 - 4

PRONUNCIATION

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

1. A. **dev**astating B. **gl**are C. **par**ent D. **hair**style
2. A. **cus**tom B. **cult**ural C. **circum**stance D. **un**trustworthy
3. A. **report**edly B. **prof**it C. **cours**e D. **re**ward
4. A. **high** B. **thought** C. **thoug**h D. **laugh**
5. A. **house**hold B. **clo**thes C. **houses** D. **cho**res

b) Circle the word whose stressed syllable is different from that of the other three.

1. A. **dy**namics B. **Vir**ginia C. **de**tergent D. **circum**stance
2. A. **eti**quette B. **inter**pret C. **sym**bolize D. **vacu**um
3. A. **de**velopment B. **orig**inate C. **mis**behavior D. **certi**ficate
4. A. **ma**ture B. **lifest**yle C. **sur**charge D. **trans**cript
5. A. **fin**ancial B. **pro**cedure C. **di**ploma D. **dev**astate

LISTENING COMPREHENSION

a) Listen to the talk and complete the table below. Some items have already been done.

	Chusok	Setsubun	St. Anthony's Day
Country	Korea	(1)_____	(2)_____
Date	(3)_____	Feb. 3	(4)_____

b) Listen to the talk again and put the following activities into suitable columns.

Chusok	Setsubun	St. Anthony's Day
-	-	-
-	-	-
-	-	-

- giving thanks for the new harvest
- celebrating the end of winter and the beginning of spring
- asking for protection for their animals
- bringing their animals to church
- going to their ancestors' graves to give them food and clean the gravesides
- eating rice cakes
- saying loudly "Good luck in!" and "Evil spirits out!"

VOCABULARY

a) Use the appropriate form of the words in parentheses to fill in the blanks in the following sentences or exchanges.

- A: Do you help your mother at home?
B: Yes. I do some _____ chores. (*house*)
- Some parents feel dismayed because of their children's _____. (*behave*)
- A: Do you live with your grandparents?
B: No. We live with our parents, in a _____ family. (*nucleus*)
- A: Did Anna do the test well?
B: No. She made a lot of mistakes because she was _____. (*attention*)
- A: What is your plan for your future career?
B: I like working with machines very much, so I'll apply to the School of Mechanical _____ at the University of Technology. (*engineer*)

6. A: My sister has good _____ skills. She can relate to teenagers very well. (*person*)
B: Really? I think she can be a good high school teacher.
7. A: Where does your mother often shop?
B: At Co-op Mart. There is a great _____ of goods there. (*diverse*)
8. When the children begin going to school, they learn to _____. (*social*)
9. A: Has your brother quit that job?
B: No. He is leaving his work _____ to take an advanced course in computer science. (*temporary*)
10. We have to go through complicated _____ if we want to apply to a university in the United States. (*proceed*)

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

1. The shop assistant was totally bewildered by the customer's behavior.
A. upset
B. puzzled
C. disgusted
D. angry
2. In Viet Nam, all students return to school in September to start the new academic year.
A. related to higher education
B. connected with informal education
C. connected with education
D. related to extracurricular activities
3. Cooperative activities help students promote their team spirit.
A. involving volunteering work
B. related to helping other people
C. related to organizing an office
D. involving working together with others


4. Son didn't mean to be disrespectful to his teacher. He just couldn't control his temper.
- A. showing lack of trust B. showing nervousness
C. showing impolite behavior D. showing lack of attention
5. In July, most students in Viet Nam take the National Entrance Examinations to enter higher education institutions
- A. vocational schools B. high schools
C. language schools D. universities

GRAMMAR AND STRUCTURE

a) Write the correct form of each verb in parentheses. Use the present simple, past simple, present perfect, or present progressive.

- A: My computer is working now.
B: _____ (you, repair) it?
- I _____ (do) my homework tomorrow. Now, I want to relax.
- What time _____ (your plane, leave) tomorrow?
- A: When _____ (you, go) home?
B: I am going home as soon as I _____ (finish) this report.
- Why _____ (you, not listen) to me while I was talking to you?
- In this heavy traffic, I'm afraid the train will have left by the time we _____ (get) to the station.
- I've got the tour details here. We _____ (spend) two days in Sa Pa.
- We _____ (leave) for Ha Noi on the earliest plane tomorrow.

b) Complete the following sentences or exchanges, using the prompts in parentheses. The first one has been done for you.

 Example

A: Are you going to a university next year? (fail)

B: Yes, I will ... unless I fail the entrance examination.

- Interviewer: Who takes care of your children while you are working, Mrs. Green? (Use reported speech.)

The interviewer _____.

2. Mrs. Jones: My daughter often helps me with household chores.
(said)

Mrs. Jones _____.

3. A: What do people think about higher education? (very important)

B: Well, higher education is thought _____.

4. A: Do you expect to pass the next exam? (pass it)

B: If I make a great effort, I hope I _____.

5. A: Have you completed the application procedures? (Use the passive voice.)

B: Yes, everything _____.

READING

Read the following passage and do the tasks below.

Laurence Sterne was an Irishman who spent the greater part of his life as a clergyman in England. The following extract is about a journey of his through France. One evening, being away from any town, he was glad to see a house a short distance from the road.

It was a little farmhouse surrounded with a vineyard and a cornfield. It was about eight in the evening when I got to the house. The family consisted of an old gray-headed man and his wife with five or six sons and sons-in-law, and their several wives, and a group of cheerful children. They were all sitting together to their evening meal.

The old man rose up to meet me, and with a respectful cordiality invited me to sit down at the table. So I sat down at once like a son of the family. And to invest myself in the character of a son as quickly as I could, I instantly borrowed the old man's knife, and, taking up the loaf, cut myself a hearty portion. And, as I did so, I saw a testimony in every eye, not only of an honest welcome, but of a welcome mixed with thanks that I had not seemed to doubt it.

When supper was over, the old man gave a knock on the table with the handle of his knife, to bid them prepare for the dance. The moment the signal was given, the women and girls ran into a back apartment to tie up their hair; and the young men to the door to wash their faces and

change their wooden shoes. And in three minutes every soul was ready upon a little esplanade before the house to begin. The old man told me that all his life long he had made it a rule, after supper was over, to call out his family to dance and rejoice, believing, he said, that a cheerful and contented mind was the best sort of thanks to heaven that an illiterate peasant could pay.

(Adapted from Laurence Sterne -
Sentimental Journey Through France and Italy)

Notes

peasant: farmer or farm worker

testimony: evidence

esplanade: walkway

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

1. a farm that grows grapes.
2. behaving in a happy and friendly way.
3. move upwards or to a higher position.
4. put oneself in a position.
5. be finished.
6. order somebody to do something.
7. near.
8. immediately.
9. unable to read and write.
10. satisfied.

b) Read the statements below. Circle **T** if the statement is **True** **F** if the statement is **False**. The first one has been done for you.

- | | | |
|--|---|---|
| 1. The writer was traveling in England. | T | Ⓕ |
| 2. The people he met were hospitable and friendly. | T | F |
| 3. The writer served himself a big slice of bread. | T | F |
| 4. They were dancing and enjoying their meal. | T | F |
| 5. The old woman used a knife to signal the dance. | T | F |
| 6. Dancing is their way of thanking God. | T | F |



WRITING

Fill in the application form below.

XYZ UNIVERSITY Personal Details of Applicant

Surname / Family name (as on passport)

Given name (as on passport)

Preferred name

<input type="text"/>	<input type="text"/>
----------------------	----------------------

Permanent address in home country

<input type="text"/>
<input type="text"/>
<input type="text"/>

Telephone

Fax

Cell

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

Applicant's e-mail
address

Nationality
(as shown on passport)

Ethnic group
(if different from
nationality)

Date of birth

 / /

Gender

Male

Female

Educational Background

Official high school transcripts translated into English must be submitted.
List every school attended.

NAME OF SCHOOL (Do not use initials.) LIST MOST RECENT FIRST	CITY / COUNTRY	ATTENDED FROM MONTH / YEAR	NAME OF DEGREE

List your choice of programs of study (in order of preference), e.g.,
Bachelor of Business Studies – Business Management.

PROGRAM	MAJOR

Note: Some programs have limited places available and you may not be offered admission to your first choice of program or campus location. It is important, therefore, to number your choices (1, 2, or 3) in order of preference.

Level of Study	College	When Do You Intend to Begin?
<input type="checkbox"/> Pre-degree	<input type="checkbox"/> Business	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Undergraduate	<input type="checkbox"/> Design, Fine Arts & Music	<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Graduate	<input type="checkbox"/> Education	<input type="checkbox"/> Summer Session
<input type="checkbox"/> Ph.D.	<input type="checkbox"/> Humanities & Social Sciences	Year <input type="text"/>
	<input type="checkbox"/> Science	

Academic Background

Please provide certified official documentation of academic results for all qualifications.

High School / Secondary School or Foundation Study

Names of School	Country	Qualification	Year Started	Year Finished

Tertiary Study / Higher Education

Names of School	Country	Qualification	Year Started	Year Finished

Date: _____ Signature: _____

5

FUTURE JOBS



READING

Before You Read

- a) Choose one job from the box that you like best, but don't tell your friends. They will find out what your chosen job is by asking 10 yes / no questions.

architect	lawyer	salesperson	taxi driver
doctor	mechanic	secretary	teacher
engineer	police officer	singer	waiter
farmer	receptionist	scientist	worker



Example



Your friends

2. Do you wear a uniform?
 3. Do you answer the phone?
 - ...
- So you must be a _____.

1. Do you work indoors?



You

- Yes.
- No.
- Yes.
- ...
- Yes. You are right.
- No. You are wrong.

- b) Look at the following photographs and talk to your partner.

1. Where are the people in the photographs?
2. What are they doing?

Reading Text

a) *Make a list of things you should do before, during, and after a job interview.*

Before an Interview	During an Interview	After an Interview
- take care of personal appearance	- speak slowly and clearly	- write a thank-you note
-	-	-
-	-	-
...

b) *Check if the things on your list are mentioned in the following passage. As you read, take no notice of the blanks.*

A Job Interview

A job interview is your chance to show an employer what he or she will get if you are hired. That is why it is essential to be well-prepared for the job interview. (1)_____. It also means paying attention to details like personal appearance, punctuality, and demeanor.

Before the interview, you should gather as much information about the company and the employer as you can. Not only will you appear informed and intelligent but you will also make a decision if a job offer is eventually made. You might also want to prepare for answering questions by listing some of your attributes. Remember that appearance is very important. (2)_____. You should match your dress to employees in the workplace where you are applying. You should come on time for the interview.

During the interview, you should speak slowly and clearly. Eye contact is very important but make sure it looks natural. (3)_____. People say that body language gives more away about us than speech. Usually toward the end of the interview, the interviewer will ask if you have any questions. By asking about a typical day on the job or special projects, you are putting yourself in the job and showing the employer how you will satisfy his / her needs.

After the interview, don't neglect the thank-you note or follow-up letter. It is your chance to reiterate something you mentioned in the interview or bring up something you forgot to mention. (4)_____. It certainly will set you apart from everyone else who forgot to or chose not to do this. Isn't that the kind of person the employer is looking for?

c) *Four sentences have been removed from the passage. Choose the one that fits each blank. There is one extra sentence that you do not need.*

1. It is also a nice gesture and a matter of politeness.
2. A smiling, relaxed face is very inviting.
3. This is usually an interview with someone in human resources.
4. Preparing means knowing about the industry, the employer, and yourself.
5. Whether we like it or not, it is the first thing people notice about us.

d) *Find the words in the reading which mean*

1. the way you look or behave. _____
2. the people and activities involved in producing a particular thing, or in providing a particular service. _____
3. having a lot of knowledge or information about something. _____
4. qualities or features of someone. _____
5. show an emotion or quality that you are trying to hide. _____
6. fail to do something that you should do. _____
7. repeat something in order to emphasize it or make it very clear. _____

e) *Discuss the following questions.*

1. Why should you take care of your personal appearance before the interview?
2. Why should you speak slowly and clearly during the interview?



LISTENING

- a) In pairs, talk about what we should include in a résumé when applying for a job.
 b) Listen to the following conversation between an interviewer and an applicant.
 Fill in the following résumé with the missing information.

RÉSUMÉ	
Last name	LE
First name	THANH MAI
	Mr. <input type="checkbox"/> Ms. <input checked="" type="checkbox"/>
Address	(1) _____ Tran Hung Dao St., District 1, Ho Chi Minh City
Telephone number	8624073
Nationality	Vietnamese
Date of birth	(2) _____
Marital status	Single
Education / Qualifications	
March – September 2000	Certificate in accounting (a six-month course)
1996 – 1999	High school diploma
Work Experience	
2002 – present	(3) _____, Star Department Store
2001 – 2002	Accountant, Dali Company
1999 – 2001	Working for (4) _____
Languages	
	– English
	– (5) _____ (a little)
Interests	
	– (6) _____
	– (7) _____
References	
	– Mrs. Susan Lee, (8) _____, Star Department Store, 349 Phan Dinh Phung St., Phu Nhuan District, Ho Chi Minh City
	– Mr. Phan Ba, (9) _____, 54 Truong Dinh St., District 3, Ho Chi Minh City

- c) Work in pairs. Interview your partner, using the format of the résumé above.



SPEAKING

Job Interviewing

- a) Read the job advertisement and check (✓) the job(s) you like. Tell your partner(s) why you like it (them).

Looking for an Interesting Job?

Do you want to work

- in a school library?
- at a department store?
- for a textile company?
- in a hospital?
- for a travel agency?
- on a farm?
- in a hotel?

Please phone 08-8356111.

b) Role Play

Act out a situation in which you have a job interview. The interviewer asks questions using the form below.



Examples

- What's your last name / first name?
- Are you married?
- Where do you live?

- Last name _____ First name _____
Mr. Ms.
- Marital status _____
- Address _____
- Telephone number _____
- Nationality _____
- Date of birth _____
- Education and qualifications _____

- Work experience _____
- Reasons for wanting the job _____
- Greatest strength and weakness _____
- Expected wages / salary _____
- Starting date _____
- Languages _____
- Interests _____
- References _____

Some Prompts for Job Applicants

Qualities

ambitious	punctual
cooperative	quick-thinking
helpful	well-organized
patient	...

Skills

computer skills	managerial skills
interpersonal skills	mathematical skills
language skills	telephone skills
	...

- c) What job(s) do you think you have enough qualifications for? Why do you think so?



WRITING

Writing a Letter of Application

- a) Read the advertisement to see what kind of applicants they need.

Fantastic Holidays

Tour Guides in Ha Noi

Do you like talking to people?
Can you speak two or more languages?
Do you know this city well?

Please write to 41 Cat Linh St., Ha Noi.

- b) The following letter of application is written in response to the advertisement above. Underline the words or phrases that you think are more appropriate to an application letter. Explain your choice.

81 Tran Hung Dao St.

Ha Noi

November 28, 20...

Dear Sir or Madam

I am writing to apply for the (1) position / job of a tour guide which was advertised in this month's Viet Nam Tourism Magazine. I am very interested in the job and I think that I have many of the necessary qualifications.

I have some experience of this kind of work. Last summer I (2) worked for / was employed by City Tourism to arrange excursions for foreign tourists to places of interest in and around Ha Noi.

I feel I would be (3) suitable / right for this position because I have good interpersonal skills. I greatly enjoy going out and meeting new people. I have lived in this city all my life so I know many of the places that tourists would enjoy.

I am (4) now / currently studying English and French at a language center, so I speak both languages rather fluently.

I (5) would be available for work / can start work at any time. Enclosed is a copy of my résumé. Please contact me if you (6) need / require any (7) more / further information. I look forward to hearing from you.

Yours faithfully

Nguyen Ha

c) Answer the following questions about the information mentioned in the letter of application above.

1. Where and when did she hear about the job?
2. What experience relevant to the job does she have?
3. Why does she want the job? Why does she think she could do it well?
4. Is she enclosing anything with the letter?

d) Look at the following advertisements. Choose one job you are interested in and write a similar letter of application.

A Receptionist

- Do you like working with people?
- Can you speak two foreign languages?
- Can you use a word processor?

Please write to Queen's Hotel
16 Nguyen Thai Hoc St.,
Da Lat.

A Tutor for Children (aged 10-12)

- Are you good with children?
- Are you keen on sports and outdoor activities?
- Do you have a lively and outgoing personality?

Reply to International School Camp
270 Dien Bien Phu St., District 1,
Ho Chi Minh City.
Tel: 08 930 4304
Fax: 84 8 930 5742

A Salesperson

- aged 18 – 22
- hardworking
- responsible and honest
- previous experience
- computer skills

Please apply to Furniture World Co.
330 Kim Ma St., Dong Da District, Ha Noi.



LANGUAGE FOCUS

Word Study

a) Which of the things below can we make? Which can we do? Add more things to the list.

<i>do</i>	a good job	_____	a phone call
<i>make</i>	a list	_____	homework
_____	a course	_____	an appointment
_____	the bed	_____	money
_____	a mistake	_____	the shopping
_____	noise	_____	friends
_____	a decision	_____	crossword puzzles
_____	lunch	_____	something / anything / nothing
_____	an offer		

b) Complete the second sentence in each pair. Use no more than five words including the given word in bold. Do not change this word.



Example

Could I arrange a time to see the interviewer again?

appointment

Could I *make an appointment* to see the interviewer again?

1. Have you made any arrangements for the interview?

anything

Have _____ the interview?

2. His letter of application was very inaccurate.

mistakes

He _____ in his letter of application.

3. You can call your boss from my office.

a phone call

You can _____ to your boss from my office.

4. My brother is studying French at a language center.

course

My brother is _____ at a language center.

5. His business is very profitable.

money

He _____ from his business.

6. I've decided to apply for that job.

decision

I've _____ for that job.

7. You've decorated the room very well.

job

You've _____ of decorating the room.

Grammar

a) Read the following sentences with relative clauses and answer the questions.

a. Mr. Clark, *who you met at the interview*, is the Head of the Personnel Department.

b. The person *who you met at the interview* is the Head of the Personnel Department.

1. Does the relative clause in *a*. tell us which person we are talking about, or does it give us extra information about Mr. Clark?
2. Does the relative clause in *b*. tell us which person is the Head of the Personnel Department or does it provide extra information about the person?
3. What do you notice about the punctuation of the two sentences?
4. In which sentence would it be possible to leave out the relative pronoun or use *that*?

b) Rewrite the following sentences using restrictive or non-restrictive relative clauses and punctuate them correctly.

1. We are going to visit our grandparents this weekend. They live in the countryside.
2. I know a good hotel. You can stay there.
3. I got a letter from a friend. I met her on holiday.
4. Ms. Williams teaches us English. She comes from Australia.
5. Have you still got the holiday brochure? I gave it to you last week.
6. Soccer is a very popular sport in Viet Nam. I like to watch it very much.
7. Have you got the guidebook? We sent it to you last month.
8. Mai is going to study abroad next year. She is one of my best friends.
9. I've just been speaking to a young man. His application was rejected.
10. My sister has just got a job in a computer company. She is very keen on playing computer games.

6

ECONOMIC REFORMS



READING

Before You Read

Work in groups. Look at the following pictures. Discuss and note down the changes in business and construction in Viet Nam before and after economic reforms.

Before



Market

After



Shopping mall



Building



Big and tall building

Reading Text

a) Work with a partner and guess the jobs of the people in the pictures.



A. _____



B. _____



C. _____



D. _____

b) Scan the following text quickly to identify the people in the pictures.

I'm Christine and I'm teaching English in Ho Chi Minh City. I'm too young to have seen the Viet Nam War on television or to have read about it in time of war. My impressions of Viet Nam have been formed from my own experiences since 2000 when I arrived here as a tourist. I love this land, and that's why I returned soon later and looked for work. It's a great time to be in Viet Nam to witness a country in profound change. Doi Moi, an economic policy established in 1986, has encouraged private enterprises. Since then Viet Nam step by step has overcome many difficulties and achieved enormous results – people's living standards have greatly improved. I learned all about this from my students – when they told me stories about themselves and their families.

Hai, a highly-skilled worker, was a state employee earning only US\$ 50 a month until he was offered a job in a foreign company in Nhon Trach Industrial Zone. He now earns an equivalent of US\$ 250, which is considered a fortune by local standards. Hai's case is typical of the "brain drain" from state to private foreign companies in Viet Nam now.

Nhan, another bright student of mine, is the son of a farmer in Can Tho. He told me the effects of Doi Moi have been felt more drastically in rural Viet Nam. A farmer can now choose what to plant – this decision is based on the price and demand of the market. Before Doi Moi, despite having worked in the field day after day for years, Nhan's parents could hardly earn enough to feed the whole family. Now his family can buy equipment such as mechanized plows and threshing machines that produce higher yields.

One more student is Linh, a typical Vietnamese businesswoman. Gone were the days when college graduates like Linh did not have to worry about a job, thanks to the centralized planning system. A government job promises security, but it is not easy to compete with many others for one now. To avoid unemployment, Linh decided to set up a small business to trade in leather shoes. Now she has branches in three other provinces around Ho Chi Minh City.

My students are still facing a lot of difficulties as competition is becoming tougher, when Viet Nam's goods have to compete with those imported under AFTA, ASEAN Free Trade Area. But they all say they are not frightened. Isn't it wonderful?

c) *Which of the following is the best title of the above text?*

1. Christine's Life Story
2. Employment in Viet Nam after Doi Moi
3. Doi Moi Witnessed by a Foreign Observer

d) *Answer the following questions.*

1. What is Doi Moi?
2. Why is Hai's case considered a case of "brain drain"? Do you think Linh's case is also an example of "brain drain"?
3. In what way has Doi Moi affected Nhan's family?

4. Before Doi Moi, could college graduates get a job easily? Why or why not?
5. What problems is Viet Nam's economy facing?

e) *Work in groups. Answer this question.*

What changes have taken place in your province or neighborhood during the past years?

You can talk about people's lives, road system, transportation system, or construction.



LISTENING

a) *The following words are in the dialogue. Before you listen, complete the sentences with suitable words.*

apartment	national roads	shopping mall
slum	changes	crowded

1. Thanks to economic reforms, our city has had a lot of _____.
 2. Ba's family is living in a(n) _____. It was built for people on low income.
 3. _____ are being widened to accommodate heavy traffic.
 4. There are too many people in Ho Chi Minh City. It is a(n) _____ city.
 5. This area used to be a(n) _____. People lived in badly built houses.
 6. There is no bargaining in a(n) _____.
- b) *Bob, Mai's friend, is on his second visit to Viet Nam. This is part of the dialogue between Mai and Bob. Listen to the dialogue and write short answers to the following questions.*
1. Has Bob been to many places on his second visit to Viet Nam?

 2. What did he say about national roads?

3. What did he see instead of slums?

4. Where did he go shopping?

5. What exported goods did Mai mention in the conversation?

c) *Work in groups to make a short list of goods exported by Viet Nam.*



SPEAKING

Giving Comments

a) *Work in pairs. Make a list of what has been developed or improved thanks to economic reforms.*

- Employment
- Education
- Farming
-
-
-

b) *Based on the useful expressions and the example below, make exchanges to give comments on things in the list in a).*

Some Useful Expressions

Well, if you ask me ...

I (don't) think that ...

The (good / bad) point is ...

As I see it ...

I'd like to point out that ...



Example

A: What has been changed in employment?

B: I think that more and better jobs are provided for local people.

c) Work in groups. Give comments (good or bad points) on the following issues.

- Entrance exam to universities
- Sex education
- Hi-tech cell phone

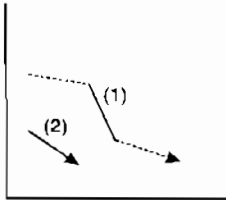
d) Report to the class on the results of your group discussion.



WRITING

Writing Information from a Graph

a) Work in pairs. Look at the graphs and match the phrases used in statistical writing to the corresponding information in the graph. The first one has been done for you.



a. a sudden fall or drop

b. to reach a peak

c. an upward trend

d. to remain constant

e. to rise steadily or to increase gradually

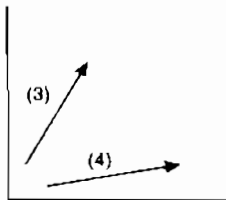
f. a downward trend

g. a dramatic increase

h. a drop / fall / decrease / decline

i. to level off

j. to reach a plateau



1. a

2. _____

3. _____

4. _____

5. _____

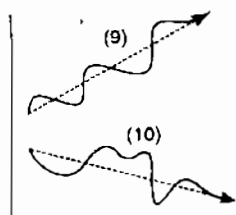
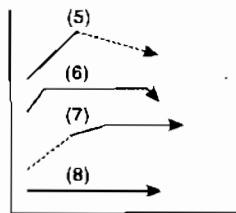
6. _____

7. _____

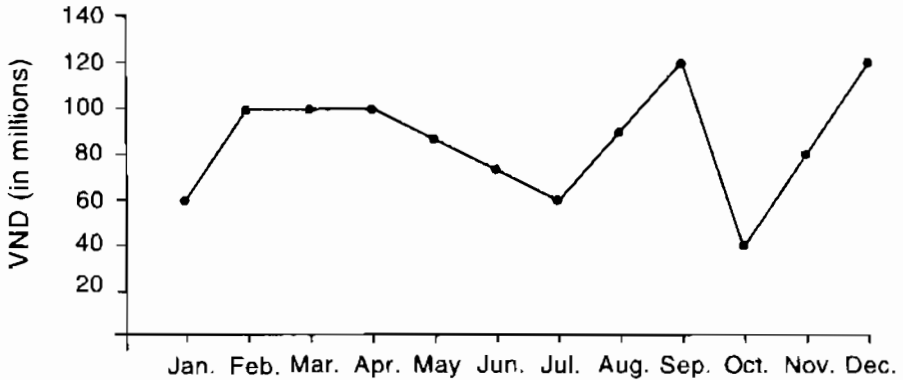
8. _____

9. _____

10. _____

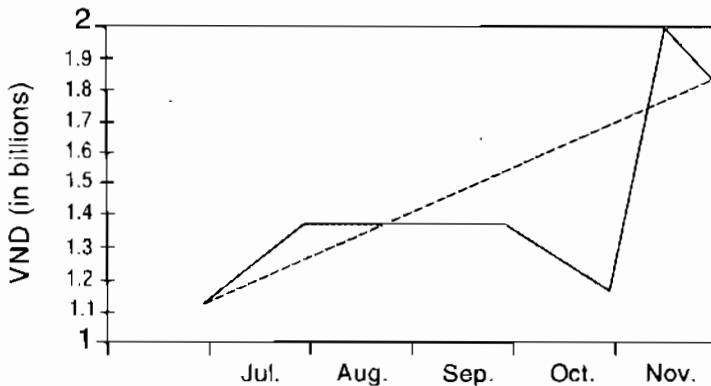


b) Look at this graph showing sales of Viet Export Corp. and fill in the missing information.



1. In February, sales (1) _____ to 100 million.
2. In the following two months, they (2) _____ at 100 million.
3. In the next three months, they (3) _____ 60 million.
4. The next two months saw (4) _____ to 120 million.
5. This was followed by (5) _____ to 40 million in October.
6. Sales (6) _____ in December to finish the year at 120 million.

c) Write a short paragraph related to the statistics of incomes of Viet Discovery Travel shown by the graph below, using the language in statistical writing.



As the graph shows, there was an upward trend in sales. In July, sales ...



LANGUAGE FOCUS

Word Study

Suffixes

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

A	B
-ment	a. establish
-ion	b. decide
-er	c. import
	d. improve
	e. centralize
	f. deal
	g. employ
	h. trade

b) Complete the following sentences with the new words you have found in task a).

1. The _____ of this university helps offer more opportunities for adult students.
2. Managers should make good _____ if they want to deal with problems successfully.
3. _____ are those who buy goods from other countries and sell them in their own country.
4. Minh is a car _____. He buys and sells expensive and antique cars.
5. Managers of small businesses prefer _____ in doing their management work.
6. Many farmers believe that higher yields rely on _____ of farming machines and techniques.
7. Economic reforms help provide more and better _____ for local people.
8. To the surprise of many international _____, oil price is rising dramatically in the last three months of 2007.

Grammar

Prepositions After Verbs

 Example

When my sister *graduated from* her university twenty years ago, she didn't have to *worry about* a job.

a) Match each verb or verb + object with the preposition that often follows it.

Verb	Preposition
worry	about on to
object	
complain	
rely	
concentrate	
insist	

Verb	Object	Preposition
prevent	O	of
accuse		from
congratulate		for
blame		on
stop		
discourage		

b) Put a combination of verb + (O) + preposition in each blank. The first one has been done for you.

 Example

Don't *worry about* being unemployed. There are a lot of job opportunities in this city.

- A: Why is Mr. Tam so upset?
 B: He was _____ causing a lot of losses in the company.
- A: We'd like to _____ you _____ your winning the prize in the eloquence contest last week.
 B: Thank you.
- A: Did your parents _____ your taking a familiarization trip to Africa?
 B: No. Instead, they encouraged me to do so.
- Everyone has _____ the manager _____ his lack of responsibility.
- Many companies have _____ not being able to get a location in the new industrial zone.
- Following the Doi Moi period, many cities in Viet Nam have _____ replanning their districts.

Prepositions of Time and Place



Examples

- My impressions of Viet Nam have been formed from my own experiences *since* 2000 when I arrived here as a tourist. (time)
- Doi Moi, an economic policy established *in* 1986, has encouraged private enterprises. (time)
- It's a great time to be *in* Viet Nam to witness a country in profound change. (place)
- Hai's case is typical of the "brain drain" *from* state *to* private foreign companies in Viet Nam now. (place)

Complete the following sentences with appropriate prepositions of time or place.

1. Morning Star is a comfortable, 3-star hotel situated _____ a garden of palm trees.
2. Those business travelers will stay _____ your hotel _____ three days.
3. The training center will be based _____ Can Tho.
4. Airlines work **through** scheduled flights, which take off and land _____ regular published times.
5. Gateshead Millennium Bridge is situated _____ the banks of the River Tyne.
6. Personal selling is about going _____ house _____ house knocking on doors.
7. This International Tourism Promotional Campaign is held _____ ABC hotel _____ December 26, 20__.
8. We can see tourism marketing _____ us – adverts _____ TV, brochures in travel agencies, etc.

7

YOUTH



READING

Before You Read

Work in pairs. Look at the pictures and write what volunteer work the young people are doing.



A



B



C



D

Reading Text

Read an announcement of the American Red Cross and do the tasks that follow.

Youth Councils

Youth interested in helping out in their community throughout the year may participate in one of our youth councils. Involvement in a Junior Red Cross Council will give students opportunities to promote personal, social, and intellectual growth, as well as civic responsibility. Youth who are in middle or high schools may take part in the Youth Council. This is a great way for young people to serve the community, learn from students of other schools, and earn community service hours for schools or other organizations.

Youth in Action Program

1. Youth in Action Team Activities

Team activities designed by youth volunteers (middle school and high school age groups) are guided by adults and young adult leaders. Volunteer teams receive training in planning and conducting community services, team building, problem solving, and communication skills. Youth in Action teams conduct a wide variety of short-term service projects, long-term service activities, and special community events of their own choosing.

2. Training and Orientation

- Teamwork, leadership, and entrepreneurial skill development will be the basis for uncovering youth interests and applying them in creative ways.
- Youth will receive their own handbooks developed by the Red Cross Youth advisory committee to enhance the training process.
- A pre-survey to determine existing assets will be administered and reviewed at subsequent times to determine growth and progress.
- Orientation, leadership, and teamwork training will provide the basis for enabling youth to work individually or as a team to develop and implement projects.

3. Youth Projects

After completing orientation sessions, youth will identify a need in the community, brainstorm plans, and carry out projects to address that need. The orientation will take place at the Red Cross and various other locations to give youth opportunities to be creative and get involved. In addition,

Youth in Action teams will be the driving force behind youth's projects and will see them through from the original idea to the completion of the project. The dynamics of those projects know no bounds. Youth can visit sick children in hospitals, assist their favorite charity, and improve the community in numerous other ways. In other words, they can create what they think.

a) Find words or phrases in the announcement that express meanings similar to those provided.

1. speak publicly to a group of people

2. relating to the skills of businessmen

3. do something in an organized way

4. information or training given before starting a new activity

5. improve

6. help something develop

7. give someone the ability or opportunity to do something

8. relating to citizens' duties

b) Work in pairs. Complete the following statements.

1. Taking part in a Junior Red Cross Council, students have chances to _____ as well as _____.

2. Adults and young adult leaders guide _____.

3. Youth Council trains students _____.

4. Youth in Action teams carry out _____.

5. Teamwork, leadership, and entrepreneurial skill development will serve to _____.

6. Young students are able to work individually or as a team to develop and implement projects thanks to _____, _____, and _____.

c) *Answer the following questions.*

1. What will volunteers do after completing orientation sessions?
2. What is the aim of the orientation of the program?
3. How does the Youth Council help young students develop their full potential?

d) *Discuss in groups.*

What could you do if you were a member of the Vietnamese Red Cross?



LISTENING

a) *Work in pairs. Discuss where Vietnamese teens could work and what they could do in their summer holidays to make money.*

b) *Listen to the talk about Youth rules in the U.S., and fill in the blanks.*

1. The U.S. _____ launched Youth rules in _____.
2. Youth rules help prepare young workers to _____ the 21st century _____.
3. Parents are _____ from employing their children in manufacturing, _____, or any other _____ work.
4. Child labor rules do not _____ to those who are at the age of 18.

c) *Listen to the talk again and check (✓) where a 14-year-old worker can work.*

He / she can work in _____.

- | | |
|---------------------------|--------------------------|
| 1. a restaurant | <input type="checkbox"/> |
| 2. a retail store | <input type="checkbox"/> |
| 3. an amusement park | <input type="checkbox"/> |
| 4. a factory | <input type="checkbox"/> |
| 5. a gasoline station | <input type="checkbox"/> |
| 6. processing occupations | <input type="checkbox"/> |

d) Listen and check (✓) the dangerous occupations mentioned in the talk.

- | | |
|--|--------------------------|
| 1. mining | <input type="checkbox"/> |
| 2. roofing operations | <input type="checkbox"/> |
| 3. operating power-driven bakery machines | <input type="checkbox"/> |
| 4. sawmilling | <input type="checkbox"/> |
| 5. manufacturing brick, tile, and related products | <input type="checkbox"/> |
| 6. ship-breaking operations | <input type="checkbox"/> |

e) Work in pairs. Answer the following question.

What advantages do summer jobs bring teenagers?



SPEAKING

Expressing Agreement and Disagreement

a) Put adjectives describing the youth into two columns.

ambitious	dynamic	immature	helpful	inexperienced
rebellious	creative	high-flying	curious	superficial

Positive	Negative

Some Useful Expressions of Agreement or Disagreement

Agreeing

- There's no doubt about it.
- That's just what I think, of course.
- I couldn't agree more.
- You're exactly right.
- Sure. (informal)
- You bet! (informal)
- You can say that again. (informal)

Disagreeing

- I disagree with what you're saying.
- I may be wrong, but ...
- I don't think so.
- You could be right, but don't you think that ...
- Are you kidding me?

- b) *Work in groups. Do you agree or disagree with the following statements about the role of the youth in society? Explain your reasons.*



Example

A: I think that the youth are high-flying.

B: There's no doubt about it, because once they want to do something they'll try their best to reach their goals.

1. The youth are ambitious but superficial.
2. The youth are high-flying but inexperienced.
3. The future of any society belongs to the youth.
4. The youth are enthusiastic in their search for knowledge.
5. The youth play an important role in society.

- c) *Work in groups. Discuss what you, young people, could do to improve your city or hometown (the face of the city, people's life, economic development,...).*



WRITING

Writing an Agenda

- a) *You and your classmates are going to have a meeting next month to discuss how to keep the class fund safe and find more ways to raise funds.*

Work with your partner to complete the agenda below, using the suggested details.

AGENDA

Date:

Venue:

Purpose:

Points to be discussed:

- 1.
- 2.
- 3.

Suggested Details

- What activities should the class do to raise a fund?
 - What is the fund used for?
 - To select the best way to keep the class fund safe and find more ways to raise the fund
 - Keeping the fund in a safety box or in a bank account, which is better?
 - Dec. 20, 20__
 - Quang Trung High School
- b) *Work with your partners. Choose one of the following topics, and write an agenda for the meeting based on the agenda in a)*
1. Preparations for a class outing
 2. Preparations for your school's fair
 3. Preparations for your school's musical performance
- c) *Each group appoints a representative to give a report on the details of their own agenda to the class.*



Example

We're going to have a meeting on December 20. The venue is Quang Trung High School. The purpose of the meeting is to discuss how to keep the class fund safe and find more ways to raise funds.

The points to be discussed are:

- What should the class do to raise the fund?
- What is the fund used for?
- What is the best way to keep the fund safe?
- What are other ways to raise funds?



LANGUAGE FOCUS

Word Study

Compound Adjectives: Adjective + Noun

Match an adjective in column A with a noun in column B to form a compound adjective. Then complete the sentences with these compound adjectives.



Examples

- The Youth in Action teams conduct *long-term* service activities.
- Participants came for *round-table* discussions.

A	B
full	food
naked	time
best	letter
red	range
fast	selling
free	back
white	collar
short	

1. KFC is one of the well-known _____ restaurants in big cities.
2. _____ chickens are allowed to move around to feed naturally.
3. I had a _____ day yesterday.
4. He has to work eight hours a day. He gets a _____ job in an office.
5. *Harry Potter* is the _____ book in 2007.
6. Some _____ workers were working hard in the sunshine.
7. Peter is working in an office. He is a _____ worker.
8. Do you believe in _____ weather forecast?

Grammar



Examples

- At *the* age of 18, people can take any job for any number of hours.
- He studied at *the* Royal Academy of Dramatic Art, London.
- The dance can be performed either solo, with *a* partner, or in *a* group.
- During class time, we were never allowed out of *the* school.
- *The* United States consists of 50 states.

Use either **a / an** or **the** in the blanks wherever necessary.

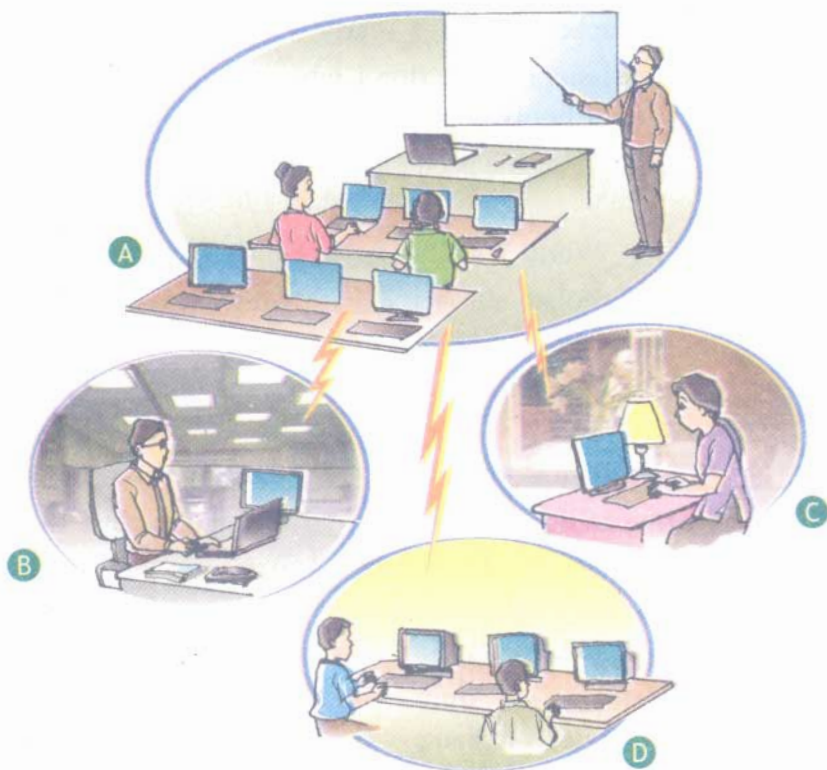
1. _____ atmosphere at _____ party was lively and free.
2. _____ Mississippi River flows into _____ Gulf of Mexico in _____ state of Louisiana.
3. _____ Gulf of Panama is on _____ Pacific side of _____ Panama Canal.
4. After _____ World War II, _____ United Nations was formed.
5. People eat chocolate all over _____ world. It is probably _____ most popular candy in _____ world.
6. _____ lack of exercise is one of _____ major factors contributing to obesity.
7. _____ Singapore is located on _____ Malay Peninsula.
8. _____ Roman Empire ruled _____ Mediterranean world from about 500 B.C. to about 500 A.D.
9. Compared with _____ New Orleans, _____ San Francisco has _____ very cold climate.
10. After he left _____ University of Massachusetts, he went to _____ Ball State in Indiana.
11. Probably, _____ most vital application of _____ laser is in _____ field of _____ medicine.
12. When we visited _____ South, we stopped at _____ Civil War Museum in _____ Atlanta.



READING

Before You Read

a) Work in pairs. Match the pictures (A, B, C, or D) with appropriate captions.



Classrooms in the Future

1. Learning from home
2. Learning from the workplace
3. Learning in an interactive remote classroom
4. Learning in an electronic classroom

b) Tell your partner which kind of "classroom" you like to study in.

Grammar



Examples

- At *the* age of 18, people can take any job for any number of hours.
- He studied at *the* Royal Academy of Dramatic Art, London.
- The dance can be performed either solo, with *a* partner, or in *a* group.
- During class time, we were never allowed out of *the* school.
- *The* United States consists of 50 states.

Use either *a / an* or *the* in the blanks wherever necessary.

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10. After he left _____ University of Massachusetts, he went to _____ Ball State in Indiana.
11. Probably, _____ most vital application of _____ laser is in _____ field of _____ medicine.
12. When we visited _____ South, we stopped at _____ Civil War Museum in _____ Atlanta.

Reading Text

Read the text and do the tasks that follow.

- (A) It's now 11:55. Carol and Phil are sitting in a restaurant, expecting the first moment of the year 2050. Carol knows that when the clock strikes 12, Phil will kneel at her feet to propose marriage to her, even though they have lived together for 30 years. Thirty years ago, like most young people of their age, they decided to cohabit so that they might pursue their own careers without being disturbed by family responsibilities.
- (B) They now have all what they want, except for a child. The only way to have one at the age of 50 is asking the Embryo Bank to send to the City's Embryo Hospital the embryos they deposited before their cohabitation. Tomorrow, they'll go to the Marriage Registry Office and then to the bank to fill in a request form. After that, they'll go to the hospital to tell the doctors what gender, hair color, eye color, and complexion they want their child to possess – and after around nine months' time, they'll have a real happy family with a cute baby!
- (C) These days, both of them often discuss where their child, named Chris, will study when he is 7. Carol wants to send Chris to a traditional school, a kind of institution that she used to go to as a schoolgirl. But Phil suggests a modern, world-famous school. This school opens 24 hours a day, and the students may come at different times. Chris will attend any class he likes: If he's interested in math, he'll go to a math class. In the "classroom," there are no teachers but separate booths where Chris may turn the teaching machine on and select the teacher he likes. This teacher will appear on the screen and talk to Chris. To meet individual students' needs is this school's aim.
- (D) Another special thing about this school is that it is environment-friendly. Despite the increasing oil prices and the energy crisis affecting most people's life, tuition fees here are quite low and stable, as the energy provided for the school comes from the sun and wind. Life now is more convenient but not easier than it was 50 years ago.

a) Match the paragraphs (A, B, C, or D) with the headings. One heading will not be used.

- | | |
|-------------------------|-------------------|
| 1. Energy Crisis | Paragraph A _____ |
| 2. An Ecological School | Paragraph B _____ |
| 3. A Modern School | Paragraph C _____ |
| 4. Advances in Medicine | Paragraph D _____ |
| 5. Lifestyle | |

b) Find the words in the text having the following meanings.

- live together without being married _____
- known all over the world _____
- try to achieve something over a period of time _____
- living things that are not fully developed yet _____
- not harming the environment _____
- pretty and attractive _____
- profession or occupation _____
- in spite of _____

c) Answer the questions.

- Why did Phil and Carol decide to cohabit? When did that happen?
- How old were they when they started cohabiting? How old are they now?
- What do they decide now?
- Where will they have to go to if they want to have a child?
- Who is Chris?
- Describe the school Chris will attend (its working hours, facilities, teachers, tuition fees, ...).
- Why is life in 2050 not easier than it was 50 years ago?

d) Work in groups. Discuss whether you like to study in the modern, environment-friendly school mentioned in the text.



LISTENING

a) Work in pairs. Look at the picture and answer these questions.

1. What does the object in the picture look like?
2. What is it used for?
3. Who may use it?



b) Mr. Wilson, a futurologist, is invited to talk to Hung Vuong High School students about people's life in the future. Listen to a part of his talk and fill in the blanks.

What sort of life will we be living 40 years from now?

Firstly, our house with a (1) _____ room or (2) _____ center

⇒ can change (3) _____

⇒ can prevent (4) _____

Secondly, (5) _____ used at school

⇒ advantage: (6) _____

⇒ disadvantage: (7) _____

Thirdly, summer vacation

⇒ can travel (8) _____

c) Listen again and answer the questions.

1. Why can't burglars or unexpected guests get into the modern house of the future?
2. What are the buttons on the e-book for?
3. Will paper books be completely replaced by e-books? State the reasons.

d) Work in groups. Make predictions for 40 years from now, considering the following aspects.

- world population
- means of transportation
- young people's fashion



SPEAKING

Interrupting Politely and Returning to the Topic

a) Work in pairs. Practice the following dialogue.

(1) Well, what sort of life will we be living 40 years from now? Firstly, we will be healthier. Secondly, ...

(2) *Sorry to interrupt, Mary, but* can you explain the first point more clearly?



(3) This means we won't have to worry about diseases such as cancer, heart attack, or AIDS, because new medicines will be invented. Is it OK, Peter?

(4) Yes, thanks. Go on, please.

(5) Now, *let's get back to what I was saying.* Secondly, the world population will come up to 9 billion, so many people will emigrate to another planet!

b) Work in pairs. Play the roles of a futurologist and a student.

Futurologist

Prepare a two-minute talk on one of the suggested topics. Get ready to present it to the audience.

- Our modern house in the future
- Advantages and disadvantages of e-books
- Young people's fashion in the future

Explain or clarify unclear information when being asked.

Student

The futurologist is going to talk about our life in the future. Listen and politely stop him / her to ask for clarification or explanation when appropriate.

The following useful expressions may help you.

Interrupting politely

- Sorry to interrupt, but ...
- Excuse me for interrupting, but ...
- Can I say something here?
- Can I add something?
- Can I ask a question?
- May I ask something?

Returning to the topic

- Anyway, ...
- Let's get back to what I was saying, ...
- Where was I? Well, ...

c) Choose a topic of your interest and prepare a two-minute talk. Then work in groups to present your talk. Other students will make polite interruptions to ask for clarification or explanation.



WRITING

Writing a Paragraph About Life in the Future

a) Read the Contest Guidelines and an essay posted on the Web site "Friends of the Earth," which holds a Writing Contest, and answer the questions.

1. What is the theme of the Writing Contest?
2. How many words should participants write in their essay?
3. Analyze Kim Yan's essay by completing the following outline.

– First, she will _____

Reason: _____

– Next, she will _____

Reason: _____

– Conclusion: _____



Friends of the Earth

Contest Guidelines

The theme of this year's International Writing Contest is ***What will you do to build a greener world for the future?***

Young people from around the world are invited to submit their creative ideas on this theme.

- Essays may be submitted by anyone up to 25 years old and will be posted for public viewing.
- Essays must be less than 150 words, sent to us via e-mail: foe@foe.co.eu
- Deadline: January 30, 20__
- Awards

First prize: US\$ 5000

Second prize: US\$ 3000

Third prize: US\$ 1000

Today's Essay

Posted by Kim Yan, South Korea

From tomorrow, I'll go to school by bicycle to build a greener world for the future. No more cars, buses, or even motorbikes – these produce lots of smoke, which pollutes the air. I will also wage a campaign to call on all students in my school to ride a bicycle instead of a motor vehicle. With thousands of students uniting together, I believe we can create a new wave in the community. Everybody will become aware of the need to protect the environment. Although what I can do won't change the world, it can help people in my neighborhood live in a healthy atmosphere.

b) Write a short essay to take part in the Writing Contest mentioned above. The following prompts might help you.

- plant more trees / forbid deforestation
- protect wildlife
- clean up the beach or the neighborhood
- use renewable energy sources



LANGUAGE FOCUS

Word Study

Compound Adjectives: Noun + Adjective



Examples

world-famous
environment-friendly

a) Make up compound adjectives by matching the words in column A with those in column B.

A	B
home	free
cholesterol	deep
steel	sick
ecology	gray
knee	friendly

b) Complete these sentences with the compound adjectives you have found in a)

1. A cooperative program between China and Germany on building Yangzhou, a famous ancient city, into a(n) _____ city has proceeded smoothly since it started in September last year.
2. The river is just _____ in the dry season.
3. The fishermen worriedly looked at the _____ sky, a bad omen of a coming storm.
4. Patients of heart diseases are advised to choose _____ foods.
5. There's no medical treatment for _____ people, so they should take up some kinds of pastimes to keep themselves busy all the time.

Grammar

Although, Even Though, Despite, In Spite of



Examples

- Phil will kneel at her feet to propose marriage to her, *even though they have lived together for 30 years*
- *Despite the increasing oil prices and the energy crisis affecting most people's life*, tuition fees here are quite low and stable.

a) Join the beginnings and ends to make meaningful sentences.

1. She stayed in the company, even though	a. the low pay and bad working conditions.
2. She went on working there in spite of	b. it is rather small.
3. Although they've cohabited for 10 years,	c. her bad English.
4. She was offered the job despite	d. the pay and working conditions were bad.
5. The house is quite comfortable although	e. they hardly understand each other.

b) Rewrite the sentences, beginning with the words in parentheses.

1. E-books are expensive, but most students try to afford one. (*although*)
2. He has a number of relatives living nearby, but he never visits them. (*even though*)
3. The weather was bad, but they decided to go fishing. (*despite*)
4. Her right hand was injured, but she managed to write with it. (*despite*)
5. They were late, but they didn't hurry. (*although*)
6. Many people continue to smoke, even though they know its danger. (*in spite of*)

CONSOLIDATION 2

Units 5 - 8

PRONUNCIATION

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

- | | | | |
|----------------------|-------------------|--------------------|-------------------|
| 1. A. private | B. typical | C. enterprise | D. dynamic |
| 2. A. council | B. downward | C. launch | D. accountant |
| 3. A. association | B. message | C. language | D. marriage |
| 4. A. secure | B. police | C. council | D. socialize |
| 5. A. youth | B. clothes | C. although | D. youths |

b) Circle the word whose stressed syllable is different from that of the other three.

- | | | | |
|-----------------|--------------|----------------|-------------|
| 1. A. economy | B. economics | C. peninsula | D. advisory |
| 2. A. industry | B. dramatic | C. enormous | D. demeanor |
| 3. A. urbanized | B. embryo | C. concentrate | D. cohabit |
| 4. A. Atlanta | B. mechanize | C. continue | D. mechanic |
| 5. A. asset | B. civic | C. antique | D. favorite |

LISTENING COMPREHENSION

a) Listen to the talk between a student and his teacher about the course numbers at universities in the United States. Then fill in the table below.

Course Number	Students' Levels
(1) _____	(2) _____
(3) _____	juniors and seniors
800 or above	(4) _____
(5) _____	undergraduate students – a professional degree
700	(6) _____

b) Listen again and check (✓) whether the statements are true (T) or false (F).

- | | T | F |
|---|--------------------------|--------------------------|
| 1. A full-time undergraduate student may register for 12 to 18 credit hours. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. A full-time graduate student may register for 17 credit hours. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. A part-time graduate student may register for a minimum of 3 credit hours. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. A graduate student uses the number 520 to register for an accounting course. | <input type="checkbox"/> | <input type="checkbox"/> |

VOCABULARY

a) Put the words from the box into the following sentences or exchanges.

mechanized	ambitious	installments	counter
entrepreneurial	orientation	agenda	cholesterol-free

1. Before beginning to work, all new employees should attend a(n) _____ session.
2. A: Is Mr. Jones successful in his business?
B: Yes. He has _____ skill.
3. Most of young university graduates nowadays are _____. They often look for high-flying jobs.
4. A: Do Vietnamese farmers use water buffaloes nowadays?
B: No. They use _____ plows.
5. You shouldn't eat squids. You should eat _____ food.
6. You can pick out some socks and stockings displayed near the checkout _____ of the supermarket.
7. A: Have you checked the _____ for the next meeting?
B: No. I haven't. I'm going to do it.
8. A: How much is this car?
B: 15,000 dollars. My uncle paid for it by _____.

b) Use the appropriate form of the words in parentheses to fill in the blanks in the following sentences or exchanges.

1. To impress the recruiter, we should dress properly and be _____ at the interview. (punctuality)
2. A: Can I make an _____ to see the company director?
(appoint)
B: Can you see him on Wednesday, at 8 a.m.?
3. The _____ rate has been reduced recently, thanks to the establishment of new industrial zones. (employ)
4. The cost of living has been rising _____ recently. (surprise)
5. A: When will they complete the project?
B: It is due for _____ before this December. (complete)
6. These young people are _____ supporters of the new plan of our city. (enthusiasm)
7. The entrepreneur's _____ is being considered by the committee. (propose)

GRAMMAR AND STRUCTURE

a) Match the numbered clauses with the relative clauses. You may also need to put in a comma.

- | | |
|--|---|
| 1. This is Mr. Maxfield | a. which will take place next week. |
| 2. Linda was the receptionist | b. which will certainly bring more jobs to them. |
| 3. You are going to take the orientation | c. that are repetitive and boring. |
| 4. Young people are in favor of reforms | d. who is the new Head of the Personnel Department. |
| 5. Robots are used to do the tasks | e. that are environment-friendly. |
| 6. In a near future, housewives will buy only the products | f. that / whom I first met in this hotel. |

b) *Fill in the blanks with despite, although, even though, or no matter*

1. _____ the fact that Lam's parents are very rich, Lam doesn't depend on them financially.
2. Linh looks quite fresh _____ she is working quite hard these days.
3. _____ they offered her a high salary, Ann didn't accept that job. She didn't want to live away from her parents.
4. _____ his great effort, Nam couldn't get a promotion in his job last year.
5. _____ how hard Tri tried, he couldn't get a well-paid job.
6. _____ they had two children, they decided to get a divorce.
7. _____ the bad weather, they went boating.

READING

Read the following passage and do the tasks below.

A father came home from work late, tired and irritated, to find his seven-year-old son waiting for him at the door. The boy approached his father. He wanted to know how much his father made a day. The father was so angry at the question. He thought it was none of the son's business. However, the boy insisted on the question, and finally, the father let him know that he made 35 dollars a day. The boy was thoughtful for a while, and then he begged his father to loan him fifteen dollars. The father was so furious and guessed his son would use money to buy some silly toys or some other nonsense. He blamed the boy for being selfish and thoughtless to have such a childish demand while he had been working very hard during the day for their living. He scolded the boy and ordered him to go straight to his room. The boy kept silent and went sobbing to his room.

The father was still angry about his boy's behavior. After about an hour or so, he calmed down and thought that his son might really need fifteen dollars for something important; furthermore, the boy had never asked him for money before. The father went to his son's room and knocked on the door. "Are you asleep, son?" "No, Daddy," the little boy was sobbing.

"I have been thinking, maybe I was too hard on you earlier," said the father. "It's been a long hard day and I took out my irritation on you. Here's the fifteen dollars you asked for." The boy stopped sobbing, and was smiling, "Oh, thank you very much, Daddy." Then, he pulled out some crumpled up bills under his pillow and said, "Now I have enough money." The father was angry again, he grumbled, "Why do you want more money if you already have some?" "Because I don't have enough," replied the boy. "Now I have thirty-five dollars. Daddy, can I buy a day of your time so that you can stay home with me?"

(Adapted from the Internet)

1. Decide which title is the best for the story.
 - a. Job Satisfaction
 - b. A Hard Job
 - c. Happy Money
 - d. Lucky Money
2. Find the word which means
 - a. annoyed
 - b. to declare something persistently
 - c. to weep
 - d. to lend
 - e. disintegrated
 - f. to complain
3. Answer the following questions.
 - a. How much money did the son save?
 - b. Why did he want to borrow some money from his father?
 - c. What is the moral of the story?

WRITING

a) Read the following advertisement.

**MEKONG BOOKSTORE
SALESPERSON**

- Do you like working with people?
- Do you have communication skills?
- Can you speak two foreign languages?
- Can you use a word processor?

Please write to **MEKONG BOOKSTORE**
52 Pham Ngu Lao St., District 1,
Ho Chi Minh City.

b) Write a letter of application for the job advertised above.

Prompts

- Salutation
- Stating the reason for applying for the job
- Mentioning the experience or qualifications relevant to the requirements of the job
- Closing

9

DESERTS

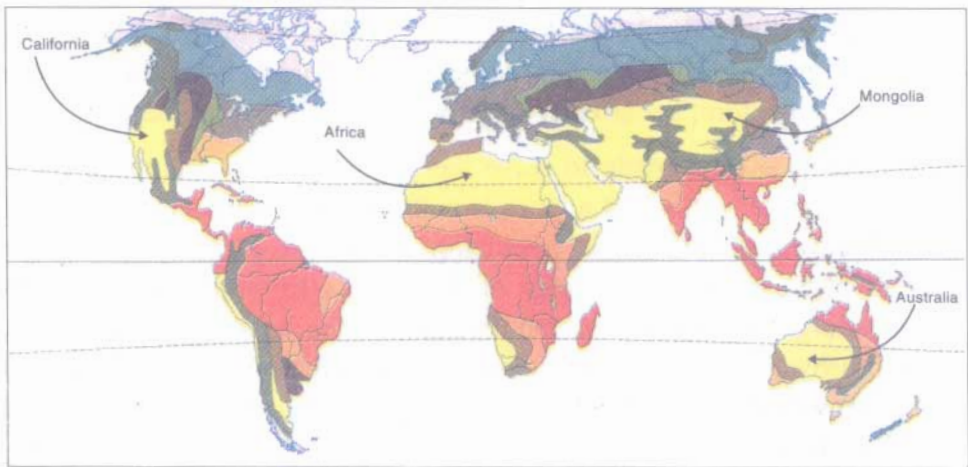


READING

Before You Read

a) Match the following deserts with marked places on the world map.

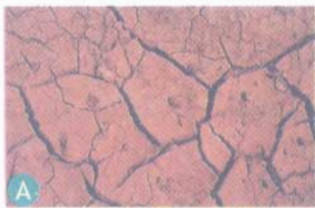
- | | |
|----------------------|---------------------------|
| 1. The Gobi Desert | 2. The Great Sandy Desert |
| 3. The Mojave Desert | 4. The Sahara Desert |



b) Work with a partner and say whether the following statements about deserts are true (T) or false (F). Check (✓) the appropriate boxes.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. There is no water in a desert. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Some deserts can be very cold for most of the year. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Camels, the most popular desert animals, can be found in all deserts. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The humps on camels' backs hold water. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Cacti are the most well-known desert plants. | <input type="checkbox"/> | <input type="checkbox"/> |

- c) Discuss with a partner what happened to the people and places in the following pictures.



Reading Text

Read the following passage and do the tasks that follow.

Fighting Back Desert Expansion

More than a billion people all over the world are under the threat of desert expansion, but few of them are aware that they themselves cause it and are also its victims. People cut down trees for fuel and farmland. Their herds eat up the grass covering valley floors and hillsides. The climate and soil quality, therefore, are affected and forests are turned into deserts.

Efforts have been made to solve the problem. One common method is called "dune fixation": if a fence is built, it "fixes" sand dunes. This fence will prevent the dune from advancing. In Algeria, people planted a green wall of trees across the edge of the Sahara to stop desert sand from spreading. People in other countries around the Sahara built fences made of brushwood or dead palm leaves for the same purpose. Obviously, the Sahara will become much larger unless something continues to be done to solve this problem.

Similarly, life is a constant struggle for those living near the edges of the Gobi Desert. In some places, many people had to leave their homes when their wells became dry and sand buried their houses and crops. Therefore, governments in nearby areas have had local people plant trees and banned burning firewood for fuel. Even Beijing is threatened by sandstorms every year. Strong winds blow sand and dust from the Gobi Desert into Beijing 30 to 40 days a year, so a green wall of forests has been built to protect the city.

In other parts of the world, other techniques have been used. In Iran, a thin covering of oil was poured on sandy areas to retain water for planting trees, but this method may harm the environment. Other countries built

long canals or pipelines to carry water to desert areas. A particular technique was also used: people made stone lines along the route of rainwater flow to catch up rainwater and prevent topsoil from washing away. However, these techniques are just temporary. Unless people have more effective methods, their homes and land will be lost. The fight against the desert is continuing.

a) Answer the following questions.

1. What may be the causes of desert expansion?
2. What is "dune fixation"?
3. In what way can Beijing be affected by the Gobi Desert?
4. Which method of stopping desert expansion is harmful to the environment?

b) The following pictures show different ways of fighting back desert expansion. Find the words and expressions in the text to help you describe them.



Example

(Picture A) build fences, brushwood, dead palm leaves, dune fixation

⇒ People build fences made of brushwood or dead palm leaves. This method is called *dune fixation*.



- c) Complete the following summary of the reading text, using no more than three words for each blank.

In many parts of the world, people are suffering desert (1)_____. They have made a lot of (2)_____ to solve the problem. The first way is (3)_____ sand dunes to prevent sand from moving by planting trees or (4)_____ fences. Another measure is (5)_____ for fuel. The third way is (6)_____ on the sand so that water can be retained. Some other (7)_____ methods include building (8)_____ to water dry areas and making stone lines to catch up rainwater.

- d) Discuss in groups and answer the questions below.

Do you think some part in Viet Nam may become a desert in the future? Why or why not?



LISTENING

- a) Work with a partner and discuss in what ways the animals and fruit in the pictures may help people in the desert survive.



Example

(Picture A) Camels can be used to carry people and heavy things across the desert.

They can also be used as food.



A. camels



B. a goat



C. a sheep



D. dates

- b) You will hear an extract from a lecture on food and water in the desert. Listen and correct the inaccurate information in the following statements.
1. People in Sahara oases live mainly on camel meat.
 2. All parts of a date palm can be eaten as food.
 3. People in the Gobi Desert make their soup by stewing meat.
 4. People may get water from underground springs if they get lost in the desert.
- c) Listen to the first part again and complete these sentences.
1. Date palms are usually grown in _____.
 2. A date is about _____ in length. It contains lots of _____.
 3. The ideal food for travelers in the Gobi Desert is _____.
 4. _____ provide meat as well as milk for people living in the Gobi Desert.
- d) Work in pairs. Tell your partner whether or not you like to live in a desert and give reasons.



SPEAKING

Expressing Possibility

- a) With a partner, read the mini-dialogue and pick out the words and expressions of possibility.

What (would you do)
if you had to cross
a desert?



I'd probably not drive a
car, but perhaps I'd find a
camel and a guide.



Perhaps I'd travel
at night to avoid the heat
during the day.



Add more words or expressions to this list of useful expressions.

Possibility

- maybe / perhaps / probably ...
- (I) may / might / could / would ...

b) *Imagine that you won a competition and were awarded a tour of the Sahara Desert. Discuss in groups to find some possible ways out of the tricky situations listed below if you were lost in the desert.*

The information in the brochure below may help you.

YTC SAHARA TOURS


Possible Tricky Situations


You might need to ...

1. make a signal to attract the rescue team
2. protect yourself from the heat and sunlight
3. find directions – you know an oasis is somewhere in the south
4. reduce body's water loss
5. find water

SURVIVAL TIPS

- **WHAT TO BRING**
 - Sunglasses
 - A large hat
 - Light-colored clothes
 - A cigarette lighter or matches
 - A mirror
 - A poncho and some sticks
 - A knife
 - A wrist compass
- **WHAT TO DO**
 - Find a shelter / make your own shelter.
 - Reduce movements or activities.
 - Look out for animals - they live near water.



 Example


A: What if we got lost in the desert and we needed water?

B: Perhaps we'd have to look out for animals. They live near water.

C: We could probably get water from cacti. They contain lots of water; we could use a knife to cut them.

...

c) *In pairs, suggest some things you might want to bring with you if you were going to travel across a desert. Report to your class and explain why these things are necessary for your trip.*

 Example

Probably we'd bring a lot of cookies. They could help us survive in the desert if we got lost.



WRITING

a) *The following sentences make up a paragraph about desert plants. Work in pairs and put them in correct order.*

1. If desert plants do not have the ability to adjust to such a severe climate, they'll surely die.
2. The third kind grows leaves during the high moisture period of the year, and these leaves fall when it becomes hot and dry again.
3. Desert plants have their own ways of surviving in very harsh conditions.
4. Some others roll up their leaves during the hottest parts of the day to reduce the area exposed to sunlight or wind.
5. Most of them have very small leaves or no leaves at all. This helps them avoid water loss.

b) *This is a rough outline of the paragraph above. Write in the blanks the sentences corresponding to the parts.*

Topic sentence

Supporting idea 1

Supporting idea 2

Supporting idea 3

Concluding sentence

- c) *Work with a partner. Discuss the ideas you will use to develop each of the topic sentences below into a paragraph. Then make an outline for each paragraph before writing.*
1. Life in or near a desert is very difficult.
 2. If you want to travel across a desert, you need to bring with you some essential things.



LANGUAGE FOCUS

Word Study

Plural Forms of Nouns

- a) *Look up in the dictionary for the plural forms of the words given and cross out the incorrect plural forms. For some nouns, both plural forms are accepted.*

Singular	Plural		Singular	Plural	
1. cactus	cactuses	cacti	2. oasis	oasises	oases
3. medium	mediums	media	4. criterion	criteria	criteria
5. crisis	crises	crises	6. sheep	sheep	sheeps
7. mango	mangos	mangoes	8. goose	gooses	geese

- b) *Find the plural forms of the following nouns. Then make 5 sentences, using at least 2 plural forms of these in one sentence.*

deer	child	fungus	potato
housewife	mouse	thesis	salmon
ox	man	leaf	aircraft



Example

These *housewives* don't like *salmon*.

Grammar

so, but, however and Therefore



Examples


- Strong winds blow sand and dust from the Gobi Desert into Beijing 30 to 40 days a year, *so* a green wall of forests has been built to protect the city.
- In Iran, a thin covering of oil was poured on sandy areas to retain water for planting trees, *but* this method may harm the environment.
- *However*, these techniques are just temporary.
- The climate and soil quality, *therefore*, are affected and forests are turned into deserts.

a) Rewrite the following sentences, using *however* or *therefore*.

1. Finding water in the forest is relatively easy, *but* the search for water can become somewhat tenuous in the desert.
2. North American deserts are very diverse, *so* they provide a good basis for understanding desert ecology.
3. Much of the water in the Great Basin Desert comes from winter snowfall, *but* not all of this melts into the ground because some of it evaporates in spring.
4. The Mojave Desert has low winter temperatures, *so* it is regarded as a cold desert.

b) Complete the following sentences with *so*, *therefore*, *but*, or *however*.

Within the last 100 years, deserts have been growing at a frightening speed. This is partly because of natural changes, (1)_____ the greatest desert makers are humans. There are actually four kinds of deserts: hot, dry deserts; cold deserts; semiarid deserts; and coastal deserts. Yes, there is such a thing as a cold desert. Cold deserts are located near the Arctic region of the world. Very few plants or animals can survive in these deserts. (2)_____, only a few people live there – they are mostly scientists. Hot deserts, (3)_____, are homes to many more people and different kinds of animals. Animals that live in the desert hide out under rocks or in burrows during the day because of the heat, (4)_____ people do not often see them.


 Examples

- The Sahara will become much larger *unless* something continues to be done to solve this problem.
- *Unless* people have more effective methods, their homes and land will be lost.

a) Rewrite the if-clauses, using *unless* wherever possible.

1. People living near the edge of the Gobi Desert will leave their homes if sandstorms are not stopped.
2. If it doesn't rain soon, all the plants and trees here will die.
3. I'll be surprised if he doesn't win.
4. If desert plants do not have the ability to adjust to such a severe climate, they'll surely die.
5. What would you do if you didn't have a job?
6. We don't usually go for a walk after dinner if there is a good movie on TV.

b) Make up conditional sentences in two ways: with *unless* and *if*, using the correct forms of the verbs given in parentheses.

 Example

There (not, be) enough water. We (not, plant) vegetables.

– *If* there isn't enough water, we won't plant vegetables.

– *Unless* there is enough water, we won't plant vegetables.

1. People (not, stop) misusing land. Desertification (can, not, be) controlled.
2. A camel (can't, store) fat in its hump. It (die) for lack of food when crossing the desert.
3. This forest (become) a desert. The government (not, ban) cutting down trees.
4. The size of the world's deserts probably (increase). These young trees (not, be) protected well.
5. You (not, be) over 18. You (can't, see) this movie.

10

ENDANGERED SPECIES



READING

Before You Read

a) Work with a partner. Match the names with the animals.



1. a dugong
2. a rhinoceros
3. a squirrel monkey
4. a parrot
5. a panda
6. a kangaroo

b) Which of them are in danger?

c) Below are some actions that affect the survival of endangered species. Check (✓) the actions that might put wild animals and plants in danger.

1. Destroying forests and killing wild animals
2. Keeping wild animals and plants in nature reserves
3. Polluting air, water, and land with toxic wastes
4. Preventing global warming caused by the greenhouse effect

Reading Text

Read the passage, and do the tasks that follow.

Rhinoceroses



Rhinoceroses are prehistoric beasts found in parts of Africa and Asia. There are five species of rhinoceros: two African and three Asian. The African species are the white and the black rhinos. Both species have two horns. The Asian rhinos include the Indian

and the Javan, each with one horn, and the two-horned Sumatran. Today all five species of rhinos are perilously close to extinction.

Habitat loss has not been a significant factor in the decline of rhinos. It is poaching for their horns that has decreased rhino populations. Asians use powdered rhino horn in traditional medicines because many of them believe that powdered rhino horn might help cure everything from fever to measles, and retain the vigor of youth. Also, young men in the Arab country of Yemen covet rhino horns for elaborately-carved dagger handles, symbols of wealth and status in that country. The value of rhino horn makes it enormously profitable to poach rhinos and sell them on the black market. Because of big profits, poachers never want to stop shooting rhinos, and selling their parts and associated products.

There are some measures carried out to rescue rhinos from extinction. Rhinos are protected and saved by trade regulations, protected areas, and armed guards. At present rhinos are protected under the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES), an agreement among more than 120 nations to eliminate illegal trade in wild animals and their parts and associated products. Rhinos live in some of the same African parks and reserves that provide habitat for elephants. They are also kept under armed guards because many of them were once killed in protected areas.

a) Fill out the missing information in the grid below.

	African Rhinos	Asian Rhinos
Type of horn	(1) _____	(2) _____
Number of species	(3) _____	(4) _____
Name(s) of species	(5) _____	(6) _____
Status	(7) _____	Close to extinction

b) Answer these questions.

1. How many species of rhinoceros are there?
2. Whereabouts in the world are they found?
3. What causes rhinos to become extinct?
4. How are they protected and saved?

c) Work in groups. Discuss and suggest ways to protect and save rare animals in your local area.



LISTENING

a) Work in groups. Discuss where the following animals live (habitat), what they eat (food), and why they become extinct (cause of extinction). Complete the table with the information provided below.

- HABITATS:
 - in the rain forests in South America
 - in the deep sea offshore Australia
 - in the coastal waters in Australia
 - in the forests in China
- FOOD: bamboo, fruit, sea grass
- CAUSE OF EXTINCTION: human capture, habitat loss, sea pollution, population decrease

Endangered Species	Habitat	Food	Cause of Extinction
squirrel monkeys			
dugongs			
pandas			

- b) You are going to hear a tour guide introducing some endangered species to tourists. Now listen to Part A and Part B. As you listen, circle the best option (A, B, or C) to complete each of the following statements.

PART A

- Wild giant pandas are found in _____.
 - the rain forests in China
 - the coastal waters of Australia
 - the damp, misty forests in southwestern China
- Pandas are in danger because of _____.
 - human capture, habitat loss, and inappropriate breeding season
 - food shortage and forest pollution
 - wildlife purchase and human capture

PART B

- Dugongs are found in _____.
 - the deep sea offshore Australia
 - the coastal sea of southern Australia
 - the shallow coastal waters of northern Australia
- Dugongs are in danger because of _____.
 - sea pollution, hunting, and little protection against predators
 - the destruction of sea grass caused by sea pollution
 - the attack of large sharks, saltwater crocodiles, and killer whales

c) Work in pairs. Name some endangered species in Viet Nam.



Example

- Dugongs in Phu Quoc Island
-
-



SPEAKING

Asking for and Giving Information

a) Match these jumbled sentences with the suitable bubbles below to make up an exchange about an organization that protects and saves endangered species.

1. Well, the main mission of WildAid is to protect and save endangered nature and species.
2. Yes. But I don't know exactly what this organization is set up for.
3. Have you ever heard of WildAid?
4. Oh, I see. Thank you for your information.
5. Er, what do they do?
6. They help people keep water, air, and land clean. Also, they help governments preserve the natural habitats for wild animals.



a. Have you ever heard of WildAid?

c.

e.



b.

d. Er, what do they do?

f.

- b) *Work with a partner. Find more things that people must or mustn't do if they want to protect and save endangered species.*

Do	Don't
- preserve good habitats for endangered species	- destroy forests
- prevent forest fires	- make campfires in forests
- keep water, air, and land clean	- dump wastes into the sea
-	-
-	-
-	-

- c) *Work in groups. Discuss how to protect and save the endangered species you know.*



Example: How to protect and save whales

S1: Oh! It's a pity that people tend to use whales to entertain tourists nowadays.

S2: You're right. I think such entertainment must be banned. If not, whales will become extinct soon.

S3: Really? Why are they in danger? I think that they are well looked after because of commercial purposes.

S1: I agree with you that they may be well taken care of. However, they are not kept in natural habitats so they cannot live long.

S3: Oh! I see. Then what must people do to save them?

S2: Perhaps people mustn't hunt and use them for commercial purposes.

S1: Absolutely right. Er, what's more ...



WRITING

Paragraph Writing

- a) *The paragraph below is about measures to save gazelles from extinction. Work in groups. Read the paragraph to get information and write appropriate sentences in the blanks in the outline that follows.*

At present gazelles are in danger. There are three main measures to protect gazelles from extinction. First, humans must stop poaching for

their horns, meat, and skin. Second, they mustn't kill them massively. Third, gazelles should be kept together in their natural habitat so that they can be productive. It is certain that when these measures are carried out effectively, gazelles will be saved from extinction.



Paragraph outline

Topic sentence: _____

Supporting idea 1: Humans must stop poaching gazelles for their horns, meat, and skin.

Supporting idea 2: _____

Supporting idea 3: _____

Concluding sentence: _____

b) Work with a partner.

1. Match these pictures with appropriate endangered species.



- a. a gazelle, an African animal like a deer
- b. a chimpanzee, a small intelligent African ape
- c. a whale, a very large animal living in the sea
- d. a flamingo, a large pink bird with long, thin legs and a long neck

Picture A _____

Picture B _____

Picture C _____

Picture D _____

2. Suggest measures to save these endangered species.



Example



Endangered Species	Measures to Save Them
whales	<ul style="list-style-type: none"> - People mustn't hunt and use them for commercial purposes. - They may be well taken care of in protected areas. However, they must be kept in natural habitats.

c) Choose one of the above animals. Write a paragraph about measures to protect it and possible results. Start your writing with this sentence.

There are two / some / several main measures to protect / save (whales) from extinction.



LANGUAGE FOCUS

Word Study

Expressions with *Make*

- a) Match the expressions with *make* in column A with their appropriate meanings in column B.

A	B
1. make the bed	a. get or earn money
2. make possible for	b. succeed in achieving a particular position
3. make a mistake	c. tidy the covers after you have slept in your bed
4. make the team	d. make people admire you
5. make an appointment	e. do something wrong
6. make a profit	f. arrange for a meeting at an agreed time and place for a particular purpose
7. make an impression	g. cause something to happen

- b) Fill in the blanks with the appropriate expressions with *make* in column A to make the sentences meaningful.

- The use of computers has made _____ learners in remote areas to do distance learning.
- He made _____ when getting married at an early age.
- He is good enough to make _____ in his office.
- His small business made _____ of 200 million dong last year.
- You should make _____ with Dr. Jones for a health checkup.
- Be sure to make _____ as soon as you get up.
- Prof. Manh's words made _____ on his students and colleagues.

Grammar

Modal Auxiliaries



Examples

- Humans *must* stop poaching gazelles for their horns, meat, and skin.
- People *mustn't* hunt whales and use them for commercial purposes.
- Whales *may* be well taken care of in protected areas. However, they *must* be kept in natural habitats.
- Many Asians believe that powdered rhino horn *might* help cure everything from fever to measles.

Write answers to the following questions, using appropriate modal auxiliaries (may, must, mustn't, might, needn't).

1. A: What do you think of killing endangered species massively?
B: It _____.
2. A: What do you suggest humans do to save rare animals?
B: Well, _____.
3. A: What actions would the authorities take to stop illegal purchase of wild animals and their associated products effectively?
B: _____.
4. A: Need the government only wait for human awareness of preserving natural habitats for endangered species?
B: _____.
5. A: In your opinion, what causes the extinction of rare animals?
B: _____.

Adverbial Clauses and Phrases of Reason



Examples

- Poachers never want to stop shooting rhinos because they make big profits from selling their parts and associated products.
- Poachers never want to stop shooting rhinos *because of big profits*.

a) *Underline the adverbial clauses of reason in these sentences. Then rewrite them, replacing the underlined adverbial clauses by adverbial phrases.*

1. He bought this sleeping bag because he's going to spend one week at the campsite in Con Dao National Park.
2. Put on your raincoat because it's raining heavily.
3. She got lost because she didn't have a map.
4. I don't take a bus to school every morning because streets are always so crowded.
5. He can't fix your bicycle because he doesn't have a screwdriver of the proper size.

b) *Work with a partner. Ask and answer these questions, using either **because** or **because of**.*

1. Why are dugongs in danger?

2. How come giant pandas become extinct?

3. Rhinoceroses are an endangered species. How's that?

11

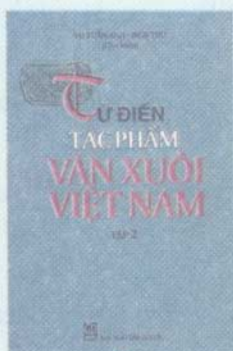
BOOKS



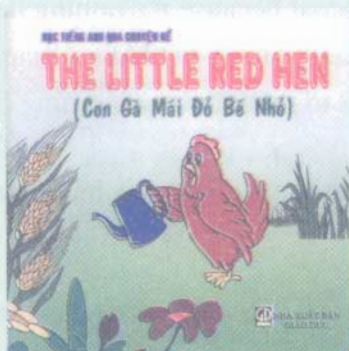
READING

Before You Read

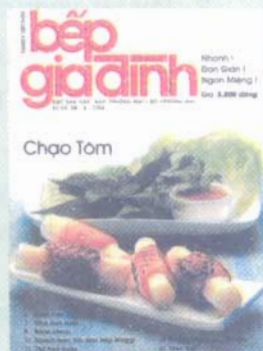
a) Match the book covers with the words.



A



B



C



D



E



F

1. atlas
2. cookbook
3. dictionary
4. picture book
5. novel
6. textbook

b) "Read between the lines" is to look for or discover a meaning that is not openly stated. For which one of the types of books above is that skill most commonly required?

Reading Text

Now read through the passage and give short answers to the questions that follow. The paragraphs are marked A, B, C ... for convenient reference.



Below is a characteristic passage from the novel *Emma* by Jane Austen – a British woman writer. The village of Highbury is in an excited gossip because Mr. Elton has just become engaged to a certain Miss Hawkins:

Par. A

Human nature is so well disposed towards those who are in interesting situations that a young person who either marries or dies is sure of being kindly spoken of.

Par. B

A week had not passed since Miss Hawkins's name was first mentioned in Highbury before she was, by some means or other, discovered to have every recommendation of person and mind – to be handsome, elegant, excellent, and perfectly likeable; and when Mr. Elton himself arrived [...], there was very little more for him to do than to tell her Christian name, and say whose music she mainly played.

Par. C

The tone is so quiet that we get almost a shock at the putting together of "marries or dies" in the first sentence. Surely to marry and to die are very different things. But in this village, where marriages and deaths are infrequent and important events, both of them equally excite "kindly" gossip. The observation is admittedly sensitive and independent.

Par. D

The next paragraph reveals how the gossip about Miss Hawkins is before her arrival, and how the local people determine her appearance and character before they have seen her. When Mr. Elton comes, there is nothing for him to give but one or two unimportant details, such as her Christian name and the name of her favorite composer. Jane Austen seems to write as though she agrees with the gossip. She doesn't say that the local people were mistaken, but her tone implies it. Miss Hawkins is clearly too perfect – "handsome, elegant, excellent, and perfectly likeable." The phrase that tells how they discovered this – "by some means or other" – throws doubt on its reliability. Anyone familiar with Austen's novels will recognize the style as typical of hers – sensitive, seriously polite, and delicate but with sharp-edged irony.

a) Choose the best answers.

1. Which of the following best describes Jane Austen?

A. She was a British woman.	B. She was a novelist.
C. She was in fact Miss Hawkins.	D. She was a Highbury villager.
2. "Characteristic" in the first sentence of paragraph A is similar in meaning to _____.

A. typical	B. having a lot of characters
C. of best quality	D. recognizable
3. Which of the following is similar in meaning to "disposed" in the first sentence of paragraph B?

A. determined	B. well-prepared
C. agreeable	D. inclined
4. How many paragraphs are there in the extract from Jane Austen's *Emma*?

A. Two.	B. Three.
C. Four.	D. Five.
5. According to Austen's novel, what is the relationship between Miss Hawkins and Mr. Elton?

A. Husband and wife.	B. Brother and sister.
C. Fiancé and fiancée.	D. Villagers.



LISTENING

a) *What are your reasons for reading? Check your choices and then compare yours with your partner's.*

1. I enjoy reading.
2. I have to read for my exams.
3. My teacher asks me to read.
4. My parents want me to read.
5. My close friends have recommended the book to me.
6. Many people are reading the book and discussing it.

b) *It is an important skill to know what a book is about. The following parts of a book may help you with it. Number them to show, in your opinion, their order of helpfulness.*

1. the **TITLE** – name of a book
2. the **FOREWORD** or **PREFACE** – what the book is about and why it was written
3. the **TABLE OF CONTENTS** – list of the main subjects in a book and the page numbers where you can find them
4. the **INDEX** – detailed list of names and subjects discussed in the book

c) *Thuc is taking a course in Study Skills in English. Now in his class on reading skills, the teacher is making a quick review about what they learned in the last class.*

Listen to this conversation and check whether the statements are true (T) or false (F).

- | | T | F |
|---|--------------------------|--------------------------|
| 1. It is important to know the purposes of reading. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Surveying a book will help decide whether the book is necessary for you. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The contents pages of a book show how the book is organized. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Unlike the index, the table of contents gives more detail about the concepts mentioned in the book. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. It is necessary to make sure that the level of the book is neither too easy nor too difficult for you. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The date of publication can usually be found on the cover. | <input type="checkbox"/> | <input type="checkbox"/> |

d) Listen to the conversation again and answer these questions.

1. In what way do the purposes of reading help your reading a book?
2. Apart from the organization of the book, what do the contents pages tell readers?
3. Where can readers often find the index of a book? At the beginning or at the end?
4. Where are the items of a book alphabetically arranged, in the contents or the index?
5. What skill can help you decide quickly whether the book is easy enough for you?

e) To which of the following do you think skimming should apply? Explain your choices.

1. a student reading a poem
2. commuters reading newspapers on the bus / train
3. a businessman reading a newspaper for gold prices
4. a teacher grading an essay
5. a student reading instructions for his test
6. a vacationer reading tour brochures
7. a fisherman reading a newspaper for weather information
8. you reading a detective story



SPEAKING

Evoking and Expressing Opinions

a) Read quickly the conversation and check the correct answers.

Minh: What do you think about detective stories?

Tung: I think they're very good for teenagers like us. In fact, I like reading detective stories very much, especially those by Doyle.

Minh: Sir Arthur Conan Doyle, you mean?



Tung: Exactly. He's an author who writes exciting stories about the brilliant Sherlock Holmes.

Minh: I'd be interested to know your further thoughts on that detective.

Tung: Well, in my opinion, he's a genius detective. I really admire his intelligence and bravery.

Minh: It sounds like he's your hero.

Tung: You can say that again. He's not just quick-minded or brave. He's very sensitive and observant as well.

Minh: You're right. He can understand people and their feelings very quickly and is very good at noticing things.

Question

According to Tung, Sherlock Holmes has these qualities:

- | | |
|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> intelligent | <input type="checkbox"/> courageous |
| <input type="checkbox"/> hard-working | <input type="checkbox"/> observant |
| <input type="checkbox"/> amusing | <input type="checkbox"/> kind-hearted |
| <input type="checkbox"/> quick-witted | <input type="checkbox"/> attentive |
| <input type="checkbox"/> patient | <input type="checkbox"/> decisive |

Useful Expressions

Evoking Opinions

1. What do you think about ...?
2. What's your opinion on / about ...?
3. How do you feel about ...?
4. Are you opposed to / in favor of ...?
5. I'd be interested to know your thoughts on ...

Expressing Opinions

1. The point I'm making is ...
2. In my opinion, we must / should / need / ought to ...
3. It seems to me that ...
4. I (strongly / firmly / really) believe / think / feel that ...
5. Personally / Frankly, I (don't) think ...

- b) Get a partner and you two talk about each other's opinions on a certain kind of book, writer, or character. You may use these hints. Don't forget to alternate the roles.

Prompts

- Picture books
 - + Most publications are translations, some of which are culturally inappropriate.
 - + too much violence
 - + curt language
 - + Vietnamese writers' works would be welcomed; *Than Dong Dat Viet*, for instance, has been a big success.
 - + More funding to the writing of picture books
 - + Stronger promotion to encourage the reading of books by Vietnamese writers

- Literature books
 - + not enough good stories or novels for teenagers
 - + careless translators
 - + careless publishers
 - + writing contests to be organized, e.g., *Tuoi Tre* newspaper-organized *Sang Tac Cho Tuoi Doi Muoi*



WRITING

- a) Read the paragraph and check whether the following statements are true (T) or false (F).

Readers of *The Last Leaf* by O. Henry perhaps will never forget Old Behrman for his admirable deed – sacrificing his own life to save that of the young lady Johnsy, who is not his relation in any way. Except for one short paragraph, there is almost nowhere else that the writer describes the great old man – Old Behrman. As for such a man, in fact, there is no abundance of words that can give readers a picture of him, because his deed alone is enough for him to be enlisted among the greatest heroes. Being "a failure in art" and having never realized his dream of painting a masterpiece, he has admittedly managed to do much more than that by painting the leaf during the dreadful night – wet, icy, and cold – in spite of his pneumonia and old age and thus his life to save Johnsy's hope and accordingly her life. The greatest masterpiece should be able to do something for life and Old Behrman's death – not driven by the thirst for fame – has been able to do more than is expected – life-saving and thus life-improving. Is there any other masterpiece greater than the sacrifice of one's life for another?

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Old Behrman and Miss Johnsy are uncle and niece. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. O. Henry is the author of <i>The Last Leaf</i> . | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Old Behrman once painted a masterpiece but he himself has not realized it. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The old man is suffering from a lung illness. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The leaf is painted in bad weather conditions before the morning comes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Since Old Behrman paints the leaf in the dreadful night, he falls ill and, as a result, passes away. | <input type="checkbox"/> | <input type="checkbox"/> |

- b) Write a description of a character in a story or novel you have read.

The description of a character should:

- generalize about the character with a topic sentence, which normally comes first.
- highlight the most striking feature of the character.



LANGUAGE FOCUS

Word Study

Compound Adjectives: Adjective + Noun + -ed



Example

... delicate but with *sharp-edged* irony.

- a) Select the words in the left and the middle columns to make compound adjectives.

Adjective	Noun	Compound Adjective
kind	mind	_____
middle	age	_____
fresh	face	_____
strong	heart	_____
single	will	_____
bare	hand	_____

- b) Fill in the blanks of these sentences with the appropriate compound adjectives just made.

- I called him a _____ liar, and he gave me a black eye.
- This is the photograph of the poet when he was a _____ boy.
- Is there any _____ writer who has won the Nobel prize for literature?
- The autobiography is about a successful businesswoman who is _____ and _____.
- It was incredible that he came first in the _____ boat race across the Atlantic.

Grammar

Transitive and Intransitive Verbs

- Transitive verbs (Vt) take an object, whereas intransitive ones (Vi) do not.



Examples

They do not *sell* telephone directories. (Vt)

Textbooks *sell* very well at the beginning of the school year. (Vi)

- A number of verbs, like *sell*, are both transitive and intransitive. It is thus more accurate to talk of transitive and intransitive uses.
- Some verbs, transitive or intransitive, require an adverbial to complete the meaning.



Example

The lady then *put* the guidebook *down*

Read the following passage, and decide whether the underlined verbs are transitively or intransitively used by putting them in the right columns. Two examples have been given.

There are several different kinds of faults in reading, which are usually more exaggerated with foreign learners. The most common one is that most people read slower than they should. There is no rate at which people ought to read, of course; it depends on your purpose in reading, how difficult the language is, how unfamiliar the material is, and so on. But most people read everything at the same slow speed, and do not seem to realize that they can read faster or slower as required. Other people say the words to themselves, or move their lips – these habits slow the reader down to something near speaking speed, which is, of course, much slower than reading speed. Another habit which can slow you down is following the line with your finger, or with a pen.

If you want to be able to read faster, the secret is simply to practice under timed conditions. This means that you should give yourself a certain amount of time to read with understanding, then check your time when you have finished. It is stated by many researchers that students who have practiced fast reading even for only an hour a week, have shown average

12

WATER SPORTS



READING

Before You Read

a) Match the pictures with the names of sports.



A



B



C



D

1. swimming
2. water polo
3. surfing
4. windsurfing
5. kayaking
6. rowing
7. water-skiing
8. jet-skiing
9. diving
10. scuba diving



E



F



G



H



I



J

b) Work in pairs. Discuss which equipment below is needed when people practice each of these sports.

- | | |
|-------------------------|------------------------|
| 1. a boat or watercraft | 2. a board |
| 3. a life vest | 4. an oar |
| 5. a paddle | 6. breathing apparatus |
| 7. skis or fins | 8. a mask or goggles |
| 9. a ball | |

Reading Text

Read four precautions for safety when you practice some water sports and do the tasks that follow.

Precautions for Safety

Diving from a Diving Board

- Be sure how deep the water is before you dive.
- Warm your body up before plunging into the water so as to prevent cramp.
- Don't swim or dive alone.
- Dive with your head up, arms up and extended over your head during dive.
- Don't drink and dive. The effects of alcohol can be extremely dangerous in diving.



Jet-Skiing

- Learn to swim in case you fall off the watercraft.
- Wear a life vest.
- Make sure the water and weather conditions are safe.
- Be cautious when you are near swimmers and surfers.
- Stay at least 30 meters from other boats and personal watercrafts.
- Never use a personal watercraft if you have been drinking any amount of alcohol.



Water-Skiing

- Don't water-ski when in bad weather – stop any activities when you hear or see a storm.
- Stay well clear of other boats, docks, or obstacles.
- Be sure there is an observer who can keep an eye on you and send messages to the driver.
- Equip the boat with a rear view mirror so that the driver can see you.
- Wear a life vest.



Scuba Diving

- Get a medical examination and a swim test before learning scuba diving.
- Check the equipment carefully and know how it functions.
- Never dive alone – you may get lost or trapped in the rocks.
- Know local weather conditions – don't swim if it rains or a storm is coming. Water conducts electricity.
- Don't rise too quickly to the surface. A sudden rise can be deadly.



a) *Where are the extracts above most likely found?*

1. In a newspaper.
2. In a leaflet issued by the Red Cross.
3. In a brochure of a tourism agency.

b) Scan the extracts for the precaution tips about the 4 sports. Check the correct boxes.

	Diving	Jet-skiing	Water-skiing	Scuba diving
1. Avoid drinking alcohol.				
2. Be with a companion or helper.				
3. Know how to swim.				
4. Stay away from other boats.				
5. Never practice in bad weather.				
6. Take a prior medical checkup.				
7. Wear a life vest.				

c) Work in pairs. Discuss and answer the questions.

1. Why shouldn't people drink alcohol before practicing some sports?
2. What may happen if people stay in water when it rains or a storm is coming?
3. Why shouldn't a scuba diver rise to the surface of the water too quickly?

d) With a partner, choose one water sport and write precaution tips for it (for example, swimming, rowing, surfing, ...).



LISTENING

a) Discuss with a partner to answer the questions.

1. What do you know about the Para Games or the Paralympics?
2. Who are their participants?



b) You will hear an interview with Minh Ha, a new champion in the Para Games. Decide whether the following statements are true (T) or false (F).

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Minh Ha's parents are her most eager supporters during the sporting event. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Though a disabled girl, Minh Ha was quite confident the first moment she practiced this sport. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Her second coach is her father. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. She is getting married next month. | <input type="checkbox"/> | <input type="checkbox"/> |

c) Listen again and complete the summary of the interview.

Minh Ha has just won a gold medal in (1)_____. She became paralyzed because of an illness when she was (2)_____ years old, yet she started practicing this sport only (3)_____ years ago. Her first coach was her (4)_____, who used to win (5)_____ gold medals. Her second coach has been working with her for (6)_____ years. Minh Ha hopes to win more gold medals in the future.

d) Work in groups. Discuss what you might learn from Minh Ha's achievement.



SPEAKING

Expressing Opinions and Preferences

a) Linda and Tom are talking about swimming and scuba diving.



Tom, which do you prefer, swimming or scuba diving?



Well, I *must say* it's difficult to say whether I *prefer* scuba diving to swimming. The point is ... I love them both! But if I have to make a choice, I feel that I'd rather go in for swimming. It's cheap, and you can swim in a pool in any weather condition.

Pick out the expressions Tom uses to mention his views and his preferences to complete the following table. You can add more expressions to the list.

Expressing Opinions	Expressing Preferences
I must say ...	I prefer ... to ...

b) Work with a partner. Choose two water sports and tell your partner which you prefer and why. Use the structures in a) when expressing your opinions and preferences.

You can talk about

- cost
- speed
- weather restrictions
- equipment
- safety
- health restrictions



Example

A: B, tell me what sports you like.

B: Diving and surfing.

A: Which do you prefer?

B: Well, I must say I'd rather go in for diving because ...



WRITING

Giving Instructions

a) Choose the words in the box to complete the instructions for diving.

Then Next After that First Finally

Here are some steps to make a good dive.

_____, get up on the diving board, keep your feet together, and bring your toes to the end of the diving board.

_____, put one hand over the other so that your hands are pointing to the water below.

_____, bend your back with hands still on top of each other and pointing toward the water.

_____, your hands should be the first parts that touch the water and your feet the last.

b) Below are instructions for backstroke start techniques in swimming.

- Put them in the correct order.
- Then rewrite the instructions, using linking words (*first, next, then, ...*) to specify the order to follow when practicing these backstroke start techniques.

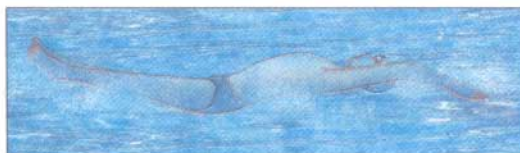


Example

Here are the steps for backstroke start techniques in swimming. First, ...



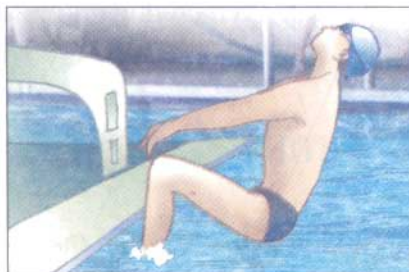
A. Enter the water.



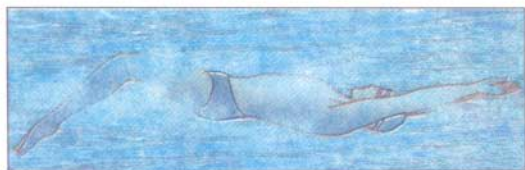
B. Keep head, body, and legs in water to increase forward speed.



C. Fly head and arms into water while raising hips above water.



D. Put 2 feet against the wall and hips out of water.



E. Keep head between stretched arms while making the first kick.

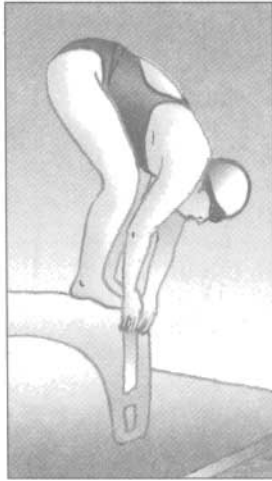


F. Release hands and push feet against the wall while moving head and shoulders forward.

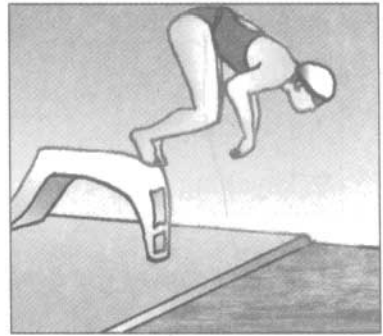
c) Use the cue words given under each picture to write instructions for breaststroke start techniques in swimming.

 Example

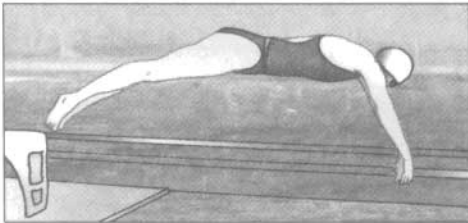
Here are the steps for breaststroke start techniques in swimming. First,...



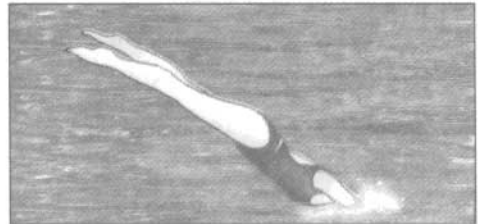
A. stand on block, bend, head down



B. arms bent, head forward, leave block



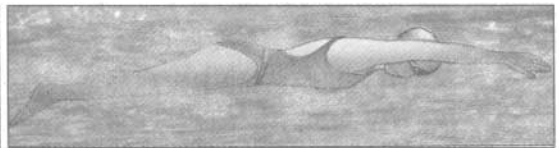
C. arms straight, body nearly horizontal



D. arms and head into water, hips and legs straight



E. head, body, legs straight



F. arms backwards, forward speed

d) Work with a partner and choose one topic to write on.

1. Write instructions for practicing a water sport.
2. Write instructions on what to prepare before practicing a water sport.



LANGUAGE FOCUS

Word Study

People Who Do Particular Sports

a) Use player, -er, -or, or -ist to refer to those who practice these sports.

Sports	Participants	Sports	Participants
1. swimming	a swimmer	2. soccer	a soccer player
3. windsurfing		4. water-skiing	
5. diving		6. canoeing	
7. jet-skiing		8. cycling	
9. kayaking		10. tennis	

b) Ask and answer the questions.

What do you call a person who ...?

1. competes in auto racing
2. rides a motorcycle in a race
3. rows a boat
4. goes scuba diving
5. plays water polo

Grammar

Adverbial Phrases / Clauses of Purpose



Examples

- Equip the boat with a rear view mirror *so that / in order that* the driver can see you.
- Warm your body up before plunging into the water *so as to / in order to / to* prevent cramp.

a) Combine the following pairs of sentences, using *so that* or *in order that*



Example

He managed to have 2 weeks off. He wanted to do canoeing in Canada.

→ *He managed to have 2 weeks off so that he could do canoeing in Canada.*

1. Jack sold his car. He intended to buy a boat.
2. The team went to bed early last night. They wanted to be alert for the competition the following day.
3. Water-skiers and jet-skiers need to learn how to swim. They may manage themselves if an accident occurs.
4. All activities in the water should be stopped when a storm is coming. If not, players might be struck by lightning.

b) Rewrite the combined sentences you have done in a) in the reduced forms if possible.



Example

He managed to have 2 weeks off *in order to do canoeing in Canada.*

c) Choose the most suitable idea in column B to answer each question in column A. Use *so that* or *in order to* in the answer.



Example

I get up early every day *in order to* have a swim before going to school.
or I get up early every day *so that* I can have a swim before going to school.

A	B
1. Why do you get up early every day?	a. invite me to his party
2. Why did John phone you last night?	b. prevent cramp
3. Why don't you turn up the music?	c. win a gold medal in the coming SEA Games
4. Why do you run around the pool before swimming?	d. have a swim before going to school
5. Why do we have to keep our jet-ski at least 30 meters away from other boats?	e. (not) disturb the neighbors
6. Why do you practice rowing so hard?	f. (not) crash into them

CONSOLIDATION 3

Units 9 - 12

PRONUNCIATION

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

- | | | | |
|-----------------------|--------------------|--------------------|--|
| 1. A. a pe | B. c acti | C. c amel | D. p anda |
| 2. A. b east | B. t hreat | C. h eat | D. m eat |
| 3. A. h ero | B. p rofit | C. p roduct | D. p hoto g r a phy |
| 4. A. f ood | B. s hoot | C. b ook | D. b oot |
| 5. A. h auling | B. e xhaust | C. c aught | D. l aughing |

b) Circle the word whose stressed syllable is different from that of the other three.

- | | | | |
|-----------------------------|--------------------------|------------------------|-------------------------|
| 1. A. pub lisher | B. res triction | C. fla mingo | D. abu ndance |
| 2. A. pre fer | B. con serve | C. per form | D. thre aten |
| 3. A. pre dator | B. pneu monia | C. pro tection | D. pollu tion |
| 4. A. effec tiveness | B. entert ainment | C. envi ronment | D. enda ngerment |
| 5. A. cli max | B. cap ture | C. gaze lle | D. poa cher |

LISTENING COMPREHENSION

a) Listen to part A of the talk and check (✓) whether the following statements are true (T) or false (F).

- | | T | F |
|--|--------------------------|--------------------------|
| 1. A lot of whales were killed in 16 years. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. There used to be many whales in the Bering Sea. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. An American found out whales in the Bering Sea. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. People caught whales to get their bone and oil. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. An international organization was established to save the whales in Alaska. | <input type="checkbox"/> | <input type="checkbox"/> |

b) Listen to part B of the talk and give the missing information.

1. Alaskan _____ object to the attempt to take away their whale hunting right.
2. They have depended on whales for _____ years.
3. They hunted whales for _____.
4. The population of slow-moving bowhead whales is _____ to survive.

VOCABULARY

a) Fill in the blanks in the following sentences or exchanges with the correct form of the words in parentheses.

1. Ten hikers were caught in a snowstorm, and only one _____ was found one day later. (survive)
2. She had such a _____ nightmare that she was frightened when she woke up. (dread)
3. Elephants are being protected from _____. (extinct)
4. A: The city's authorities have issued some new traffic _____. (regulate)
B: They have. Drivers who violate traffic rules will be photographed.
5. Ernest Hemingway is a great American writer. His novella *The Old Man and the Sea* gains worldwide _____. (recognize)
6. Excessive whale hunting has _____ the lives of the whales in this area. (threat)
7. They have discussed for hours, but they haven't found a _____ to the problem. (solve)
8. A: _____ of the eyes to strong sunlight can be harmful. (expose)
B: I think we should wear sunglasses when going out on bright sunny days.
9. Efforts have been made by the authorities to _____ traffic accidents. (minimum)
10. My uncle is in his forties. He is a well-built _____ man. (age)

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

1. Jim is a genius at math.
A. a student majoring B. working regularly
C. exceptionally good D. a specialist
2. There has been great expansion in this economic zone in the last two years.
A. creation B. enlargement
C. exposure D. vegetation
3. Some wild animals are in danger in this region.
A. dangerous B. likely to cause harm
C. likely to be extinct D. predators
4. Human capture is one of the causes of some animals' endangerment.
A. arresting B. surveying
C. endangering D. catching
5. Old Behrman, the main character in the short story *The Last Leaf* by William Sydney Porter, is a simple, kind-hearted artist who always dreams of painting a masterpiece.
A. a good principal B. an expensive piece of painting
C. a large piece of painting D. an excellent work of art

GRAMMAR AND STRUCTURE

a) Write the correct form of the verbs from the box into the following sentences. Put (Vt) or (Vi) after each verb. The first one has been done for you.

carry pass threaten save travel write

1. Beijing is threatened (Vt) by sandstorms every year.
2. Food and supplies are often _____ through the deserts by camels.
3. As the days _____, parents were glad to see their children grow up healthy and happy.
4. Jack London _____ far and wide and got a lot of experience for his writing.
5. Measures are taken by governments _____ endangered species.
6. *The Last Leaf* was _____ by William Sydney Porter.

b) Complete the following exchanges using *because* or *because of* and the prompts. The first one has been done for you.

- A: Why don't you read this book?
(It exposes too much violence.)

B: Because it exposes too much violence.
- A: The land in this area is not good for vegetation.
(It is covered with sand.)

B: Yes. _____.
- A: The whale is an endangered species.
(frequent human captures)

B: Yes. _____.
- A: Why do you like this novel?
(the writer's interesting style)

B: _____.
- A: An was offered a job as an interpreter.
(She can speak both English and French.)

B: I'm not surprised. It's _____.
- A: Why are you interested in reading foreign novels?
(I want to learn about different cultures.)

B: _____.

c) Put the following words or phrases in the appropriate blanks.

to build to keep what so that in order

- Some groups of volunteers went to the flood-affected areas _____ makeshift shelters for the victims.
- These volunteers worked very hard _____ for the victims to have safe places to stay.
- We go swimming regularly _____ ourselves fit.
- Please tell us _____ you really need in this situation.
- While swimming, we should keep close to the shore _____ we won't be drawn to the sea by strong waves.

READING

Read the following passage and do the tasks that follow.

Nancy Masterson Sakamoto was born in the United States, but has lived and taught English in Japan. She is currently a professor of American Studies at Shitennoji Gakuen University, Hawaii Institute. The following selection is an excerpt from her textbook, Polite Fiction (1982).

After I was married and had lived in Japan for a while, my Japanese gradually improved to the point where I could take part in simple conversations with my husband, his friends, and family. And I began to notice that often, when I joined in, the others would look startled, and the conversational topic would come to a halt. After this happened several times, it became clear to me that I was doing something wrong. But for a long time, I didn't know what it was.

Finally, after listening carefully to many Japanese conversations, I discovered what my problem was. Even though I was speaking Japanese, I was handling the conversation in a Western way.

A Western-style conversation between two people is like a game of tennis. If I introduce a topic, a conversational ball, I expect you to hit it back. If you agree with me, I don't expect you simply to agree and do nothing more. I expect you to add something – a reason for agreeing, another example, or an elaboration to carry the idea further. But I don't expect you always to agree. I am just as happy if you question me, or challenge me, or completely disagree with me. Whether you agree or disagree, your response will return the ball to me.

A Japanese-style conversation, however, is not at all like tennis or volleyball. It's like bowling. You wait for your turn. And you always know your place in line. It depends on such things as whether you are older or younger, a close friend or a relative stranger to the previous speaker, in a senior or junior position, and so on.

Then, after everyone is sure that you have completely finished your turn, the next person in line steps up to the same starting line, with a different ball. He doesn't return your ball, and he doesn't begin from where your ball stopped. There is no back and forth at all. All the balls run parallel. And there is always a suitable pause between turns. There is no rush, no excitement, no scramble for the ball.

No wonder everyone looked startled when I took part in Japanese conversations. I paid no attention to whose turn it was, and kept snatching the ball halfway down the alley and throwing it back at the bowler. Of course, the conversation died. I was playing the wrong game.

a) Circle the letter (A, B, C, or D) representing the best item to complete each sentence.

1. The writer couldn't converse well with her Japanese acquaintances because _____.
 - A. she doesn't speak Japanese well
 - B. she talked in a Western style
 - C. she couldn't speak Japanese
 - D. she talked in a Japanese style
2. The writer compared conversations with _____.
 - A. ball games
 - B. Western ways of living
 - C. questions of politeness
 - D. cultural problems
3. Finally, the writer _____.
 - A. ignored her problem in conversations with her Japanese acquaintances
 - B. preferred the Japanese-style conversations
 - C. preferred the Western-style conversations
 - D. realized her problem in conversations with her Japanese acquaintances
4. The Japanese-style conversations _____.
 - A. are as communicative as the Western-style
 - B. depend on the relationship between the speakers
 - C. are of the traditional style
 - D. are of the modern style

b) *Read the passage and find the words which mean*

1. make progress

2. a stop

3. performer

4. competing in order to get something

5. give back

6. a small path

7. hurry

8. shocked

WRITING

Write a paragraph of 130 – 170 words to develop the following topic sentence.

Sea pollution and decreasing population may bring dugongs to extinction.

13

SEA GAMES



READING

Before You Read

Match the following names with some official SEA Games mascots.

1. Squirrel *Si Tumas*
3. Cat *Can*

2. Philippine eagle *Gilas*
4. Golden water buffalo – *Trau vang*



Reading Text

Read the text and do the tasks that follow.



The Southeast Asian Games (SEA Games) is a biennial multi-sport event involving participants from the current 11 countries of Southeast Asia. The regional sports event under the regulation of the Southeast Asian Games Federation helps promote cooperation, solidarity, and mutual understanding among the countries in the Southeast Asian region.

The Southeast Asian Games owes its origin to the Southeast Asian Peninsular Games or SEAP Games. On May 22, 1958, delegates from the countries in the Southeast Asian peninsula attending the 3rd Asian Games in Tokyo, Japan, had a meeting and agreed to establish this sport organization. The first SEAP Games was held in Bangkok from December 12 to 17, 1959, comprising more than 527 athletes and officials from Thailand, Myanmar, Malaysia, Singapore, Viet Nam, and Laos. When Indonesia and the Philippines were formally admitted in 1977, the Games changed its name to the Southeast Asian Games. Brunei was admitted at the 10th SEA Games in Jakarta, Indonesia, and East Timor became the 11th member at the 22nd SEA Games in Ha Noi, Viet Nam.

There are competitions to design the SEA Games mascot, emblem, and hymn. People purchase SEA Games mascots as souvenirs of the events. The golden water buffalo – *trau vang* – was chosen as the mascot for the 22nd SEA Games in Viet Nam. To the Vietnamese people, the golden water buffalo symbolizes a golden harvest, prosperity, and happiness. The 23rd SEA Games mascot eagle is a symbol of elegance, strength, and pride of the Philippines. The 24th SEA Games mascot cat was believed to bring good luck and prosperity to the Thai people. The emblem is also designed for the host country. The 22nd SEA Games emblem was the representation of a legendary bird named *chim Lac*, which decorated the *Ngoc Lu* bronze drum. Its harmonious and vigorous curves created a feeling of movement and strength. The 22nd SEA Games song *For the World of Tomorrow* was heard everywhere in Viet Nam during the event. The merrier the atmosphere is, the "Faster, Higher, and Stronger" the athletes are.

The sport organization proves to be more and more successful as the number of its sports and participants has become larger and larger. The Games is really a celebration to promote friendship among Southeast Asian countries.

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

A	B
1. biennial	a. symbol of good luck
2. mascot	b. mentioned in stories from ancient times
3. legendary	c. design that represents a country or an event
4. emblem	d. happening every two years
5. hymn	e. song of praise
6. curves	f. lines that bend gradually

- b) Fill out the table with the information about the SEA Games.

	Year	Host Country	Mascot
22nd SEA Games			
23rd SEA Games			
24th SEA Games			

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

	T	F
1. The event is held twice a year.	<input type="checkbox"/>	<input type="checkbox"/>
2. The first Games was held in Malaysia.	<input type="checkbox"/>	<input type="checkbox"/>
3. Eight countries attended the first Games.	<input type="checkbox"/>	<input type="checkbox"/>
4. The event has had its current name since 1977.	<input type="checkbox"/>	<input type="checkbox"/>
5. Ten countries attended the 22nd SEA Games in Viet Nam.	<input type="checkbox"/>	<input type="checkbox"/>
6. The 22nd SEA Games emblem was a stylized drawing of a bird.	<input type="checkbox"/>	<input type="checkbox"/>
7. The 23rd SEA Games mascot was an eagle.	<input type="checkbox"/>	<input type="checkbox"/>
8. The title of the 22nd SEA Games song was <i>For the World of Tomorrow</i> .	<input type="checkbox"/>	<input type="checkbox"/>

- d) Work in groups. Describe and give your opinions about the mascot and emblem of the 22nd SEA Games in Viet Nam.



22nd SEA GAMES
VIET NAM
2003



LISTENING

- a) Work in pairs. Look at the mascot and emblem of the 24th SEA Games in Thailand and tell your partner what you know about them.



24th SEA GAMES
6 - 15 DECEMBER 2007
NAKHON RATCHASIMA
THAILAND

- b) The chairman of the 24th SEA Games Organizing Committee is talking about the mascot, emblem, and theme of the event. Listen to the recordings and complete the following sentences.
1. The mascot wears a traditional Thai towel, and plays the "Kaen," a _____ mouth organ.
 2. Saard Jomnagrm is the designer of the _____ of the 24th SEA Games.
 3. Prasith Noonsung won 50,000 baht for designing the _____.
 4. The theme of the Games is given by the _____ to signify the spirit and friendly relationship of ASEAN countries.
 5. The 24th SEA Games Organizing Committee is conducting a _____ to make more and more people involved in the Games.

c) Listen again and answer the following questions.

1. Why was a Siamese cat chosen as the mascot of the 24th SEA Games?
2. What can we see on the emblem of the 24th SEA Games?
3. In what sports event did the Thai King win a gold medal in 1967?
4. How old was the Thai King in 2007?

d) Work in groups. Report on the meaning of the mascot, emblem, and theme of the 24th SEA Games.














SPEAKING












Expressing Attitudes Towards Results of SEA Games

a) Work in pairs. Discuss and compare the results of the 22nd and the 23rd SEA Games.

Medal Table of the 22nd SEA Games

Position	Country	Gold	Silver	Bronze	Total
1	 Viet Nam	158	97	91	346
2	 Thailand	90	93	98	281
3	 Indonesia	55	68	98	221
4	 Philippines	48	54	75	177
5	 Malaysia	44	42	59	145
6	 Singapore	30	33	50	113
7	 Myanmar	16	43	50	109
8	 Laos	1	5	15	21
9	 Cambodia	1	5	11	17
10	 Brunei	1	1	8	10
11	 East Timor	0	0	0	0

Medal Table of the 23rd SEA Games

Position	Country	Gold	Silver	Bronze	Total
1	 Philippines	113	84	94	291
2	 Thailand	87	78	118	283
3	 Viet Nam	71	68	89	228
4	 Malaysia	61	49	65	175
5	 Indonesia	49	79	89	217
6	 Singapore	42	32	55	129
7	 Myanmar	17	34	48	99
8	 Laos	3	4	12	19
9	 Brunei	1	2	2	5
10	 Cambodia	0	3	9	12
11	 East Timor	0	0	3	3

 Examples

- Viet Nam fell two positions, from the first in the 22nd SEA Games to the third in the 23rd.
- Viet Nam lost its first position to the Philippines, the host country.
- In the 23rd SEA Games, the Philippines climbed two levels in the ranking to replace Viet Nam in the number one position.
- Thailand still held its position as the second best.
- The top five competitors of the two SEA Games were the same. They still led the region.
- Cambodia fell one place to number ten while East Timor remained unchanged in the number eleven position in the 23rd SEA Games.

- b) *Work in groups. Report on the results of the SEA Games, expressing your attitudes.*

Useful Expressions

Expressing surprise or excitement

I don't believe it!

Well, that's very surprising!

It's very exciting!

That's amazing!

How exciting / marvelous / terrific / fantastic!

...

Expressing disappointment

That's very disappointing.

I'm rather / very disappointed, (I must say).

What a pity / disappointment!

It's a real shame / pity / letdown!

...



Examples

- The Philippines achieved the number one position. Well, that's very surprising!
 - I'm very disappointed because Viet Nam lost its first position to the Philippines.
 - East Timor won no medal in the 22nd SEA Games. What a pity!
- c) *Work in groups. Report on the results of a recent sporting event in your local area or your school, expressing your attitudes.*
- What was the event?
 - When and where was it?
 - How was the performance?
 - What were the results?
 - How did you feel about the results?



- a) Read the school magazine article about *sepak takraw*, a sport of the SEA Games and complete the sentences that follow.

Sepak Takraw – A Cross Between Soccer and Volleyball



You play volleyball, but you're only allowed to use your feet and heads to hit the ball as in soccer. It's *sepak takraw*, which is a popular sport in Southeast Asia.

Sepak takraw was originally based on a Chinese game of kicking a ball. The sport spread to Malaysia and Thailand five centuries ago. It was called *takraw* in Thai or *sepak* (literally "kick a ball") in Malay. In 1965, the sport was included in the SEAP Games with the name *sepak takraw* by combining the Malaysian and Thai names for the sport.

A match of *sepak takraw* is played by two teams, each consisting of three players. Players use their feet and heads to hit a ball, which is made of rattan, over the net. The rules are similar to those of volleyball. The game is played in 2 sets with a two-minute rest in between. The winning point for a set is 21 points.

It seems that players are dancing when they play with the ball. It's one of the most exciting games you can see and play.

1. This article is mostly written for _____.
2. A magazine article needs a _____ to catch readers' attention.
3. The _____ paragraph interests readers and encourages them to read on.
4. The 2nd paragraph tells readers about the _____ of *sepak takraw*.
5. The 3rd paragraph tells readers about _____.
6. The writer says what his feelings are about the sport in the _____ paragraph.

- b) Write an article for your school magazine about a sport or game that you are interested in.

Title: _____

Paragraph 1: Introduction

Paragraph 2: History

Paragraph 3: Describing the game

Number of players: _____

Equipment: _____

Rules for playing the game: _____

How to score or win the game: _____

Paragraph 4: Conclusion



LANGUAGE FOCUS

Word Study

Play, Do, or Go

- a) Work in pairs. Put the following sports and games into the appropriate boxes according to the verb they follow.

aerobics	baseball	basketball	bowling	boxing
cycling	golf	gymnastics	hockey	jogging
judo	sailing	skiing	soccer	volleyball
weightlifting	windsurfing	wrestling		

play	do	go
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

b) Work in groups. Answer the following questions.

1. What sports would you like to do to keep fit?
2. What sports do you usually watch on TV?
3. What sports are popular in Viet Nam?
4. Why are some of the sports on the list not popular in Viet Nam?

Grammar

Double Comparison

Comparative *and* comparative

The comparative ... + *the* comparative ...



Examples

- The sport organization proves to be *more and more successful* as the number of its sports and participants has become *larger and larger*
- *The sooner, the better.*

a) Fill in each blank with the double comparative of one of the words in the box. The first one has been done for you.

bad	difficult	heavy	high
hot	tired	well	

The rain was (0) *heavier and heavier* and it became (1) _____ to play because of the slippery surface. No matter how hard we tried, we couldn't score. When one of our players was sent off for a foul, our situation got (2) _____. Suddenly, the rain stopped and the sun began to climb (3) _____ and it was (4) _____. We got (5) _____ while our opponents were playing (6) _____. Eventually, they won the game just because we were not used to this kind of weather.

- b) Rewrite the sentences, using the structure: the comparative ... + the comparative ...



Example

You practice a lot, and you will play well.

The more you practice, the better you play.

1. If we work hard, we can earn more money.

_____.

2. The apartment is big and the rent is expensive.

_____.

3. If the game is exciting, the stadium will get crowded.

_____.

4. Because they come early, they can get good seats.

_____.

5. We set off soon, and we will arrive soon.

_____.

14

INTERNATIONAL ORGANIZATIONS



READING

Before You Read

a) Match each logo with the corresponding name.



A



B



C



D



E



F

1. United Nations
2. United Nations Children's Fund
3. Food and Agriculture Organization
4. World Health Organization
5. World Trade Organization
6. International Civil Aviation Organization

b) Work in pairs. Discuss the difference in meaning between abbreviation and acronym. Then write the abbreviations or acronyms of the international organizations above.

Reading Text

Read the following paragraphs and do the tasks that follow.

- A. There are five permanent members and ten non-permanent members in this organization. The permanent members include: China, France, the Russian Federation, the United Kingdom, and the United States. The ten non-permanent members are elected by the General Assembly and not eligible for immediate reelection. Viet Nam was among the five countries recently elected to replace the five non-permanent members of the Security Council from January 2008.
- B. The organization is a technical agency of the United Nations. It was founded in 1947 for the purpose of promoting the safe and orderly development of civil aviation throughout the world. It sets international standards and regulations necessary for the safety, efficiency, and regularity of air transportation.
- C. This organization was established by the General Assembly of the United Nations in 1965 to promote "sustainable human development" in developing countries. It strives to reduce poverty; increase literacy; create jobs; enhance technical cooperation between industrialized and non-industrialized nations; preserve and protect the environment; and ensure that women receive recognition, encouragement, and training.
- D. The main goal of this organization is to eliminate hunger on a world scale and its mandate is to "raise levels of nutrition, improve agricultural productivity, better the lives of the rural population, and contribute to the growth of the world economy." It originated from a conference in Virginia, U.S.A., in 1943, called by President Franklin D. Roosevelt, with the presence of 34 nations.
- E. The organization was established in 1948 in order to reduce human disease, sponsor medical research, offer emergency aid during disasters, and improve nutrition, housing, sanitation, and working conditions in developing countries. The agency is best known for its vaccination programs and its successful battle against smallpox.
- F. This organization was established in 1994 and began operation in 1995. It promotes and puts into effect the provisions of trade laws and regulations. The organization has the authority to manage and regulate new and existing free trade agreements, to supervise world trade practices, and to settle trade disputes among member states.

a) Find the word in the reading which means

1. existing all the time
2. qualified
3. help develop
4. set of rules
5. order to perform a particular task
6. come into being
7. control (v)

b) Work in pairs. Write the names of the international organizations mentioned in the reading text above. One example has been given for you.

Paragraph A _____

_____ B _____

_____ C United Nations Development Program

_____ D _____

_____ E _____

_____ F _____

c) Work in pairs. Read the function(s) or activity (activities) of each organization and guess its name.

Functions or Activities	Name of Organization
1. One of its responsibilities is maintaining international peace and security.	_____
2. Some of its activities are to ensure air-to-ground communications, search and rescue operations, and other measures for safe international flights.	_____
3. It has taken a leading role in helping countries create national development plans that integrate management, protection, and restoration of the environment.	_____

<p>4. The organization provides a framework for international trade laws.</p>	<hr/>
<p>5. Among its projects are the development of basic soil and water resources; the international exchange of new types of plants; the control of animal diseases and plant diseases.</p>	<hr/>
<p>6. It organizes and funds health-care programs in nearly every country in the world.</p>	<hr/>



LISTENING

a) Look at some photos taken in a flood-affected area. Match the photos with the phrases.



1. Water pump for all
3. A flood-affected area

2. A floating clinic
4. Pipe for clean water

b) Circle the letter (A, B, C, or D) corresponding to the correct meaning of the words in italics.

1. People from flood-ravaged areas have suffered a lot of damage.
A. supplied
B. destroyed
C. provided
D. killed
2. Local charity organizations benefited the fire victims.
A. claimed
B. helped
C. donated
D. sponsored
3. Supplies from the government and charity organizations have been sent to flood-affected areas.
A. things such as houses, vehicles, and computers
B. things such as electricity, fuel, and energy
C. things such as floods, farms, and cattle
D. things such as food, medicine, and clothes
4. There are a lot of unattended children in the area because their parents are busy away from home.
A. illiterate
B. unsupported
C. not taken care of
D. uneducated
5. Many people had to evacuate to avoid the flood.
A. move to another place because it is better
B. reach a place better than an old one
C. move to a good place
D. leave a place because it is not safe
6. After the two-month flood, water begins to recede now.
A. moves up to a higher point
B. flows away to another place
C. moves back to a lower level
D. stands still in a place

- c) You will hear an extract from a report on UNICEF's activities in flood-affected areas in the Mekong Delta, Viet Nam.



Part A – Listen and check (✓) the appropriate boxes.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Nearly 1,125,000 people suffered from flood in the Mekong Delta provinces last year. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The people in flood-affected areas needed emergency help. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Only children died from flood. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Supplies were sent to them from many national commissions for UNICEF. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. These funds included money, clothes, foods, and medicine. | <input type="checkbox"/> | <input type="checkbox"/> |

Part B – Listen and fill in the blanks.

- UNICEF had delivered educational _____ for many students in flood-affected areas.
 - Educational _____ would be provided to more students and teachers in the flood-affected areas, thanks to the assistance of the government of Norway.
 - This assistance would also allow UNICEF to ensure that many families in flood-affected areas were able to live in sanitary _____ once floodwater fully receded.
 - UNICEF's emergency _____ had been regularly visiting flood-ravaged areas of the Mekong Delta.
- d) In small groups, discuss what you can contribute to help the people in flood-affected areas in Viet Nam.



SPEAKING

Distinguishing Opinions from Facts

Facts	Opinions
<i>Facts reflect truth, accuracy, and are objective. They are reliable sources of information.</i>	<i>An opinion is a personal belief or judgment. It is not always objective.</i>
Yesterday, the UN Secretary-General said that UN troops had been sent to that country to restore order and security.	I think that we should do something to help them.

Common Expressions

Facts

According to the latest statistics, ...
 Research findings prove that ...
 The news said that ...

Opinions

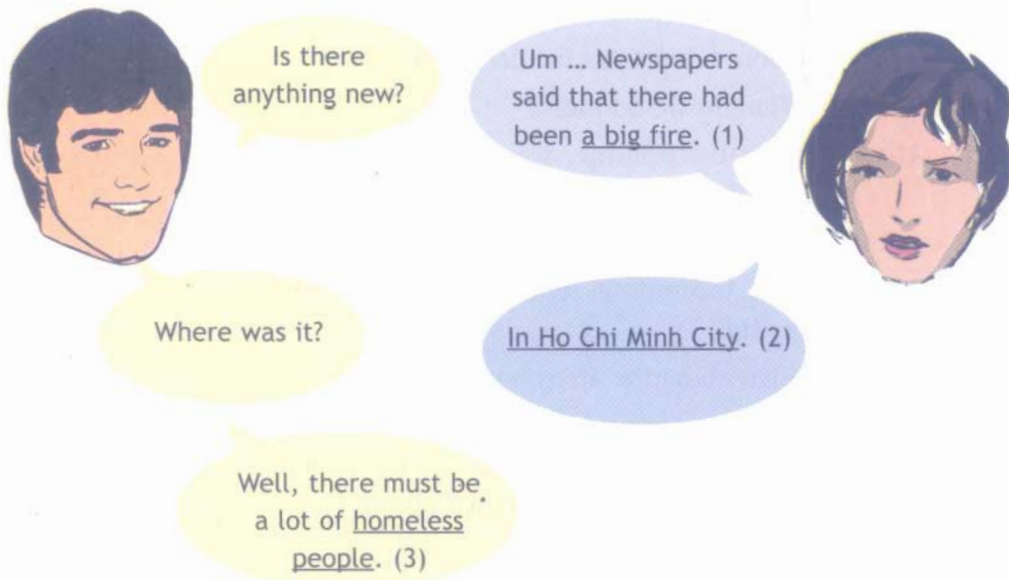
I think that ...
 I feel that ...
 In my opinion ...
 In my view ...
 It seems to me that ...
 Personally, I think ...

a) *Decide whether the following sentences are facts or opinions. Write F (fact) or O (opinion) in each blank.*

- _____ People living in flood-affected areas need more help from charity organizations.
- _____ It's too bad if we don't do anything to help the people struck by drought.
- _____ Local authorities said that they needed support to combat AIDS / HIV in that part of the country.
- _____ I think that the people in this area are in need of food and clean water.
- _____ Most people think that volunteer work should be encouraged more in our communities.

6. _____ According to official statistics, children in remote areas need more schools and textbooks.
7. _____ Personally, I support voluntary movements because they can help better the lives of many people.

b) Practice the following dialogues. Replace the underlined words with those in the boxes.



(1)	(2)	(3)
heavy flood	India	victims
disastrous storm	Central America	casualties
landslide	northern Italy	damage
shipwreck	offshore Ca Mau	missing people
train accident	France	injuries

c) What do you think? Work in small groups to give your opinions on one of these topics.

- Helping people in need
- Participating in a charity organization
- Donating blood
- Joining the Green Summer Campaign in Viet Nam



WRITING

Making Plans

a) Read the dialogue and a schedule worked out from it.

Yoko: Minh, what are we going to do tomorrow?

Minh: Well, in the morning we're going to visit the SOS Village.

Yoko: How far is it?

Minh: About 5 km from the center of the city.

Yoko: What do we do there?

Minh: After the briefing, we deliver donations to the families and visit two families.

Yoko: Where do we have lunch?

Minh: Well, according to the schedule, we have lunch with one family.

Yoko: What about the afternoon?

Minh: We visit Nguyen Dinh Chieu School for the Blind and the School for the Mute. Late in the evening, we have cultural entertainment at the Youth Cultural House.

Morning:	- Visit SOS Village, 5 km from HCMC
	- Attend briefing
	- Deliver donations to families and visit two families
	- Have lunch with one family
Afternoon:	- Visit Nguyen Dinh Chieu School for the Blind and School for the Mute
Evening:	- Have cultural entertainment at Youth Cultural House

b) Now read the following dialogue and work out the schedule in the same way.

Boss: What's the schedule for tomorrow, Ms. Linh?

Ms. Linh: Well, you receive Mr. Long from UNICEF at 8:30, and have a meeting with the staff at 10:00. In the evening, you attend a reception at New World Hotel at 7:30.

Boss: Is Wednesday a busy day?

Ms. Linh: Yes, sir. The day after tomorrow is Wednesday. You work in the office in the morning. In the afternoon, you give a presentation on our charity work to a delegation from Korea.

- c) *Work in pairs. Write a report on Mai's schedule, using the provided facts. The first two sentences have been written for you.*

This is Mai's schedule on Thursday this week. At eight o'clock she attends a lecture given by Prof. Green.

Thursday	
8:00 - 10:00	Lecture by Prof. Green
10:15 - 12:00	Tour of school charity shops on Hai Ba Trung Street
12:30	Lunch at school canteen
1:30	Departure for SOS Village. Donation offer
5:30	Back home



LANGUAGE FOCUS

Word Study

Abbreviations and Acronyms



Examples

UN = United Nations

SARS = Severe Acute Respiratory Syndrome

Write the complete form of the following abbreviations and acronyms.

www

AIDS

UNESCO

HIV

EU

AFTA

UFO

SAT _____
 SEA Games _____
 TOEFL _____
 TOEIC _____
 scuba _____

Grammar

Adverbial Clauses of Time

- a) Match each main clause in **B** with the corresponding adverbial clause of time in **A**. Notice the difference in time relationship expressed by the verb forms. There is one extra main clause in column **B**.



Example 1. c

When the rescue worker of this agency leaves next year, I'll apply for that job.

A	B
1. When the rescue worker of this agency leaves next year,	a. delegations from the member nations fly to New York to attend it.
2. As soon as the UNICEF delegation arrived at the rescue site,	b. the interview for a vacant position had already begun.
3. When she got to the UNDP office,	c. I'll apply for that job.
4. Since he began working as a World Bank regional officer,	d. the authorities organized a field trip for him to visit some local world heritage sites.
5. While the UNESCO representative was in Viet Nam,	e. we will already have left.
6. Whenever the United Nations has a General Assembly meeting,	f. a sudden explosion was taking place inside the building.
7. By the time the organizers of a regional conference sponsored by FAO were arriving at the airport,	g. crowds of flood victims rushed to welcome them.
	h. his way of living has changed a lot.

b) Join the pairs of sentences, using the words given in parentheses. Use the correct punctuation and make changes in verb forms if necessary.

1. His application for the job was refused. He felt very disappointed.
(when)
When his application for the job was refused, he felt very disappointed.
2. UNICEF will place an ad in the local paper for a vacancy. I will apply for the job. (as soon as)
3. The WTO delegation left their hotel. A suicide bomb exploded.
(before)
4. The UNDP interviewer will return your call. She'll have some free time. (as soon as)
5. The TOEFL proctor delivered the test paper. Examinees felt nervous. (while)
6. You will learn how to use a computer. You'll be able to work for an international company. (once)
7. I won't return this book to the library. I'll finish my research project.
(until)
8. She dropped the papers. She was leaving the office. (as)
9. He will go to an interview. He'll remember to bring along his résumé with him. (the next time)
10. The company announced the recruitment. There were over 500 applicants for the job. (when)

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WOMEN IN SOCIETY



READING

Before You Read

a) Match pictures and names with their identifications.



A. Trung Sisters



B. Marie Curie



C. Margaret Thatcher



D. Helen Keller



E. Mary Kingsley



F. Sally Ride

1. a writer
3. an explorer
5. heroines

2. a prime minister
4. an astronaut
6. a scientist

b) *Work in pairs. Discuss answers to the questions.*

1. Name two women you admire most. Explain your reasons.
2. What do you think about women's role in society? Give 2 examples.
3. Who is the breadwinner in your family?

Reading Text

Read the text and do the tasks that follow.

- A. Throughout most of Western history, women were confined to the domestic sphere, while public life was reserved for men. In medieval Europe, women were denied the right to own property, to study, or to participate in public life. At the end of the 19th century in France, women were still compelled to cover their heads in public, and, in parts of Germany, a husband still had the right to sell his wife.
- B. Even as late as the early 20th century, women in the United States could neither vote nor hold elective office. Women were prevented from conducting business without a male representative who might be their fathers, brothers, husbands, legal agents, or even sons. Married women could not exercise control over their own children without the permission of their husbands. Moreover, women had little or no access to education and were barred from most professions.
- C. Women have always had lower status than men, but the extent of the gap between sexes varies across cultures and time. In 1980, the U.N. summed up the burden of this inequality: women comprise half of the world's population, do two thirds of the world's work, but earn one tenth of the world's income, and own one hundredth of the world's property. Women in the U.S., however, have joined together to create the so-called "Women's Liberation Movement." Thanks to the development of effective birth-control methods and of mechanized labor-saving devices for the home, women have more freedom in life. Their role in society has been greatly overlooked in the last few decades. It soon caught on that women should have a bigger role than what was thought they should have.

D. Women have made vast improvements in their lifestyles. They are holding high positions in governments, universities, and businesses. Without women, a man wouldn't have the comfort of someone by his side through rough and bad times. Regardless, women will always be important to society because they bring a lot of love and emotion to life.

a) *Work in pairs. Find the word or phrase in the passage that means*

1. were forced to do something _____
2. became popular _____
3. use your power or influence _____
4. said "no" _____
5. prevented from doing something _____

b) *Work in pairs. Read the following statements and check (✓) true (T) or false (F).*

- | | T | F |
|---|--------------------------|--------------------------|
| 1. In medieval Europe, women were allowed to participate in public life. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. In Germany, a husband could sell his wife. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. At the end of the 19th century, women in the U.S. didn't have the right to own property. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The "Women's Liberation Movement" brought freedom to women. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Women have been a great comfort to men. | <input type="checkbox"/> | <input type="checkbox"/> |

c) *Work in pairs. Discuss the following questions.*

1. What causes women to have more freedom in their life?
2. What have women done to contribute to their countries?
3. What do you think when women have to do the chores without being paid?

d) *In groups, discuss the following statement.*

"Only men can do big things." Do you agree or disagree? Give 2 examples to support your opinion.



LISTENING

a) *Work in groups. Predict and check (✓) the work that an explorer might do. Add two more activities.*

- mapping an area
- exploring rivers, rain forests, animals, ...
- collecting information about customs, language, religion there
- talking with local people
- enjoying local food
-
-

b) *Listen to a talk about Mary Kingsley and check (✓) the correct answers to the questions.*

1. When did Mary Kingsley explore Africa?
 - A. Between 1893 – 1895.
 - B. 1894.
2. What did she do for the British Museum?
 - A. She got information about Africans.
 - B. She collected fish.
3. What did she study in West Africa?
 - A. She studied African museums.
 - B. She studied African customs, laws, and religion.
4. What did she write in her books?
 - A. About her travels.
 - B. About her companions.
5. How did she get on with African villagers?
 - A. Very well.
 - B. Badly.
6. What was the influence of her books on the attitudes of Europeans toward Africans?
 - A. They changed African history.
 - B. They helped Europeans know more about Africans.
7. How old was she when she died?
 - A. 58.
 - B. 38.

- c) Listen to a talk about Gertrude Ederle, the first woman swimming across the English Channel, and then complete the sentences.
1. Ederle swam across the English Channel when she was _____.
 2. She made her record in _____ hours _____ minutes.
 3. Only _____ men had succeeded in swimming across the Channel before her.
 4. Her record for the crossing stood for _____ years.
- d) Name two popular women athletes with remarkable achievements in recent games.



SPEAKING

Talking About Differences Between Women's Roles in Old Times and Those in Modern Times

- a) Work in groups. Discuss and complete the table below.

Women's Life in Old Times	Women's Life in Modern Times
Most girls did not go to school.	Girls make up roughly 50% students in schools.
Women were paid less than men for the same job.	Both men and women are paid equally for the same job.

- b) Look at the table above. In pairs, discuss the differences between women in old times and those in modern times.

What are the differences between women in old times and women in modern times?



Well, unlike women in modern times, most women in the past didn't work outside the home.



Useful Tips

- Unlike ...
- There is a big difference between ...
- The difference between ...



WRITING

Making a Request for Recommendation

- a) Mai is applying for a scholarship to a university in Britain. She needs recommendation letters from the teachers of her school. Follow the following outline and help Mai write a letter to the principal of her school.

Outline

Introduction: Give reasons for making the request and mention the position applied for.

Body:

- Request to use name for recommendation.
- Write full suggestions of what the recommendation should stress.

Conclusion: Express gratitude.

Dear Mr. Tan

The scholarship of _____ University has just been advertised and I have decided _____ for it. I wonder if you would be kind enough to let me use your name as one who will write a recommendation letter for me. And would you please send me _____?

Although you have not been acquainted with my work since I left the school _____ ago, it would be sufficient if you were able to speak about my time at _____ High School.

I would be most grateful if you could say a few words on my behalf.

Yours sincerely

Mai

- b) Imagine you are applying for a position in the television station. Write a letter to your homeroom teacher asking for a recommendation letter.



LANGUAGE FOCUS

Word Study

Phrasal Verbs with Get

a) Match each phrasal verb in column A with its meaning in column B.

A	B
1. get on with somebody	a. leave
2. get on with something	b. avoid a duty
3. get out of something	c. have a friendly relationship with somebody
4. get out of doing something	d. become known
5. get out	e. make progress with a task, continue doing something, especially after an interruption

b) Fill in the blanks with the appropriate phrases in column A. Use the correct verb form.

- Susan always tries to _____ talking in front of the class because she's often shy.
- Bill was working with me till he was fired. I _____ him very well, even though he tried to _____ doing the jobs he didn't like.
- The door got stuck, and we couldn't _____ the elevator.
- If the news _____, there'll be trouble.
- She can't go for a walk in the park because she has to _____ her work.

Grammar

Sentence and Clause Connectors

Function	Sentence Connectors	Clause Connectors
To introduce an additional idea	<i>furthermore</i> <i>moreover</i> <i>in addition</i>	<i>and</i>
To introduce an opposite idea	<i>on the other hand</i> <i>however</i> <i>in contrast</i>	<i>but, yet, although,</i> <i>though, even though,</i> <i>whereas, while</i>

Connect a clause in the first column below with one in the second using the connectors in the table above.

1. Many women work outside the home	a. they did the same work.
2. Half of the world's children are girls	b. they work outside the home.
3. Women do most of the domestic work	c. only 41% go to school.
4. Women were paid half as much as men	d. their husbands do not help them with the housework.
5. Kingsley's father was a doctor	e. she had a gun while traveling in Africa.
6. Kingsley never shot anyone	f. she wrote detailed scientific descriptions of African customs
7. She asked Africans about their lives	g. her mother was his cook.

Adverbial Clauses of Manner with *As* and *As If*

Examples

- The weather turned very bad *as* we expected.
- Until the 19th century, a woman was treated *as if* she were a slave in her family.

a) Put in *as* or *as if* in the following sentences.

1. He failed his driving test _____ he had expected.
2. Why didn't you do it _____ I told you to?
3. You look _____ you haven't slept.
4. I'm afraid I can't meet you on Sunday _____ we have arranged.
5. Why do you talk to him _____ he were an old man?

b) *What do you say in the following situations? Use You look / You sound / I feel as if ... Use the words in parentheses to make your sentences.*

1. Ann comes into the room. She looks absolutely terrified.

You: _____ . (see / a ghost)

2. Peter was extremely hungry and ate his dinner very quickly.

You: I feel as if _____ . (not eat / for a week)

3. Sue is talking to you on the phone about her new job and she sounds very happy about it.

You: _____ . (enjoy / it)

4. He has just run one kilometer. He is exhausted.

You: _____ . (run / a marathon)

c) *Complete the following sentences with as or as if*

1. The dog looks _____ .

2. He always behaves _____ .

3. He talked _____ .

4. He did it _____ .

5. She shouted _____ .

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ASSOCIATION OF SOUTHEAST ASIAN NATIONS



READING

Before You Read

a) *Work in pairs. Match the pictures with the words or phrases listed below.*



A



B



C



D



E



F

1. Symbol of ASEAN
2. One-Pillar Pagoda
3. Angkor Wat
4. Palace of the King of Thailand
5. Petronas Twin Towers
6. Symbol of Singapore

b) *Work with a partner and answer the following questions.*

1. What does the acronym "ASEAN" mean?
2. What countries are the present members of ASEAN?

Reading Text

Read the text and do the tasks that follow.

The ASEAN Youth Camp project involves the youth from ASEAN member countries in a variety of youth-oriented cultural activities through which young people can understand and learn how to appreciate the region's history and culture. The ASEAN Youth Camp is a key project of the ASEAN Committee on Culture and Information. It began as the ASEAN Youth Friend Program, held in the Philippines in 1998 and Thailand in 1999. Since its establishment, the ASEAN Youth Camp has been exposing young people to the arts, crafts, and culture of ASEAN and contributing to the development of future cultural leadership in the region.

The first ASEAN Youth Camp took place in Thailand in 2000 with the theme "Cultural Heritage." Since then, the Camp has been held regularly in different member countries. The 2001 Camp in Malaysia took up the theme "Trail of Unity." With the theme "Honoring Kindness Through the Arts" in the Myanmar Youth Camp in 2002, the fifty young people picked out to attend the Camp in twelve days had the opportunity to take part in workshops and activities ranging from painting, creative writing, singing, and dancing. The 2004 and 2005 Camps in Laos and Cambodia had the themes "Culture for Peace and Development" and "The Role of Youth in the Culture Heritage," respectively. In each Camp, participants immersed themselves in the traditional cultural activities of the host country and paid visits to some of the cultural sites such as museums and temples.

The theme of the sixth ASEAN Youth Camp in January 2006 was "Water and the Arts," chosen by the host country – Brunei Darussalam. It brought out the important role of water in shaping the civilizations and cultures of the ASEAN member countries. All the presentations and activities at the Camp echoed that theme. With its various activities, the Camp has set up a stronger regional identity by raising youth's awareness of Southeast Asia's history and heritage. Over the years, the aims of the Camp have also expanded to keep ASEAN's cultures and heritage alive.

a) Match each word / phrase in A with its definition or synonym in B.

A	B
1. take place	a. make (something) continue to exist
2. take up	b. make (something) appear or easily understood
3. pick out	c. be held
4. take part	d. choose
5. immerse	e. become completely involved in
6. bring out	f. start to do something, especially for pleasure
7. set up	g. build
8. keep alive	h. participate

b) Complete the table below with information from the text.

Year	Country	Theme of Youth Camp
2000	Thailand	
2001		
		Honoring Kindness Through the Arts
2004	Laos	
	Cambodia	
2006		

c) Answer the following questions.

- Who can take part in ASEAN Youth Camps?
- What are the participants' main activities in each Camp?
- What did the youth do in the 2002 Youth Camp?
- Why did Brunei Darussalam choose "Water and the Arts" as the theme of the 2006 Youth Camp?
- What is the main aim of ASEAN Youth Camps?

d) Work in groups and discuss a youth activity in your school.



- a) Work in pairs. Look at the picture and figure out what "Visit ASEAN Pass" (VAP) offers.
- b) Work in pairs. Circle the letter (A, B, C, or D) corresponding to the correct meaning of the word in italics.
1. You should show your *boarding pass* to the flight attendant when you get on the plane.
 - A. airplane ticket
 - B. official paper that allows you to enter a plane
 - C. certificate showing that you have passed an exam
 - D. small book for writing notes in
 2. ASEAN ministerial meetings held annually are aimed at *promoting* the products and services of the region.
 - A. stressing the importance of
 - B. giving more care to
 - C. helping to sell or develop
 - D. reducing the price of
 3. The new product was *launched* last month.
 - A. set up
 - B. put to good use
 - C. introduced
 - D. put away

4. The promotional *packages* have been advertised by the tourism industry.
 - A. sets of related programs
 - B. sets of rules
 - C. large boxes
 - D. campaigns
 5. Airlines have issued flight *coupons* with minimum charges.
 - A. very thin books containing information about a particular subject
 - B. handbooks for travelers
 - C. small bags that travelers can keep with them on an airplane
 - D. printed pieces of paper that can be used instead of money
- c) *Members of Ho Chi Minh Communist Youth League are having a panel discussion with some representatives of the ASEAN Tourism Association (ASEANTA). The main topic is about the "Visit ASEAN Pass" or "VAP." Listen to a part of the discussion and choose the correct answers.*
1. The "Visit ASEAN Pass" was launched in _____.
 - A. July 1996
 - B. January 1996
 - C. June 2006
 - D. January 2006
 2. ASEANTA issues "VAP" with the aim of _____.
 - A. helping develop commerce in the ASEAN region
 - B. boosting the tourism industry in Asia
 - C. attracting investors to Asia
 - D. developing more tourist attractions in ASEAN countries
 3. Which of the following services is not offered by "VAP"?
 - A. Low rate airplane tickets.
 - B. Reductions on hotel rates.
 - C. Reduced educational expenses.
 - D. Inexpensive tours.
 4. The "Visit ASEAN Pass" offers low air fares to passengers who travel _____.
 - A. to all places around the world
 - B. into and within the ASEAN member countries
 - C. into and within Asia
 - D. on business and for pleasure only

b) Work in pairs. Role-play the following dialogue.

S1: What is the capital city of Malaysia?

S2: Kuala Lumpur.

S1: What is the population of this country?

S2: About 25,000,000.

S1: Could you tell me about Malaysia's main exports and imports?

S2: It mainly exports oil, rubber, and electronic equipment. Its main imports are farm produce, chemicals, and auto parts.

S1: What are its main cultural and tourist attractions?

S2: In Malaysia, you can visit the Malay mosques, see Petronas Twin Towers, or enjoy yourself on its beautiful beaches.

Asking for and Giving Information About Facts

Useful Expressions

What is the capital city of ...?

Its capital city is ...

What is the population of ...?

It has about ... inhabitants.

Could you tell me about its main exports?

It mainly exports ...

What does this country mainly import?

Its main imports are ...

What are its main tourist attractions?

You can visit ...

What can we do and see in ...?

You can enjoy yourself at / on ...

Country	Population (estimated, 2007)	Main Exports	Main Imports	Cultural and Tourist Attractions
1. Cambodia	14,000,000	timber and garments	manufactured goods, oil, jewelry	Angkor Wat
2. Laos	6,500,000	farm produce, copper, garments	manufactured goods, oil, transportation equipment	old royal capital, historic temples, Pak Ou Caves
3. Malaysia	25,000,000	petroleum, rubber, electronic equipment	farm produce, electronic equipment	Malay mosques, Petronas Twin Towers, beaches
4. Singapore	4,500,000	electronic and information technology products, chemicals, refined oil	raw materials to make electronic components, crude oil, jewelry, groceries	Chinatown, Singapore Crocodilarium Sentosa Island, Jurong Bird Park
5. Thailand	65,000,000	rice, gems, electrical products	chemicals, auto parts, rubber	Grand Palace, temples, national parks, beaches

- c) *Work in groups. Ask for and give information about some ASEAN member countries, based on the useful tips and the facts in the table above.*
- d) *Work in groups. Find more information about one or two other ASEAN countries and give answers to relevant questions.*

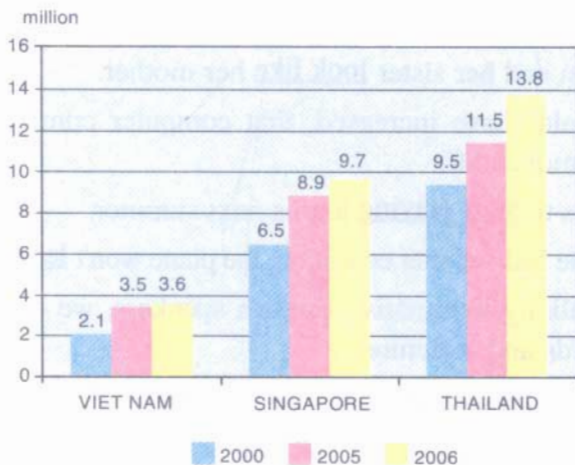


WRITING

Describing Charts

- a) *Work in pairs. Look at the chart below to find some information about tourist arrivals in Viet Nam, Singapore, and Thailand in the years 2000, 2005, and 2006. Then answer the following questions.*

Tourist Arrivals in Viet Nam, Singapore, and Thailand



1. What is the trend of tourists' coming to these ASEAN countries?
 2. Compare the number of visitors to Viet Nam in 2005 and that in 2000.
 3. How did the number of visitors to Viet Nam increase between 2005 and 2006?
- b) *Work in pairs. Read the following paragraph, which describes part of the chart.*
- Between 2000 and 2006, the number of tourists arriving in Viet Nam, Singapore, and Thailand rose every year. The number of visitors to Viet Nam in 2005 was much higher than that in 2000 (3.5 million and 2.1 million, respectively). However, there was a slight rise between 2005 and 2006.
- c) *Work individually. Write the description of the number of visitors to Singapore or Thailand based on the information shown on the chart.*



LANGUAGE FOCUS

Word Study

a) Phrasal Verbs with Take

Replace the underlined verbs with the phrasal verbs with take from the box.

take after	take away	take in	take out	take over
take place	take up	take on	take off	take part

1. Both Ann and her sister look like her mother.
2. As its sales have increased, that computer company is going to employ more staff.
3. He wants to start playing tennis next summer.
4. Due to the bad weather condition, the plane won't leave until 5:00 p.m.
5. While talking with native English speakers, we can learn a lot of new words and structures.
6. They often participate in school panel discussions.
7. Could I have four pizzas to eat at home, please?
8. His parents are going to obtain a loan from the bank to buy a new house.
9. The president of the company has resigned, and the vice president is going to replace him in that post.
10. ASEAN ministerial meetings are held every year in different countries.

b) Phrasal Verbs: Bring vs. Take

Write the correct form of take or bring in the following sentences.

1. Inexpensive air fares _____ about by the "Visit ASEAN Pass" have facilitated traveling in ASEAN countries.
2. ASEAN countries _____ part in promoting the role of the youth in the region.
3. She has to _____ her children to school in the morning and bring them back in the evening.
4. This bus can _____ about 60 passengers.

5. The photographs you showed me _____ back many pleasant memories.
6. ASEAN's tourism industry _____ in more business recently.
7. We should _____ advantage of our position in ASEAN to develop our commerce.
8. His parents died when he was very young, and he was _____ up by his aunt.
9. It's too far to walk. I _____ you on my motorcycle.
10. We should not _____ his threat seriously.

Grammar

Review of Adverbial Clauses

a) Put the clause markers from the box into appropriate blanks.

because	although	so that	in case
no matter how	when	only if	if

1. Those young people met at the ASEAN Youth Camp _____ they could learn to appreciate the region's history and culture.
2. ASEAN member countries encourage traveling within the region _____ they want to promote commerce.
3. That city can't attract many tourists _____ its hotels offer very good facilities.
4. _____ we visited Jurong Bird Park in Singapore last year, we saw the spectacular exhibit of a two-hectare free-flight aviary.
5. You should take a sweater _____ it is cold on the plane.
6. We're sorry we can't give you a reduced price. You can get a reduction at our hotel _____ you get the "Hotel VAP."
7. I'm not sure whether I'll go to Cambodia next month or not, but _____ I am there, I will certainly visit Angkor Wat.
8. _____ hard he tried, he couldn't get a job as a flight attendant.

b) *Join each pair of sentences using the appropriate clause markers in exercise a)*

1. Singapore imports a large amount of farm produce. They do not have enough land for farming.
2. I will have the news. I will let you know.
3. You can get a job in an ASEAN country with this condition. You speak English well.
4. You should get a visa to Japan. You may want to visit Tokyo for a few days when your plane stops there.
5. Since Viet Nam is a member of ASEAN, we don't need to apply for a visa. We want to go to Bangkok.
6. Viet Nam has gone through difficult situations after the war. Its economy has improved greatly in the past ten years.
7. Singapore imports a lot of raw materials. It can produce computer parts for export.
8. Brunei is a very small country. It exports a great amount of oil every year.

CONSOLIDATION 4

Units 13 - 16

PRONUNCIATION

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

- | | | | |
|----------------|------------------|---------------|---------------------|
| 1. A. alive | B. Thailand | C. aim | D. kindness |
| 2. A. project | B. region | C. heritage | D. association |
| 3. A. delegate | B. receive | C. declare | D. encourage |
| 4. A. injuries | B. casualties | C. findings | D. statistics |
| 5. A. coupon | B. youth | C. young | D. boost |

b) Choose a word in each group that has a different stress pattern.

- | | | | |
|-----------------|-----------------|---------------|---------------|
| 1. A. museum | B. African | C. villager | D. influence |
| 2. A. combat | B. between | C. modern | D. equal |
| 3. A. applying | B. acquainted | C. sufficient | D. suffocate |
| 4. A. emergency | B. contribution | C. coordinate | D. particular |
| 5. A. paralyzed | B. disabled | C. confident | D. popular |

LISTENING COMPREHENSION

a) Listen to the talk and check (✓) whether the following statements are true (T) or false (F).

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Mother's Day came from European countries. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Originally, it occurred in May. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Mother's Day has been celebrated in the U.S. and many other countries. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Anna Jarvis was from Ohio. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. President Woodrow Wilson made Mother's Day a national day in 1940. | <input type="checkbox"/> | <input type="checkbox"/> |

b) Listen to the talk again and complete the statements below.

1. Jarvis's (1) _____ organized women's (2) _____ to promote (3) _____ and (4) _____.
2. Although Jarvis had promoted the wearing of a (5) _____ carnation as a tribute to one's mother, the (6) _____ developed into wearing a (7) _____ or (8) _____ carnation to represent a (9) _____ mother or a (10) _____ carnation for a mother who passed away.

VOCABULARY

a) Write the correct form of the words in parentheses in the blanks.

1. People predict that by the year 2032, women will have taken over many leading positions in _____. (*politician*)
2. These young people have made valuable _____ to the success of the project. (*contribute*)
3. Many charity organizations have brought food supplies and clothes to the flood- _____ areas in the Mekong Delta. (*affect*)
4. We should be _____ when we go jet-skiing. (*caution*)
5. A red rose _____ love in many Western societies. (*symbol*)
6. Many slum areas with poor _____ conditions should be wiped out. (*sanitation*)
7. That commanding officer expected his men to be unquestioningly _____. (*obey*)
8. A: When was the Red Cross _____? (*foundation*)
B: In 1864.
9. We believe that hard work will _____ our success. (*sure*)
10. Having made some improvements in management, they have _____ their organization. (*strong*)

b) Complete the sentences or exchanges with words or phrases in the box.

alive	humanitarian	youth-oriented	annually
international	epidemic	non-permanent	refined

- A: Can I drive here in London?
B: Yes, provided that you have a full _____ driving license and auto insurance.
- Many _____ organizations have tried to fight against child abuse.
- A: How often does your Alumni Association meet?
B: We meet _____.
- In the meetings among the youth, we often discuss our cultural heritage so that we can keep it _____.
- We are glad that the avian flu _____ has been over. Now we can eat a lot of chicken and duck.
- As a(n) _____ member of the United Nations Security Council, Viet Nam can play an important part in making decisions on some world's issues.
- A: Are these activities _____?
B: Yes. They are mainly for young people's skill training.
- A: Why does Singapore import a lot of crude oil?
B: They will have it _____ for export.

GRAMMAR AND STRUCTURE

a) Write the proper form of each verb in the following sentences or exchanges.

watch	come	do	take off
arrive	get along	be	become
start	improve	develop	

- A: What (1) _____ since you came here?
B: I've been working as a mechanic.
- A: Why don't we go now?
B: Well, let's go. If we (2) _____ there early, we will be able to get good seats. The stadium must be crowded today.

3. A: Did you enjoy the game yesterday?
 B: Not much. We (3)_____ the game when it (4)_____ to rain.
4. A: I can't stand his behavior. He acts as if he (5)_____ my boss.
 B: Well, he is a very rude man.
5. A: Did you see your friend off at the airport last Saturday?
 B: I couldn't see him off. I got stuck in a traffic jam, and by the time I (6)_____ at the airport, the plane (7)_____.
6. Since we (8)_____ a member of WTO in 2007, our foreign trade (9)_____ greatly.
7. Although the women working in our company come from many different backgrounds and cultures, they (10)_____ very well with one another.

b) Write a proper clause marker or sentence connector in each blank.

as a result	if	on the contrary	so that
for example	then	however	because

Women nowadays have more advantages than those in the past. (1)_____, our great-grandmothers were not allowed to go to school or to work to earn their own living. (2)_____, they had to depend on their husbands financially. Modern women, (3)_____, can get good education, have their own careers, and pursue their interests. They can even take good positions in politics (4)_____ they are competent at it. (5)_____, women living in our modern society have their problems, too. Today's women work harder than their great-grandmothers (6)_____ they can gain the balance between working life and family life. Many people predict that by 2032, most senior positions at work will be taken by women. (7)_____, it is possible that women will have more strenuous life (8)_____, even in a very modern society, women can't neglect their role in the family.

READING

Read the paragraphs and do the tasks that follow.

- A1 A. Red Cross is an international humanitarian agency reducing the sufferings of wounded soldiers, civilians, and prisoners in time of war. In time of peace, it provides medical aid and other help to people affected by natural disasters such as floods, earthquakes, epidemics, and famines, and performs other public service functions.
- B1 B. Founded in 1992 by Prof. Fred Hollows in Australia, the Fred Hollows Foundation has helped almost 1,000,000 people worldwide out of cataract blindness, a major eye problem for the poor and the rural population. The organization has also cooperated with local blindness prevention agencies in more than 29 countries such as Viet Nam, Thailand, China, and India to treat and prevent avoidable blindness with new technologies.
- C. The International Red Cross and Red Crescent Movement consists of the International Committee of the Red Cross (ICRC), more than 160 national Red Cross societies, and the Geneva-based International Federation of the Red Cross and Red Crescent Societies, which coordinates peacetime activities of the national societies.
- D. The International Conference of the Red Cross, held every four years in different countries, brings together representatives of the Red Cross organizations and those governments that have ratified the Geneva conventions. In 1986 the Movement's name was changed to include the Red Crescent. The Viet Nam Red Cross Society was founded in November, 1946, and was recognized by the International Red Cross and Red Crescent Movement in November 1957.
- E. Viet Nam became the Fred Hollows Foundation's third international project after Eritrea and Nepal. According to official statistics, more than 60,000 cataract blindness operations are performed each year in Viet Nam. Many local surgeons have been trained in order to spread the new techniques nationwide, and help reduce the number of people suffering cataract blindness.

- a) *The above paragraphs belong to two topics: A and B. Number the paragraphs according to their order in each topic. The first two paragraphs have been given for you.*

b) Read each of the following statements and locate the text dealing with the topic of the statement.

- Topic A
1. It is an international humanitarian agency reducing the sufferings of wounded soldiers.
 - _____ 2. In time of peace, it provides people affected by natural disasters with medical aid and other help.
 - _____ 3. The organization has helped many people worldwide out of cataract blindness.
 - _____ 4. Its headquarters are in Geneva, Switzerland.
 - _____ 5. Viet Nam became its third international project.
 - _____ 6. The same society in Viet Nam was founded in 1946 and recognized in 1957.
 - _____ 7. More than 60,000 cases are operated on each year in Viet Nam.

WRITING

Write a dialogue between two students who are making plans for a two-day camping trip.

Prompts

Saturday

- | | |
|-------------------------|--|
| 5:00 a.m. | Departure for Mui Ne |
| 11:00 a.m. | Arrival at Mui Ne Campground |
| 11:00 a.m. – 12:00 noon | Pitching tents in campsite |
| 12:00 noon – 1:00 p.m. | Lunch in campground |
| 1:00 p.m. – 3:00 p.m. | Visiting a factory producing fish sauce |
| 3:00 p.m. – 5:00 p.m. | Bathing in the sea |
| 5:30 p.m. | Returning to campsite |
| 6:00 p.m. – 7:00 p.m. | Dinner in campground |
| 7:00 p.m. – 10:00 p.m. | Building a fire, playing games, bush dancing |

Sunday

6:00 a.m.	Breakfast in campground
7:00 a.m. – 10:30 a.m.	Participating in different contests
10:30 a.m. – 11:30 a.m.	Announcing prize winners
11:30 a.m. – 12:00 noon	Lunch in campground
12:00 noon – 1:00 p.m.	Taking tents down
1:00 p.m.	Leaving for Ho Chi Minh City
7:00 p.m.	Arrival in Ho Chi Minh – End of Trip

GLOSSARY

A				
abundance	[n]	/ ə'bʌndəns /	(sự) phong phú, thừa thãi	11
acceptance	[n]	/ ək'septəns /	(sự) chấp nhận	4
account	[n]	/ ə'kaʊnt /	tài khoản	7
accountancy	[n]	/ ə'kaʊntənsi /	ngành kế toán	5
accountant	[n]	/ ə'kaʊntənt /	nhân viên kế toán	5
accuracy	[n]	/ 'ækjərəsi /	sự chính xác	14
accurate	[adj]	/ 'ækjərət /	chính xác	11
accuse	[v]	/ ə'kju:z /	buộc tội	6
acronym	[n]	/ 'ækrə,nɪm /	từ gồm các chữ cái đầu của một cụm từ	16
address	[v]	/ ə'dres /	xử trí	7
admirable	[adj]	/ 'ædmərəbəl /	đáng khâm phục	11
admissions office	[n.p]	/ əd'mɪʃənz ,ɔ:fɪs /	phòng đào tạo	4
admittedly	[adv]	/ əd'mɪtədli /	phải thừa nhận là, thú thật	11
afford	[v]	/ ə'fɔ:rd /	có đủ tiền mua	8
agency	[n]	/ 'eɪdʒənsi /	cơ quan	14
agent	[n]	/ 'eɪdʒənt /	người đại diện	15
ages	[n]	/ 'eɪdʒɪz /	thời gian dài	4
aggression	[n]	/ ə'greʃən /	tính hay gây sự	3
admit	[v]	/ əd'mɪt /	nhận vào	13
aerobics	[n]	/ er'ɔʊbɪks /	thể dục nhịp điệu	13
affidavit	[n]	/ ,æfə'deɪvət /	bản khai có tuyên thệ	4
air-dry	[v]	/ 'er ,draɪ/	hong gió	1
allege	[v]	/ ə'ledʒ /	cho rằng	3
allegedly	[adv]	/ ə'ledʒədli /	được cho rằng	3
ambitious	[adj]	/ æm'bɪʃɪəs /	có tham vọng	5
amusement park	[n.p]	/ ə'mju:zmənt /	khu vui chơi	7
appearance	[n]	/ ə'pɪərəns /	vẻ ngoài	5
applicant	[n]	/ 'æplɪkənt /	người nộp đơn (xin học, xin việc)	4
application	[n]	/ ,æplə'keɪʃən /	đơn (xin học, xin việc)	4
apply	[v]	/ ə'plai /	nộp đơn (xin học, xin việc)	4
appointment	[n]	/ ə'pɔɪntmənt /	cuộc hẹn	5

argue	[v]	/ 'ɑ:ɡju: /	tranh cãi	1
armed	[adj]	/ ɑ:md /	có vũ trang	4
asset	[n]	/ 'æset /	kĩ năng	7
associate	[v]	/ ə'souʃi,et /	gắn liền	10
assuredly	[adv]	/ ə'ʃʊədli /	một cách chắc chắn	3
atlas	[n]	/ 'ætɫəs /	tập bản đồ	11
attentive	[adj]	/ ə'tentiv /	chú ý	2
audience	[n]	/ 'ɔ:di:əns /	khán giả	8
auditorium	[n]	/ ,ɔ:də'tɔ:ri:əm /	thính phòng, giảng đường	4
autobiography	[n]	/ ,ɔ:təbaɪ'agrəfi /	tự truyện	11
aviary	[n]	/ 'eɪvɪ,eri /	chuồng chim	16
aviation	[n]	/ ,eɪvi:'eɪʃən /	ngành hàng không	14
B				
bachelor	[n]	/ 'bætʃələ /	cử nhân	3
backstroke	[n]	/ 'bæk,stroʊk /	kiểu bơi ngửa	12
bar	[v]	/ bɑ: /	ngăn cấm	15
basic	[adj]	/ 'beɪsɪk /	cơ bản	4
beast	[n]	/ bi:st /	con thú	10
benefit	[v]	/ 'benə,fit /	làm lợi cho	14
bewildered	[adj]	/ br'wɪldəd /	bối rối	1
biennial	[adj]	/ baɪ'eni:əl /	hai năm một lần	13
bill	[n]	/ bɪl /	tiền giấy	C2
birth control	[n.p]	/ 'bɜ:θ kən'trɒl /	(sự) kiểm soát sinh đẻ	15
blame	[v]	/ bleɪm /	khỉến trách	6
blow 'off	[v]		không nhận	1
board (a plane)	[v]	/ bɔ:rd /	lên (tàu bay)	4
boarding pass	[n.p]	/ 'bɔ:rdɪŋ ,pæs /	thẻ lên tàu	16
bodyguard	[n]	/ 'bɒdi,ɡɑ:d /	cận vệ	4
boost	[v]	/ bu:st /	thúc đẩy	16
bowhead	[n]	/ 'bəʊhed /	cá voi Bắc Cực	C3
bowling	[n]	/ 'bəʊlɪŋ /	môn đánh ki	13
boxing	[n]	/ 'bɒksɪŋ /	quyền Anh	13
brain drain	[n.p]	/ 'breɪn'dreɪn /	chảy máu chất xám, rò rỉ chất xám	6
brainstorm	[v]	/ 'breɪnstɔ:rm /	nêu ý kiến để thảo luận	7
branch	[v]	/ bræntʃ /	phân nhánh	4

bravery	[n]	/'breivəri /	(tính, lòng) dũng cảm	11
breadwinner	[n]	/'bred,wɪnər /	trụ cột gia đình	15
breaststroke	[n]	/'brest,strouk /	kiểu bơi ếch	12
breeding	[n]	/'bri:diŋ /	(sự) sinh sản	10
bring 'out	[v]		nêu bật	16
brushwood	[n]	/'brʌʃ,wu:d /	cành cây gậy	9
buffalo	[n]	/'bʌfə,lou /	trâu	C2
burglary	[n]	/'bɜ:gləri /	(việc) ăn trộm	8
burrow	[n]	/'bɜrou /	hang	9
C				
cacti	[n]	/'kæktə /	(số nhiều của <i>cactus</i>)	9
cactus	[n]	/'kæktəs /	cây xương rồng	9
cage	[n]	/keɪdʒ /	chuồng	10
'call on	[v]		kêu gọi	8
camel	[n]	/'kæmə /	lạc đà	9
campaign	[n]	/kæm'peɪn /	chiến dịch	6
campus	[n]	/'kæmpəs /	khu đại học, phân hiệu	4
cane	[v]	/keɪn /	đánh bằng roi	3
canoeing	[n]	/kə'nu:ɪŋ /	môn bơi xuồng	12
caption	[n]	/'kæpʃən /	lời chú thích	8
capture	[n]	/'kæptʃər /	(sự) đánh bắt	10
carnation	[n]	/kɑr'neiʃən /	hoa cẩm chướng	C4
case	[n]	/keɪs /	ca mổ	C4
casualty	[n]	/'kæʒwəlti /	số thương vong	14
cataract	[n]	/'kætə,rækt /	bệnh đục thể thủy tinh	C4
'catch 'on	[v]		trở thành phổ biến	15
centralize	[v]	/'sentrə,lɑɪz /	tập trung	6
certain	[adj]	/'sɜrtən /	nào đó	11
certify	[v]	/'sɜrtə,fai /	chứng nhận, chứng thực	4
chapter	[n]	/'tʃæptər /	chương	11
character	[n]	/'kærɪktər /	tính cách	11
characteristic	[adj]	/'kærɪktə'rɪstɪk /	tiêu biểu	11
charity	[n]	/'tʃærəti /	từ thiện	14
checkup	[n]	/'tʃekʌp /	cuộc kiểm tra	10
chemistry	[n]	/'keməstri /	hoá học	4
chimpanzee	[n]	/'tʃɪmpæn'zi: /	con hắc tinh tinh	10

Christian name	[n.p]	/ 'krɪstʃən ,neɪm /	tên riêng, tên thánh	11
circus	[n]	/ 'sɜ:kəs /	hoạt động sôi nổi	4
civic	[adj]	/ 'sɪvɪk /	(thuộc) công dân	7
civil	[adj]	/ 'sɪvəl /	dân sự	14
civilian	[n]	/ sə'vɪljən /	thường dân	C4
clarification	[n]	/ ,klærəfə'keɪʃən /	(sự) làm sáng tỏ	8
clergyman	[n]	/ 'klɜ:dʒi:mən /	giáo sĩ	C1
cohabit	[v]	/ ,kou'hæbɪt /	sống chung	8
cohabitation	[n]	/ ,kou,hæbə'teɪʃən /	trình trạng sống chung	8
combat	[v]	/ 'kambæt /	đấu tranh chống lại	14
comfort	[n]	/ 'kʌmfɔ:t /	sự an ủi	15
commission	[n]	/ kə'mɪʃən /	ủy ban	14
community college	[n.p]	/ ke'mju:nəti ,kəlɪdʒ /	trường cao đẳng cộng đồng	4
commuter	[n]	/ kə'mju:tər /	người (đi xa) đi làm	11
compass	[n]	/ 'kʌmpəs /	la bàn	9
compel	[v]	/ kəm'pel /	bắt buộc	15
compete	[v]	/ kəm'pi:t /	cạnh tranh	6
competition	[n]	/ ,kæmpə'tɪʃən /	sự cạnh tranh	6
complexion	[n]	/ kəm'plekʃən /	màu da	8
compliment	[n]	/ 'kæmplɒmənt /	lời khen	2
comprise	[v]	/ kəm'praɪz /	bao gồm	13
concentrate	[v]	/ 'kɒnsən,treɪt /	tập trung	6
concept	[n]	/ 'kɒnsɛpt /	khái niệm	11
conduct	[v]	/ kən'dʌkt /	thực hiện, dẫn (điện)	1, 12
confine	[v]	/ kən'faɪn /	giám hãm	15
conflict	[n]	/ 'kɒnflikt /	xung đột	3
congratulate	[v]	/ kən'grætʃə,leɪt /	chúc mừng	6
contact	[n]	/ 'kɒntækt /	sự tiếp xúc	5
contents	[n]	/ 'kɒntents /	mục lục	11
convention	[n]	/ kən'ventʃən /	quy ước	10
cookbook	[n]	/ 'kuk,bʊk /	sách dạy nấu ăn	11
cooperation	[n]	/ kou,əpə'reɪʃən /	sự hợp tác	13
cordiality	[n]	/ ,kɔ:rdʒɪ'æləti /	lòng chân thành	C1
Corp.	[n]		corporation	6
corporal	[adj]	/ 'kɔ:prəl /	thân thể	3

corporation	[n]	/ ˌkɔːrpə'reɪʃən /	công ti	6
coupon	[n]	/ 'kuːpən /	phiếu	16
course	[n]	/ kɔːrs /	học phần	4
cover	[n]	/ 'kʌvər /	khăn trải giường	10
covet	[v]	/ 'kʌvət /	thèm muốn	10
cramp	[n]	/ kræmp /	vọp bẻ, chuột rút	12
crash ,course	[n.p]	/ 'kræʃ /	khoá học ngắn hạn, khoá học cấp tốc	3
credit	[n]	/ 'kredɪt /	tín chỉ	3
,give credit for		/ 'kredɪt /	nhìn nhận	1
crescent	[n]	/ 'kresənt /	cái liềm	C4
crises	[n]	/ 'kraɪsɪːz /	(số nhiều của <i>crisis</i>)	9
crisis	[n]	/ 'kraɪsɪs /	cuộc khủng hoảng	9
criteria	[n]	/ kraɪ'tɪrɪ:ə /	(số nhiều của <i>criterion</i>)	9
crocodile	[n]	/ 'krɒkə'daɪl /	cá sấu	10
cross-legged	[adj]	/ 'krɒːs'legɪd /	bắt chéo chân	1
crumble 'up	[v]	/ ˌkrʌmbəl /	vò nhàu nát	C2
curriculum	[n]	/ kə'rɪkjələm /	chương trình (học)	3
curt	[adj]	/ kɜːt /	cộc lốc	11
,cut 'down	[v]		chặt, đốn	9
cute	[adj]	/ kjuːt /	xinh xắn	8
D				
dagger	[n]	/ 'dægər /	dao găm	10
date	[n]	/ deɪt /	trái chà là	9
decline	[n]	/ di'klaɪn /	sự sụt giảm	10
delegate	[n]	/ 'deləgət /	đại biểu	13
delicate	[adj]	/ 'delɪkət /	tinh tế	11
demand	[n]	/ dɪ'mænd /	nhu cầu, sự đòi hỏi	6, C2
demeanor	[n]	/ dɪ'miːnər /	cách xử sự, cử chỉ, thái độ	5
department store	[n.p]	/ dɪ'pɑːtmənt'stɔːr /	cửa hàng bách hoá	5
departure	[n]	/ dɪ'pɑːtʃər /	khởi hành	4
dependent	[adj]	/ dɪ'pendənt /	phụ thuộc	10
deposit	[v]	/ dɪ'pɒzət /	kí gửi	8

desert	[n]	/ 'dezərt /	hoang mạc	9
desertification	[n]	/ di,zərtəfi'keiʃən /	sự hoang mạc hoá	9
detective	[adj]	/ di'tektɪv /	trình thám	11
detective	[n]	/ di'tektɪv /	thám tử	11
detergent	[n]	/ drɪ'tɜ:dʒənt /	bột giặt	1
devastating	[adj]	/ 'devə,steɪtɪŋ /	tai hại	1
diploma	[n]	/ dɒ'pləʊmə /	bằng tốt nghiệp	4
diplomatic	[adj]	/ ,dɪplə'mætɪk /	(thuộc) ngoại giao	3
disaster	[n]	/ di'zæstə /	tai hoạ	14
disciplinary	[adj]	/ 'dɪsəplə,neri /	đưa vào kỉ luật	3
discipline	[n]	/ 'dɪsəplən /	kỉ luật, ngành học	3
discipline	[v]	/ 'dɪsəplən /	thi hành kỉ luật	3
disgusted	[adj]	/ dɪs'gʌstəd /	ghê tởm	1
dismay	[v]	/ dɪs'meɪ /	làm mất tinh thần	1
disposed	[adj]	/ drɪ'spəʊzd /	có khuynh hướng ưa thích (thường là điều không tốt)	11
diving board	[n.p]	/ 'daɪvɪŋ,bɔ:rd /	cầu nhảy	12
divvy 'up	[v]	/ ,dɪvɪ /	chia sẻ	1
donate	[v]	/ 'dəʊneɪt /	tặng	14
dorm	[n]	/ dɔ:rm /	kí túc xá	4
dramatic	[adj]	/ drə'mætɪk /	đột ngột	6
drastically	[adv]	/ 'dræstrɪkli /	mạnh mẽ	6
driving	[adj]	/ 'draɪvɪŋ /	có ảnh hưởng mạnh	7
drought	[n]	/ draʊt /	hạn hán	14
due to	[prep]	/ du: /	do bởi	10
dugong	[n]	/ 'du:gəŋ /	cá nước	10
dump	[v]	/ dʌmp /	vứt bỏ	10
dune	[n]	/ du:n /	đồi cát	9
dynamics	[n]	/ daɪ'næmɪks /	động lực học, động lực	1, 7
E				
eagle	[n]	/ 'i:gəl /	đại bàng	13
,eat 'up	[v]		ăn hết	9
'e-book	[n]		sách điện tử	8
echo	[v]	/ 'e,kəʊ /	gợi nhớ	16
economics	[n]	/ ,i:kə'nɒmɪks /	kinh tế học	3

educator	[n]	/ 'edʒə,ketər /	nhà giáo dục	3
put into effect			đưa vào sử dụng	14
elaborately	[adv]	/ i'læbərətli /	tỉ mỉ	10
elective	[adj]	/ i'lektiv /	được bầu	15
elegance	[n]	/ 'elīgəns /	phong cách tao nhã	13
elegant	[adj]	/ 'elīgənt /	tao nhã	11
eligibility	[n]	/ ,elidʒə'biləti /	(sự) đủ điều kiện	4
eliminate	[v]	/ i'limə,neit /	loại trừ	10
embryo	[n]	/ 'embri:ou /	phôi	8
emotion	[n]	/ i'mouʃən /	cảm xúc	3
employ	[v]	/ ɪm'plɔɪ /	thuê làm	5
employer	[n]	/ ɪm'plɔɪər /	ông chủ	1
employment	[n]	/ ɪm'plɔɪmənt /	việc làm	6
encouragement	[n]	/ ɪn'kʌrɪdʒmənt /	hành động khích lệ	4
engaged	[adj]	/ ɪn'gɛɪdʒd /	hứa hôn	11
engineer	[n]	/ ,ɛndʒə'nɪr /	kỹ sư	4
engineering	[n]	/ ,ɛndʒə'nɪrɪŋ /	ngành kỹ thuật (bách khoa)	4
enormous	[adj]	/ i'nɔ:rməs /	to lớn	6
enterprise	[n]	/ 'entər,praɪz /	doanh nghiệp	6
entrance exam	[n.p]	/ 'entrəns ɪg,zæm /	kì thi tuyển sinh	4
entrepreneur	[n]	/ ,ɛntrəprə'nɜ: /	nhà doanh nghiệp	C2
entrepreneurial	[adj]	/ ,ɛntrəprə'nɜ:ri:əl /	có tính nhạy bén trong kinh doanh	7
epidemic	[n]	/ ,epə'demɪk /	bệnh dịch	C4
equip	[v]	/ i'kwɪp /	trang bị	3
equivalent	[n]	/ i'kwɪvələnt /	tương đương	6
evacuate	[v]	/ i'vækjə,weɪt /	sơ tán	14
eventually	[adv]	/ i'ventʃwəli /	sau đó	5
evoke	[v]	/ i'vəuk /	gợi, gợi ra, gợi ý	11
exaggerate	[v]	/ ɪg'zædʒə,reit /	phóng đại	11
excite	[v]	/ ɪk'saɪt /	kích động	11
expansion	[n]	/ ɪk'spænfən /	sự bành trướng, mở rộng	9
explorer	[n]	/ ɪk'splɔ:rər /	nhà thám hiểm	15
extended	[adj]	/ ɪk'stendɪd /	mở rộng	2
extent	[n]	/ ɪk'stɛnt /	mức độ	15
extracurricular	[adj]	/ ,ɛkstrəkə'ɪkɪjələ /	ngoại khoá	4

F				
face	[v]	/ feɪs /	đổi mặt với	6
facilitate	[v]	/ fə'sɪlə'teɪt /	làm dễ dàng	16
fall	[n]	/ fɔ:l /	học kì một	4
familiarization	[n]	/ fə,mɪljə'rɪ'zeɪʃən /	tìm hiểu	6
famine	[n]	/ 'fæməŋ /	nạn đói	C4
federation	[n]	/ ,fedə'reɪʃən /	liên đoàn	13
fee	[n]	/ fi: /	lệ phí	4
fever	[n]	/ 'fi:və /	sốt	10
fiancé	[n]	/ ,fi:,ən'seɪ /	chồng chưa cưới, hôn phu	11
fiancée	[n]	/ ,fi:,ən'si: /	vợ chưa cưới, hôn thê	11
fiction	[n]	/ 'fɪkʃən /	chuyện hư cấu	C3
financial	[adj]	/ fə'nænʃəl /	(thuộc) tài chính	4
finding	[n]	/ 'faɪndɪŋ /	kết quả	14
firewood	[n]	/ 'faɪ,wu:d /	củi	9
first name	[n.p]	/ 'fɜ:st ,neɪm /	tên	4
fit	[adj]	/ fɪt /	khỏe mạnh	13
fix	[v]	/ fɪks /	cố định	9
fixation	[n]	/ fɪk'seɪʃən /	sự cố định	9
flamingo	[n]	/ flə'mɪŋgəʊ /	chim hồng hạc	10
flexible	[adj]	/ 'fleksəbəl /	linh động	3
'flow ,chart	[n.p]		lưu đồ	3
follow-up	[adj]	/ 'fəlu:,ʌp /	tiếp theo	5
forbid	[v]	/ fə'r'bɪd /	cấm	8
foreword	[n]	/ 'fɔ:rwɜ:d /	lời nói đầu	11
forum	[n]	/ 'fɔ:rəm /	diễn đàn	3
foul	[n]	/ faʊl /	vi phạm luật (thể thao)	13
framework	[n]	/ 'freɪm,wɜ:k /	khuôn khổ	14
freshman	[n]	/ 'frefʃmən /	sinh viên năm thứ nhất, học sinh lớp 9	3, 4
funding	[n]	/ 'fʌndɪŋ /	việc cấp quỹ, việc tài trợ	11
fungi	[n]	/ 'fʌndʒəɪ /	(số nhiều của <i>fungus</i>)	9
fungus	[n]	/ 'fʌŋgəs /	nấm	9
futurologist	[n]	/ ,fju:tʃə'rələdʒɪst /	nhà tương lai học	8

G				
garment	[n]	/ 'gɑ:mənt /	quần áo	16
gateway	[n]	/ 'geɪtweɪ /	cửa ngõ	3
gazelle	[n]	/ gə'zel /	con linh dương	10
generational	[adj]	/ ,dʒenə'reɪʃənəl /	(thuộc) thế hệ	3
genius	[adj]	/ 'dʒi:njəs /	(có) thiên tài	11
genius	[n]	/ 'dʒi:njəs /	thiên tài	11
gesture	[n]	/ 'dʒestʃər /	điệu bộ, cử chỉ, động tác	5
giant	[adj]	/ 'dʒaɪənt /	khổng lồ	10
'given ,name	[n.p]		tên	C1
goat	[n]	/ gəʊt /	con dê	9
goggles	[n]	/ 'gɒgəlz /	kính bảo hộ	12
go 'in for	[v.p]		tham gia	12
gone	[adj]	/ gɒ:n /	đã qua rồi	6
gossip	[n]	/ 'gɒsɪp /	chuyện đồn đại, chuyện ngô lê đôi mách	11
grade	[v]	/ greɪd /	cho điểm	11
graduate	[adj]	/ 'grædʒə,wət /	sau đại học	C2
graduate	[n]	/ 'grædʒə,wət /	sinh viên tốt nghiệp	6
graze	[v]	/ greɪz /	ăn cỏ	10
'greenhouse ef ,fect	[n.p]		hiệu ứng nhà kính	10
guidebook	[n]	/ 'gaɪd,bʊk /	sách hướng dẫn du lịch	11
gymnastics	[n]	/ dʒɪm'næstɪks /	thể dục	13
give a 'hand			giúp đỡ	2
H				
handle	[n]	/ 'hændəl /	cái cán	10
handsome	[adj]	/ 'hænsəm /	thanh tú	11
'hands-'on	[adj]		thực tế, trực tiếp	3
harsh	[adj]	/ hɑ:ʃ /	khắc nghiệt	9
heart attack	[n.p]	/ 'hɑ:t ə,tæk /	cơn đau tim	8
herd	[n]	/ hɜ:d /	bầy (gia súc)	9
'higher 'edu'cation	[n.p]		đại học	4

'high-,flying	[adj]		nhều ước vọng	7
'high school	[n.p]		trường trung học phổ thông	3
hiker	[n]	/ 'haɪkər /	người đi bộ việt dã	C3
hire	[v]	/ haɪr /	thuê	5
home economics	[n.p]	/ 'həʊm i:kə'namɪks /	(môn học) kinh tế gia đình	1
horn	[n]	/ hɔ:rn /	sừng	10
humanitarian	[adj]	/ hju:mænə'teri:ən /	nhân đạo	C4
humanities	[n]	/ hju:mænə'ti:z /	nhân văn	C1
human resources	[n.p]	/ 'hju:mən ri:'sɔ:rsɪz /	phòng nhân sự	5
hump	[n]	/ hʌmp /	bướu	9
hymn	[n]	/ hɪm /	bài hát ca ngợi	13
I				
immature	[adj]	/ ,ɪmə'tʃʊr /	chưa trưởng thành	7
immerse	[v]	/ ɪ'mɜ:s /	bị cuốn hút	16
implement	[v]	/ 'ɪmplə'ment /	thực hiện	7
implication	[n]	/ ,ɪmplə'keɪʃən /	(sự) hàm ý	11
impression	[n]	/ ɪm'preʃən /	ấn tượng, cảm tưởng	6
inaccurate	[adj]	/ ɪn'ækjərət /	không chính xác	5
inappropriate	[adj]	/ ,ɪnə'prəʊpri:ət /	không phù hợp	10
inclined	[adj]	/ ɪn'klaɪnd /	có chiều hướng	11
income	[n]	/ 'ɪnkʌm /	thu nhập	6
incredible	[adj]	/ ɪn'kredəbəl /	không thể tin được	11
in-depth	[adj]		đào sâu, chuyên sâu	3
index	[n]	/ 'ɪndeks /	bảng chú dẫn	11
industrial zone	[n.p]	/ ɪn'dʌstri:əl 'zəʊn /	khu công nghiệp	6
inequality	[n]	/ ,ɪnɪ'kwɒləti /	sự bất bình đẳng	15
infer	[v]	/ ɪn'fɜ:r /	suy diễn	3
informed	[adj]	/ ɪn'fɔ:rmɪd /	có hiểu biết, am hiểu	5
infrequent	[adj]	/ ɪn'fri:kwənt /	hiếm	11
initial	[n]	/ ɪ'nɪʃəl /	chữ viết tắt	C1
injured	[adj]	/ 'ɪndʒəd /	bị thương	8
input	[n]	/ 'ɪnpʊt /	điều góp ý	1
institution	[n]	/ ,ɪnstə'tu:ʃən /	trường, viện, tổ chức	4
integrate	[v]	/ 'ɪntəgreɪt /	hoà nhập	14

intensity	[n]	/ ɪn'tensəti /	cường độ	3
interactive	[adj]	/ ,ɪntə'ræktɪv /	tương tác	8
interdisciplinary	[adj]	/ ,ɪntər'dɪsɪplɪ'nəri /	liên ngành	3
interest	[n]	/ 'ɪntrəst /	sở thích, sự quan tâm	5
interrupt	[v]	/ ,ɪntə'rʌpt /	ngắt lời	8
interview	[n]	/ 'ɪntər,vju: /	cuộc phỏng vấn	5
interviewer	[n]	/ 'ɪntər,vju:ər /	người phỏng vấn	5
irony	[n]	/ 'aɪrəni /	tính mỉa mai	11
irritated	[adj]	/ 'ɪrə'teɪtəd /	giận dữ	C2
irritation	[n]	/ ,ɪrə'teɪʃən /	sự giận dữ	C2
J				
jet-skiing	[n]	/ 'dʒet'ski:ɪŋ /	mô-tô trượt nước	12
jogging	[n]	/ 'dʒɔɡɪŋ /	môn chạy bộ chậm	13
junior	[n]	/ 'dju:njər /	sinh viên năm thứ ba, học sinh lớp 11	3, C2
K				
K-12	[n.p]	/ ,keɪ 'twelv /	kindergarten-12	3
kangaroo	[n]	/ ,kæŋgə'ru: /	con chuột túi	10
'killer ,whale	[n.p]		cá voi ăn thịt (các loài cá khác)	10
kindergarten	[n]	/ 'kɪndər,gartən /	trường mẫu giáo	3
kindergarten-12	[n.p]		hệ mẫu giáo đến lớp 12	3
kind-hearted	[adj]	/ ,kaɪnd'hɑ:təd /	tốt bụng, nhân hậu	11
kindly	[adv]	/ 'kaɪndli /	(một cách) thân ái	11
kindly	[adj]	/ 'kaɪndli /	tử tế	11
kneel	[v]	/ ni:l /	quỳ gối	8
L				
labor-saving	[adj]	/ 'leɪbər'seɪvɪŋ /	để giảm nhẹ lao động	15
landslide	[n]	/ 'lændslɑ:d /	đất trượt, đất sụp lở	14
last name	[n.p]	/ 'lɑ:st ,neɪm /	họ	4
lease	[n]	/ li:s /	thuê	6
legendary	[adj]	/ 'ledʒən'dəri /	(thuộc) huyền thoại	13
level off	[v]	/ ,levəl 'ɔ:f /	đình ổn trở lại	6
liar	[n]	/ 'laɪər /	người nói dối	11
liberation	[n]	/ ,lɪbə'reɪʃən /	(sự) giải phóng	15

loan	[v]	/ ˈləʊn /	cho vay	C2
loan	[n]	/ ˈləʊn /	khoản cho vay	16
ˌlʊk 'aʊt fɔː	[v]		để ý tìm	9
life vest	[n.p]	/ 'laɪf,vest /	áo phao, áo cứu đuối	12
literally	[adv]	/ 'lɪtərəli /	theo nghĩa đen	13
loss	[n]	/ ˈlɔːs /	sự thua lỗ	6
M				
mainstream	[adj]	/ 'meɪnstri:m /	chính quy, chính thống	3
major	[n]	/ 'meɪdʒər /	ngành học chính	4
major	[v]	/ 'meɪdʒər /	học ngành	4
makeshift	[adj]	/ 'meɪkʃɪft /	dùng tạm thời	C3
ˌmeɪk 'ʌp	[v]		tạo thành	15
manage	[v]	/ 'mænɪdʒ /	xoay sở được	8
managerial	[adj]	/ ,mænə'dʒɪriəl /	(thuộc) quản lí	5
mandate	[n]	/ 'mændət /	sứ mạng	14
manufacturing	[n]	/ ,mænjə'fæktʃərɪŋ /	công nghiệp chế biến	7
map	[v]	/ mæp /	vẽ bản đồ	15
marital status	[n.p]	/ ,mærətəl 'steɪtəs /	ình trạng hôn nhân (có lập gia đình hay chưa)	5
mascot	[n]	/ 'mæskət /	biểu tượng may mắn	13
massively	[adv]	/ 'mæsɪvli /	hàng loạt	10
mature	[v]	/ mə'tʃʊr /	trưởng thành, chín chắn	3
measles	[n]	/ 'miːzəlz /	bệnh sởi	10
measure	[n]	/ 'meʒər /	biện pháp	10
mechanic	[n]	/ mə'kænik /	thợ máy	5
mechanize	[v]	/ 'mekə,naɪz /	(có) máy	6
medieval	[adj]	/ ,miːdi:'i:vəl /	(thuộc) thời Trung Cổ	15
'mɪdl̩ ,sʊl	[n.p]		trường trung học cơ sở	3
millennium	[n]	/ mə'leni:əm /	thiên niên kỉ	3
mining	[n]	/ 'maɪnɪŋ /	nghề khai mỏ	7
ministerial	[adj]	/ ,mɪnə'strɪ:əl /	cấp bộ trưởng	16
minority	[n]	/ mə'nɔːrəti /	thiểu số	3
misbehavior	[n]	/ ,mɪsbɪ'heɪvjər /	(lối) cư xử không đúng, hành kiểm xấu	3
missing	[adj]	/ 'mɪsɪŋ /	mất tích	14

mission	[n]	/ 'mɪʃən /	phái đoàn, sứ mệnh	3, 10
misty	[adj]	/ 'mɪsti /	đầy mù sương	10
moisture	[n]	/ 'mɔɪstʃər /	độ ẩm	9
mop	[v]	/ mʌp /	lau	1
moral	[n]	/ 'mɔ:rəl /	bài học	C2
mosque	[n]	/ mɒsk /	thánh đường đạo Hồi	16
'mother tongue	[n.p]	/ ,tʌŋ /	tiếng mẹ đẻ	3
multinational	[n]	/ ,mʌlti:'næʃənəl /	công ti đa quốc gia	3
N				
nag	[v]	/ næg /	rầy la dai dẳng	1
'name-,calling	[n]		sự chế nhạo, lăng mạ	1
neglect	[v]	/ nɪ'glekt /	không chú ý đến	1
NGO		/ ,endʒi:'ou/	non-governmental organization	14
nightmare	[n]	/ 'naɪtmər /	ác mộng	C3
non-governmental organization			tổ chức phi chính phủ	14
notify	[v]	/ 'nəʊtə,fai /	thông báo	4
novelist	[n]	/ 'nɒvəlɪst /	tiểu thuyết gia	11
novella	[n]	/ nou'velə /	truyện vừa	C3
nursery ,school	[n.p]	/ 'nɜ:səri /	nhà trẻ	3
O				
oar	[n]	/ ɔ:r /	mái chèo	12
oases	[n]	/ ou'eɪ,sɪz /	(số nhiều của oasis)	9
oasis	[n]	/ ou'eɪsɪs /	ốc đảo	9
objective	[adj]	/ əb'dʒektɪv /	khách quan	14
observant	{adj}	/ əb'zɜ:vənt /	có óc quan sát	11
offer	[n]	/ 'ɔ:fər /	lời đề nghị	5
office	[n]	/ 'ɔ:fɪs /	chức vụ	15
official	[n]	/ ə'fɪʃəl /	quan chức	13
offshore	[adj]	/ ,ɔ:f'ʃɔ:r /	ngoài khơi	10
omen	[n]	/ 'əʊmən /	điềm	8
,open ,uni'iversity	[n.p]		trường đại học mở	4
opponent	[n]	/ ə'pəʊnənt /	đối phương	13
organ	[n]	/ 'ɔ:rgən /	đàn ống, đàn organ	13

orient	[v]	/ 'ɔ:ri:ent /	định hướng	16
orientation	[n]	/ ,ɔ:ri:en'teɪʃən /	sự định hướng	7
originate	[v]	/ ə'ri:dʒə,neɪt /	bắt nguồn	3
outdated	[adj]	/ aʊt'deɪtəd /	lỗi thời, cổ	11
outgoing	[adj]	/ 'aʊt,ɡoʊɪŋ /	thân mật và thoải mái	5
outing	[n]	/ 'aʊtɪŋ /	cuộc đi chơi ngoài trời	7
overlook	[v]	/ ,oʊvər'lʊk /	xem nhẹ, bỏ qua	15
overview	[n]	/ 'oʊvər,vju: /	(sự) khái quát	11
P				
pack 'out	[v]		đầy kín giả	4
paddle	[n]	/ 'pædəl /	mái chèo	12
palm	[n]	/ pɑ:m /	cây cọ	9
panda	[n]	/ 'pændə /	con gấu trúc	10
panel	[n]	/ 'pænəl /	nhóm (người)	16
paralyzed	[adj]	/ 'pærə,lɑɪzɪd /	bị liệt	12
parrot	[n]	/ 'pærət /	con vẹt	10
pass	[v]	/ pæs /	đỗ (kì thi)	4
pass	[n]	/ pæs /	vé vào	16
pass a'way	[v]		qua đời	C4
peer	[v]	/ pɪr /	nhìn	1
peninsula	[n]	/ pə'nɪnsələ /	bán đảo	7
perfection	[n]	/ pər'fekʃən /	(sự) hoàn hảo	11
peril	[n]	/ 'perəl /	(mối) hiểm nguy	3
perilously	[adv]	/ 'perələsli /	nguy hiểm, hiểm nghèo	10
permanent	[adj]	/ 'pɜ:mənənt /	thường trực	14
personnel	[n]	/ ,pɜ:sə'nel /	nhân viên*	C2
pharmacy	[n]	/ 'fɑ:məsi /	được học	4
philosophy	[n]	/ fə'ləsəfi /	triết học	3
photography	[n]	/ fə'tagrəfi /	ngành chụp ảnh	4
physics	[n]	/ 'fɪzɪks /	vật lí học	4
pigsty	[n]	/ 'pɪɡ,staɪ /	chuồng lợn	1
pillar	[n]	/ 'pɪlər /	(cây) cột	16
pizza	[n]	/ 'pɪtsə /	(một món ăn nướng)	16
plagiarize	[v]	/ 'pleɪdʒə,raɪz /	đạo văn	3

planet	[n]	/ 'plænət /	hành tinh	8
plateau	[n]	/ plæ'tou /	trình trạng bình ổn	6
plow	[n]	/ pləu /	cái cày	6
plunge	[v]	/ plʌndʒ /	lao xuống	12
pneumonia	[n]	/ nʊ'mounjə /	viêm phổi	11
poet	[n]	/ 'pouət /	nhà thơ, thi sĩ	11
political 'science	[n.p]	/ pə,lɪtɪkəl /	chính trị học	3
poncho	[n]	/ 'pantʃou /	áo choàng lớn chui đầu	9
post	[v]	/ poust /	đưa lên mạng	8
powder	[v]	/ 'paʊdə /	tán thành bột	10
pragmatic	[adj]	/ præg'mætɪk /	thực dụng	1
precaution	[n]	/ prɪ'kə:ʃən /	lời cảnh báo	12
predator	[n]	/ 'predətə /	động vật ăn thịt (động vật khác)	10
preface	[n]	/ 'prefəs /	lời nói đầu	11
prehistoric	[adj]	/ ,pri:hi'stɔ:ɪk /	(thuộc) thời tiền sử	10
prime minister	[n.p]	/ ,praɪm 'mɪnɪstə /	thủ tướng	15
procedure	[n]	/ prə'si:dʒə /	thủ tục	4
proceed	[v]	/ prə'si:d /	tiến hành	8
process	[v]	/ 'prəses /	giải quyết (đơn xin)	4
proctor	[n]	/ 'prɒktə /	giám thị (kì thi)	14
productivity	[n]	/ ,prɒdʌk'tɪvətɪ /	năng suất	14
profit	[n]	/ 'prɒfɪt /	lợi nhuận	10
profitable	[adj]	/ 'prɒfɪtəbəl /	mang lại lợi nhuận	5
profound	[adj]	/ prə'faʊnd /	sâu sắc	6
promotional	[adj]	/ prə'mouʃənəl /	quảng cáo	6
propose (marriage)	[v]	/ prə'pəʊz /	cầu (hôn)	8
publication	[n]	/ ,pʌblɪ'skeɪʃən /	việc xuất bản	11
punctuality	[n]	/ ,pʌŋtʃə'wælətɪ /	thói quen đúng giờ	5
pursue	[v]	/ pə'su: /	theo đuổi	8
qualifications	[n]	/ ,kwɒləfə'keɪʃənz /	năng lực chuyên môn	5
qualified	[adj]	/ 'kwɒləfaɪd /	đủ điều kiện	4
quick-witted	[adj]	/ ,kwɪk'wɪtəd /	nhanh trí	11

R				
rattan	[n]	/ ræ'tæn /	mây	13
ravage	[v]	/ 'rævɪdʒ /	tàn phá, huỷ hoại	14
raw materials	[n.p]	/ ,rɔ: mə'tiri:əlz /	nguyên liệu	16
rear view mirror	[n.p]	/ ,rɪr vju: 'mɪrər /	kính chiếu hậu	12
rebellious	[adj]	/ rə'beljəs /	hay nổi loạn	7
recede	[v]	/ ri'si:d /	(nước) rút	14
receptionist	[n]	/ ri'sepʃənɪst /	nhân viên lễ tân	5
recommend	[v]	/ ,rekə'mend /	tiến cử, giới thiệu	11
recommendation	[n]	/ ,rekəmən'deɪʃən /	lời tiến cử, lời giới thiệu	11
recruiter	[n]	/ ri'kru:tər /	người tuyển nhân viên	C2
recruitment	[n]	/ ri'kru:tmənt /	tuyển nhân viên	3
reelection	[n]	/ ,ri:ə'leɪʃən /	sự bầu lại	14
reference	[n]	/ 'refrəns /	sự giới thiệu, sự xác nhận	5
regional	[adj]	/ 'ri:dʒənəl /	(trong, thuộc) khu vực	3
registry	[n]	/ 'redʒɪstri /	nơi đăng kí	8
regulation	[n]	/ ,regjə'leɪʃən /	quy định	10
reiterate,	[v]	/ ri'ɪtə'reɪt /	lặp lại	5
reliability	[n]	/ ri'laɪə'bɪləti /	ính đáng tin cậy	11
reliable	[adj]	/ ri'laɪəbəl /	đáng tin cậy	14
replace	[v]	/ ri'pleɪs /	thay thế	16
representative	[n]	/ ,reprɪ'zentətɪv /	người đại diện	15
resign	[v]	/ ri'zaɪn /	từ chức	16
restoration	[n]	/ ,restə'reɪʃən /	sự khôi phục	14
restore	[v]	/ ri'stɔ:r /	lập lại	14
restrict	[v]	/ ri'strɪkt /	hạn chế	10
résumé	[n]	/ 'rezə,meɪ /	lí lịch	5
retail	[adj]	/ 'ri:teɪl /	(bán) lẻ	7
retain	[v]	/ ri'teɪn /	giữ lại	10
rhinoceros	[n]	/ raɪ'nɔ:sərəs /	con tê giác	10
,roll 'up	[v]		cuốn, quấn	9
rough	[adj]	/ rʌf /	phác thảo, khó khăn	9, 15
roughly	[adv]	/ 'rʌfli /	xấp xỉ	15

S				
sacrifice	[v]	/ 'sækrə,fais /	hi sinh	11
sacrifice	[n]	/ 'sækrə,fais /	(sự) hi sinh	11
salary	[n]	/ 'sæləri /	tiền lương	5
salmon	[n]	/ 'sæmən /	cá hồi	9
saltwater	[n]	/ 'sɔ:ltwɔ:tər /	nước mặn	10
sandstorm	[n]	/ 'sænd,stɔ:rm /	bão cát	9
sanitary	[adj]	/ 'sænə,teri /	vệ sinh	14
sanitation	[n]	/ ,sænə'teɪʃən /	hệ thống vệ sinh	14
satisfy	[v]	/ 'sætəs,fai /	làm thoả mãn	5
sawmilling	[n]	/ 'sɔ:,mɪlɪŋ /	ngành cưa máy	7
say	[n]	/ seɪ /	quyền có ý kiến	3
scenario	[n]	/ sə'næri:,ou /	kịch bản	1
schedule	[v]	/ 'skedʒu:l /	đưa vào chương trình	2
scholarship	[n]	/ 'skalər,ʃɪp /	học bổng	15
scold	[v]	/ skould /	quở trách	C2
score	[n]	/ skɔ:r /	điểm (thi)	2
screwdriver	[n]	/ 'skru:,draɪvər /	cái tua vít	10
'sea ,cow	[n.p]		(Xem <i>dugong</i>)	10
'sea ,grass	[n.p]		cỏ mọc dưới đáy biển	10
secure	[adj]	/ sɪ'kjʊr /	an tâm	2
security	[n]	/ sɪ'kjʊrəti /	(sự) an toàn, an ninh	6, 14
semester	[n]	/ sɪ'mestər /	học kì	4
semiarid	[adj]	/ ,semɪ'ærɪd /	nửa khô hạn	9
,send 'off	[v]		đuổi (ra khỏi sân)	13
senior	[n]	/ 'si:njər /	sinh viên năm thứ tư, học sinh lớp 12	3, C2
,set a'part	[v]		làm cho khác hơn	5
settle	[v]	/ 'setəl /	đàn xếp	14
severe	[adj]	/ sə'veɪr /	khắc nghiệt	9
sex edu,cation	[n.p]	/ 'seks /	giáo dục giới tính	3
sharp-edged	[adj]	/ 'ʃɑ:p'edʒd /	sắc bén, sắc sảo	11
ship breaking	[n.p]	/ 'ʃɪp 'breɪkɪŋ /	phá huỷ tàu cũ (để lấy phế liệu)	7
shock	[n]	/ ʃak /	(tình trạng) bàng hoàng	11
shocked	[adj]	/ ʃakt /	bàng hoàng	1

shortage	[n]	/ 'ʃɔ:rtɪdʒ /	(sự) thiếu hụt	10
Siamese cat	[n.p]	/ 'saɪəmi:z 'kæʔ /	(một loài mèo nguồn gốc ở nước Siam xưa)	13
slippery	[adj]	/ 'slɪpəri /	trơn	13
slum	[n]	/ slʌm /	khu nhà ổ chuột	6
smallpox	[n]	/ 'smɔ:lpɔks /	bệnh đậu mùa	14
sob	[v]	/ sɒb /	nức nở	C2
social security	[n.p]	/ ,səʊʃəl sɪ'kjʊərəʔi /	bảo hiểm xã hội	4
sociologist	[n]	/ ,səʊsi:'ɒlədʒɪst /	nhà xã hội học	1
sociology	[n]	/ ,səʊsi:'ɒlədʒi /	xã hội học	3
soiled	[adj]	/ səʊld /	bẩn	1
solidarity	[n]	/ ,sɒlə'dæərəʔi /	sự đoàn kết	13
sophomore	[n]	/ 'sɒf,mɔ:r /	sinh viên năm thứ hai, học sinh lớp 10	3
souvenir	[n]	/ ,su:və'nɪr /	vật kỉ niệm	13
spill	[v]	/ spɪl /	làm đổ	1
sponsor	[n]	/ 'spɒnsər /	người bảo trợ	4
spring	[n]	/ sprɪŋ /	học kì hai	4
squid	[n]	/ skwɪd /	con mực	C2
squirrel	[n]	/ 'skwɜ:rəl /	con sóc	13
squirrel monkey	[n.p]	/ 'skwɜ:rəl ,mʌŋki /	(một loài khỉ ở châu Mỹ)	10
state	[n]	/ steɪt /	nhà nước	6
statistical	[adj]	/ stə'tɪstɪkəl /	(trình bày bằng) thống kê	6
status	[n]	/ 'steɪtəs /	địa vị, hiện trạng	10
stew	[v]	/ stu: /	hầm	9
strike	[v]	/ straɪk /	(đồng hồ) đổ, điểm	8
strive	[v]	/ straɪv /	nỗ lực	14
stylized	[adj]	/ 'staɪ,laɪzd /	cách điệu	13
submit	[v]	/ sʌb'mɪt /	nộp	4
subsequent	[adj]	/ 'sʌbsɪkwənt /	sau đó	7
summer	[n]	/ 'sʌmər /	học kì hè	4
supervise	[v]	/ 'su:pər,vvaɪz /	giám sát	14
support	[v]	/ sə'pɔ:rt /	chu cấp	4
support	[n]	/ sə'pɔ:rt /	sự chu cấp	4
supporting	[adj]	/ sə'pɔ:rtɪŋ /	phụ	9

surcharge	[n]	/ 'sɜ:tʃɑ:dʒ /	phí tính thêm, phụ thu	3
surfer	[n]	/ 'sɜ:fə /	người lướt ván	12
surfing	[n]	/ 'sɜ:fɪŋ /	môn lướt ván	12
surname	[n]	/ 'sɜ:neɪm /	họ	C1
survey	[v]	/ sər'veɪ /	đánh giá sơ bộ, đánh giá tổng quát	11
sustainable	[adj]	/ sə'steɪnəbəl /	bền vững	14
symbolize	[v]	/ 'sɪmbəlaɪz /	tượng trưng cho	2
sympathize	[v]	/ 'sɪmpəθaɪz /	thông cảm	3
T				
technical	[adj]	/ 'teknɪkəl /	chuyên môn	14
university of technology	[n.p]		trường đại học bách khoa	4
tension	[n]	/ 'tenʃən /	(tình trạng) căng thẳng	3
textbook	[n]	/ 'teksbʊk /	sách giáo khoa	11
textile	[adj]	/ 'tekstaɪl /	dệt may	5
theses	[n]	/ 'θi:si:z /	(số nhiều của <i>thesis</i>)	9
thesis	[n]	/ 'θi:səs /	luận văn thạc sĩ	9
threaten	[v]	/ 'θretən /	đe dọa	9
threshing machine	[n.p]	/ 'θreʃɪŋ məʃi:n /	máy đập lúa	6
timber	[n]	/ 'tɪmbə /	gỗ xây dựng	16
toddler	[n]	/ 'tɒdlər /	đứa bé mới học đi	1
tone	[n]	/ təʊn /	giọng điệu, giọng văn	11
topsoil	[n]	/ 'tɒpsɔɪl /	lớp đất trên mặt	9
tough	[adj]	/ tʌf /	khắc nghiệt	6
transcript	[n]	/ 'trænskɪpt /	học bạ	4
transnational	[adj]	/ træns'næʃənəl /	liên quốc gia	3
trade	[n]	/ treɪd /	thương mại	10
tribute	[n]	/ 'trɪbjʊ:t /	sự kính dâng	C4
tricky	[adj]	/ 'trɪki /	dễ gây nguy hiểm	9
tuition	[n]	/ tu'ɪʃən /	học phí	8
tunnel	[n]	/ 'tʌnəl /	địa đạo	3
tutor	[v]	/ 'tu:tər /	dạy kèm	5
typical	[adj]	/ 'tɪpɪkəl /	tiêu biểu	5

U				
unattended	[adj]	/ ʌnə'tendəd /	không được trông nom, chăm sóc	14
undergraduate	[adj]	/ ʌndər'grædʒəwət /	đại học	C2
unemployed	[adj]	/ ʌnim'plɔɪd /	thất nghiệp	6
unemployment	[n]	/ ʌnim'plɔɪmənt /	trạng thái thất nghiệp	6
unwise	[adj]	/ ʌn'waɪz /	không khôn ngoan	11
upset	[adj]	/ ʌp'set /	lo phiền	6
V				
vacuum	[v]	/ 'vækjuəm /	hút bụi	1
vice president	[n.p]	/ ,vaɪs 'prezədənt /	phó giám đốc	16
victim	[n]	/ 'vɪktəm /	nạn nhân	9
vigor	[n]	/ 'vɪgər /	sinh lực	10
vineyard	[n]	/ 'vɪnjərd /	vườn nho	C1
violate	[v]	/ 'vaɪə,leɪt /	vi phạm	C3
visa	[n]	/ 'vi:zə /	thị thực	4
vital	[adj]	/ 'vaɪtəl /	cốt yếu	7
vocational	[adj]	/ vou'keɪʃənəl /	đạy nghề, hướng nghiệp	3
W				
wage	[v]	/ weɪdʒ /	tiền hành	8
wages	[n]	/ 'weɪdʒəz /	tiền công	5
wash away	[v]		cuốn đi	9
watercraft	[n]	/ 'wɔ:tərkræft /	tàu bè	12
water polo	[n.p]	/ 'wɔ:tər'pɔʊlə /	môn bóng nước	12
waters	[n]	/ 'wɔ:tərz /	vùng biển	10
well-built	[adj]	/ ,wel'bilt /	cường tráng	C3
whereabouts	[adv]	/ 'hwɛrə,bauts /	ở đâu	10
windsurfing	[n]	/ 'wɪnd,sɜ:fɪŋ /	môn lướt ván buồm	13
word processor	[n.p]	/ 'wɜ:d ,prəsesər /	máy xử lí văn bản	5
workshop	[n]	/ 'wɜ:kʃɔ:p /	hội thảo	16
would-be	[adj]		có thể trở thành	3
wounded	[adj]	/ 'wu:ndəd /	bị thương	C4
Y				
yield	[n]	/ ji:ld /	sản lượng	6

GLOSSARY OF NAMES

ACT		/ ,eɪ si: 'ti: /	American College Test	4
AFTA			ASEAN Free Trade Area	6
AIDS		/ eɪdz /	bệnh AIDS (hội chứng suy giảm miễn dịch mắc phải)	14
Alaska		/ ə'ləskə /	(tên bang ở Hoa Kỳ)	C3
Alaskan	[adj]	/ ə'ləskən /	(thuộc) bang Alaska	C3
Algeria		/ æ'lʒɪriə /	(tên nước)	9
American College Test			(một loại kì thi tuyển sinh đại học ở Hoa Kỳ)	4
Anna		/ 'ænə /	(tên người)	C4
Arab	[adj]	/ 'ærəb /	(thuộc) Ả Rập	10
Arctic	[adj]	/ 'ɑrktɪk /	gần Bắc Cực	9
Arizona		/ ,æri'zəʊnə /	(tên trường đại học)	1
Arthur		/ 'ɑ:θə /	(tên người)	11
ASEAN		/ 'æsi:æn /	Hiệp hội các nước Đông Nam Á	6
ASEAN Free Trade Area			Khu vực Mậu dịch Tự do ASEAN	6
Asian		/ 'eɪʒən /	người châu Á	2
Atlanta		/ æt'læntə /	(tên thành phố ở Hoa Kỳ)	7
Austen		/ 'ɔ:stən /	(họ người)	11
Barbie		/ 'bɑ:bi /	(nhãn hiệu búp bê)	2
Behrman		/ 'bermən /	(họ nhân vật trong truyện)	11
Bering		/ 'bi:rɪŋ /	(tên biển)	C3
Chinatown		/ 'tʃaɪnə,taʊn /	khu Hoa kiều	16
Christine		/ 'krɪstɪ:n /	(tên người)	2
Conan		/ 'kəʊnən /	(tên người)	11
Dili		/ 'dɪli /	(thủ đô Đông Timor)	16
doctor of philosophy			tiến sĩ	C1
Doyle		/ dɔɪl /	(họ người)	11
Ederle		/ 'eɪdərli /	(họ người)	15
Elton		/ 'eltən /	(họ nhân vật tiểu thuyết)	11
Emma		/ 'emə /	(tựa tiểu thuyết)	11

English Channel		/ ˌɪŋɡlɪʃ ˈtʃænəl /	(tên eo biển giữa Anh và Pháp)	15
Eritrea		/ ˌerɪˈtri:ə /	(tên nước ở châu Phi)	C4
Ernest		/ ˈɜ:nəst /	(tên người)	C3
Franklin		/ ˈfræŋk,lɪn /	(tên người)	14
Gateshead		/ ˈgeɪtʃhed /	(tên cầu)	6
GED		/ ˌdʒi: i: ˈdi: /	General Educational Development	4
General Assembly		/ ˈdʒenrəl əˈsembli /	Đại Hội đồng	14
General Educational Development			chứng chỉ tương đương trung học phổ thông	4
Geneva		/ ˌdʒəˈni:və /	(tên thành phố ở Thụy Sĩ)	C4
Gertrude		/ ˈgɜ:trud /	(tên người)	15
Gobi		/ ˈgəʊbi /	(tên hoang mạc)	9
Greece		/ ɡri:s /	nước Hi Lạp	2
Hawkins		/ ˈhɑ:kɪnz /	(họ nhân vật tiểu thuyết)	11
HIV		/ ˌaɪv ˈvi: /	vi rút HIV (vi rút gây suy giảm miễn dịch ở người)	14
Holmes		/ ˈhəʊmz /	(họ nhân vật trong truyện)	11
Indiana		/ ˌɪndiˈænə /	(tên bang ở Hoa Kỳ)	7
Irishman		/ ˈaɪrɪʃmən /	người Ireland	C1
Javan		/ ˈdʒɑ:vən /	(một loài tê giác)	10
Johnsy		/ ˈdʒɔnsi /	(tên nhân vật trong truyện)	11
Kingsley		/ ˈkɪŋzli /	(họ người)	15
Laurence		/ ˈlɔ:rəns /	(tên người)	C1
Linda		/ ˈlɪndə /	(tên người)	4
Louisiana		/ lu:ˌi:ziˈænə /	(tên bang ở Hoa Kỳ)	7
Malaysian	[adj]	/ məˈleɪzən /	(thuộc) Malaysia	13
Manila		/ məˈnɪlə /	(thủ đô Philippines)	16
Margaret		/ ˈmɑ:gəɪt /	(tên người)	15
Mark		/ mɑ:k /	(tên người)	4
Massachusetts		/ ˌmæsəˈtʃu:sɪts /	(tên trường đại học)	7
Mediterranean	[adj]	/ ˌmedɪtəˈreɪnjən /	(thuộc) vùng Địa Trung Hải	7
Mekong Delta		/ ˈmeɪkəŋ ˈdelta /	Đồng bằng sông Cửu Long	3

Mississippi		/ ˌmɪsɪˈsɪpi /	(tên sông ở Hoa Kỳ)	7
Mojave		/ mouˈhavi /	(tên hoang mạc)	9
Mongolia		/ mɑŋˈɡoʊliə /	Mông Cổ	9
Myanmar		/ maɪˈænmar /	nước Myanmar	10
Norway		/ ˈnɔːrweɪ /	Na Uy	14
O. Henry		/ ˌou ˈhenri /	(bút danh nhà văn Hoa Kỳ)	11
Ohio		/ ouˈhaɪou /	(tên bang ở Hoa Kỳ)	C4
Oriental	[adj]	/ ˌɔːriːˈentəl /	(thuộc) Phương Đông	4
Panama		/ ˈpænəmə /	(tên kênh)	7
Para Games		/ ˈpærə /	Paralympics	12
Paralympics		/ ˌperəˈlɪmpɪks /	đại hội thể thao cho người khuyết tật	12
Pascagoula		/ ˌpæskəˈɡuːlə /	(tên trường học)	3
Persian Gulf		/ ˈpɜːʒən ˈɡʌlf /	(tên vịnh ở tây Á)	10
Ph.D.		/ ˌpiː ɛrtʃ ˈdiː /	doctor of philosophy	C1
Phil		/ fɪl /	(tên người)	8
Philippine	[adj]	/ ˈfɪlɪpiːn /	(thuộc) nước Philippines	13
Phnom Penh		/ ˈnɑm ˈpen /	(thủ đô Cambodia)	16
Red Cross		/ ˈkrɔːs /	hội Chữ Thập Đỏ	7
Roosevelt		/ ˈruːzəˌvelt /	(họ người)	14
Russian Federation		/ ˈrʌʃən fedəˈreɪʃən /	Liên Bang Nga	14
Sahara		/ səˈhærə /	(tên hoang mạc)	9
Sally		/ ˈsæli /	(tên người)	15
Sampson		/ ˈsæmpsən /	(tên người)	1
SEA			Southeast Asian	13
SEAP			Southeast Asian Peninsular	13
Secretary-General			Tổng Thư kí	14
Security Council		/ sɪˈkjʊrəti ˌkaʊnsəl /	Hội đồng Bảo An	14
Sherlock		/ ˈʃɜːrlək /	(tên nhân vật trong truyện)	11
Siam		/ saɪˈæm /	(tên cũ của Thái Lan)	13
University of Social Sciences and Humanities		/ ˌhjuːˈmænətiːz /	Trường Đại học Khoa học Xã hội và Nhân văn	3
Southeast Asia		/ ˈsauθiːst ˈeɪʒə /	Đông Nam Á	13
Southeast Asian	[adj]	/ ˈsauθiːst ˈeɪʒən /	(thuộc) Đông Nam Á	13

Southeast Asian Peninsular	[adj]		(thuộc) Bán đảo Đông Nam Á	13
Sterne		/ stɜ:n /	(họ người)	C1
Sumatran		/ su'matrən /	(một loài tê giác)	10
Tanaka		/ tə'nəkə /	(họ người)	4
Thatcher		/ 'θætʃər /	(họ người)	15
Tyne		/ taɪn /	(tên sông)	6
UNDP		/ ,ju: en di: 'pi: /	United Nations Development Program	14
UNICEF		/ 'ju:nəsef /	tổ chức UNICEF	14
United Nations Development Program			Chương trình Phát triển Liên Hiệp Quốc	14
Vientiane		/ vjen 'tʃan /	(thủ đô Laos)	16
Woodrow		/ 'wudrou /	(tên người)	C4
Yangzhou		/ 'jɑŋ 'dʒou /	(thành phố) Dương Châu	8
Yemen		/ 'jemən /	(tên nước ở tây Á)	10

APPENDICES

ABBREVIATIONS

<i>adj.</i>	adjective	<i>v.</i>	verb
<i>adv.</i>	adverb	'	primary stress
<i>n.</i>	noun	ˈ	secondary stress
<i>n.p.</i>	noun phrase		

PRONUNCIATION SYMBOLS (Cambridge Dictionary of American English, 2000 Edition)

Consonants

/p/	pen	/pen/	/s/	see	/si:/
/b/	bad	/bæd/	/z/	zoo	/zu:/
/t/	tea	/ti:/	/ʃ/	shoe	/ʃu:/
/d/	did	/dɪd/	/ʒ/	vision	/'vɪʒən/
/k/	cat	/kæt/	/h/	hat	/hæt/
/g/	get	/get/	/m/	man	/mæn/
/tʃ/	chain	/tʃeɪn/	/n/	now	/naʊ/
/dʒ/	jam	/dʒæm/	/ŋ/	sing	/sɪŋ/
/f/	fall	/fɔ:l/	/l/	leg	/leg/
/v/	van	/væn/	/r/	red	/red/
/θ/	thin	/θɪn/	/j/	yes	/jes/
/ð/	this	/ðɪs/	/w/	wet	/wet/

Vowels and Diphthongs

/i:/	see	/si:/	/ʌ/	cup	/kʌp/
/ɪ/	happy	/'hæpi/	/ɜ/	fur	/fɜr/
/ɪ/	sit	/sɪt/	/ə/	about	/ə'baʊt/
/e/	ten	/ten/	/eɪ/	say	/seɪ/
/æ/	cat	/kæt/	/oʊ/	go	/goʊ/
/ɑ/	father	/'fɑðər/	/aɪ/	my	/maɪ/
/ɔ:/	saw	/sɔ:/	/ɔɪ/	boy	i'ɔɪ/
/ʊ/	put	/pʊt/	/aʊ/	now	/naʊ/
/u:/	too	/tu:/	/ju/	pure	/pjʊr/

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 - HÌNH HỌC 12
2. VẬT LÝ 12
3. HOÁ HỌC 12
4. SINH HỌC 12
5. NGỮ VĂN 12 (tập một, tập hai)
6. LỊCH SỬ 12
7. ĐỊA LÝ 12
8. TIN HỌC 12
9. CÔNG NGHỆ 12
10. GIÁO DỤC CÔNG DÂN 12
11. GIÁO DỤC QUỐC PHÒNG - AN NINH 12
12. NGOẠI NGỮ
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