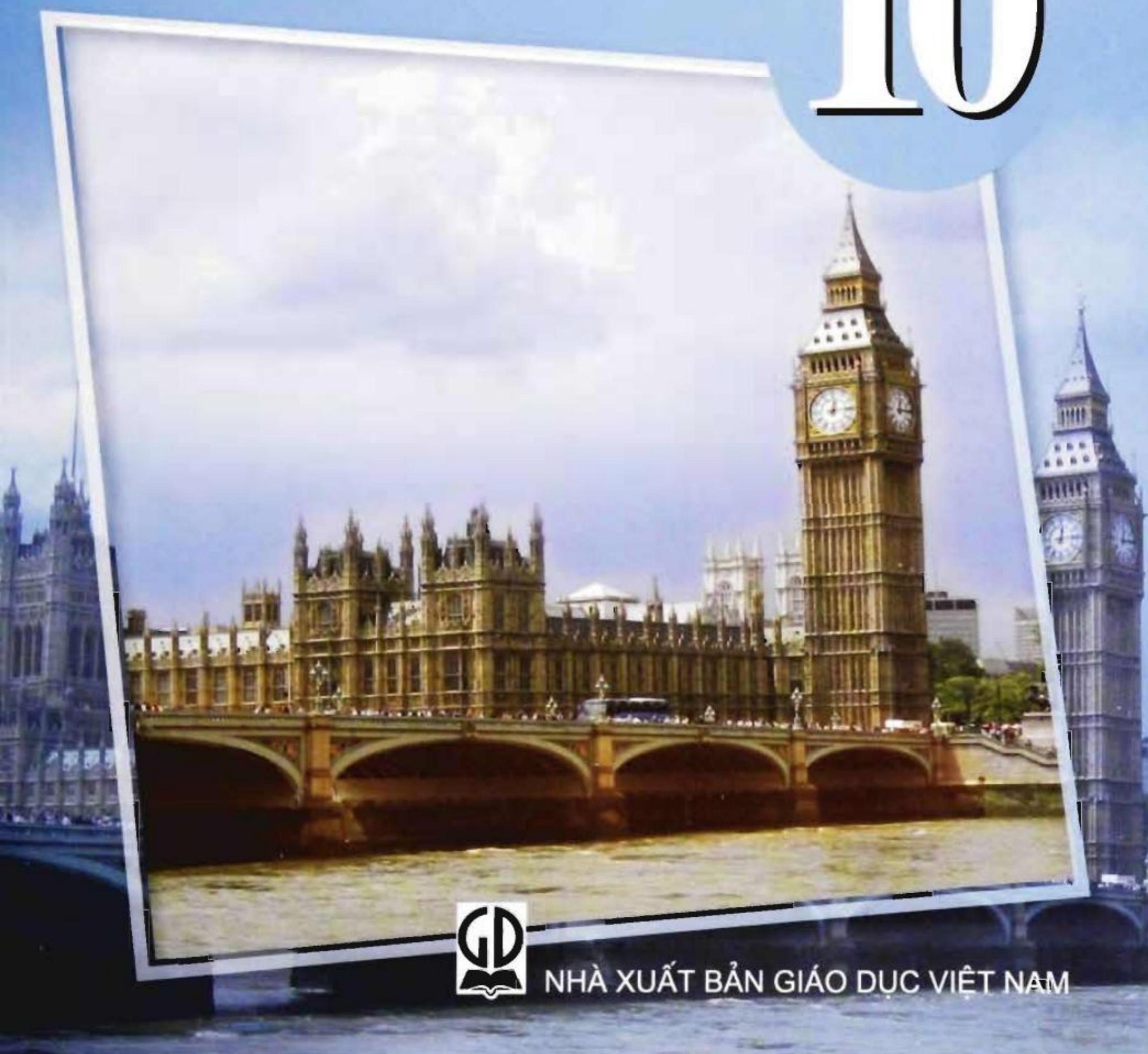


BỘ GIÁO DỤC VÀ ĐÀO TẠO

# TIẾNG ANH

10



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM



BỘ GIÁO DỤC VÀ ĐÀO TẠO

HOÀNG VĂN VÂN (Tổng Chủ biên kiêm Chủ biên)

HOÀNG THỊ XUÂN HOA – ĐỖ TUẤN MINH

NGUYỄN THU PHƯƠNG – NGUYỄN QUỐC TUẤN

# TIẾNG ANH

(Tái bản lần thứ tư)

10



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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

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

*Biên tập tái bản :* **TRẦN THU HÀ**

*Biên tập mĩ thuật :* **TẠ THANH TÙNG**

*Trình bày bìa :* **BÙI QUANG TUẤN**

*Thiết kế sách :* **NGUYỄN THANH LONG**

*Sửa bản in :* **TRẦN THU HÀ**

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

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

## **TIẾNG ANH 10**

Mã số : CH020T0

In 35.000 cuốn (QĐ10), khổ 17 x 24 cm.

In tại Công ty TNHH MTV In Quân đội 1.

Số in: 0253. Số XB: 01-2010/CXB/562-1485/GD.

In xong và nộp lưu chiểu tháng 1 năm 2010.



## LỜI NÓI ĐẦU

**TIẾNG ANH 10** được biên soạn dựa theo chương trình chuẩn tiếng Anh Trung học phổ thông của Bộ Giáo dục và Đào tạo, tiếp theo Tiếng Anh 6, Tiếng Anh 7, Tiếng Anh 8 và Tiếng Anh 9.

**TIẾNG ANH 10** được biên soạn dựa theo chủ điểm (*theme-based*) gồm 16 đơn vị bài học và 6 bài ôn. Mỗi đơn vị bài học ứng với một chủ đề cụ thể và gồm các mục sau:

**A. READING:** Gồm một hoặc một số đoạn văn có độ dài khoảng 180 – 220 từ, nhằm giúp học sinh làm quen với chủ đề của đơn vị bài học, cung cấp thông tin và ngữ liệu cho toàn đơn vị bài học và phát triển các kĩ năng đọc hiểu cho các em.

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

**C. LISTENING:** Gồm các đoạn văn hay các đoạn thoại liên quan đến chủ đề của đơn vị bài học. Mục đích chính là nhằm rèn luyện kĩ năng nghe hiểu cho học sinh. Ngoài ra, *Listening* còn giúp củng cố và chỉnh sửa lại những sai lệch về cách phát âm và sử dụng các cấu trúc ngôn ngữ của học sinh.

**D. WRITING:** Gồm các bài tập phát triển kĩ năng viết của học sinh theo các thể loại văn bản khác nhau như viết thư, mô tả dữ liệu, trần thuật, v.v...

**E. LANGUAGE FOCUS:** Gồm hai mục chính, **Pronunciation** và **Grammar and vocabulary**. **Pronunciation** nhằm ôn lại cách phát âm những âm đơn và âm đôi (nguyên âm hay phụ âm) trong từ và trong các phát ngôn. **Grammar and vocabulary** đề cập đến những vấn đề ngữ pháp và từ vựng được cho là trọng tâm của đơn vị bài học. Những vấn đề này được trình bày dưới hình thức bài tập hay hoạt động giao tiếp để học sinh thực hành.

Sáu bài ôn tập được trình bày dưới hình thức **TEST YOURSELF** và được thực hiện sau mỗi chuỗi lớn được quy định trong chương trình chuẩn của Bộ Giáo dục và Đào tạo. Các **TEST YOURSELF** được biên soạn để giúp học sinh tự kiểm tra khả năng và sự hiểu biết của mình sau khi các em đã học xong từ hai đến ba đơn vị bài học (nghĩa là, sau từ 10 đến 15 tiết học) và giúp giáo viên có cơ sở tham khảo để thiết kế bài kiểm tra 1 tiết cho học sinh. Điểm số của mỗi phần trong một **TEST YOURSELF** được tính trên tổng số 10 điểm như sau:

<b>Listening</b>	:	2,5 điểm
<b>Reading</b>	:	2,5 điểm
<b>Writing</b>	:	2,5 điểm
<b>Language Focus</b>	:	2,5 điểm

Cuối sách là danh mục từ vựng được liệt kê theo từng đơn vị bài học có phiên âm và nghĩa tiếng Việt tương đương.

Tập thê các tác giả hi vọng **TIẾNG ANH 10** sẽ mang lại nhiều bô ích cho các em học sinh. Chúc các em thành công!

CÁC TÁC GIÁ



*Buckingham Palace*



*An overview of London*

	<b>Reading</b>	<b>Speaking</b>
<b>Unit 1</b> <b>A DAY IN THE LIFE OF ...</b> Page 12	<ul style="list-style-type: none"> <li>• Guessing meaning in context</li> <li>• Passage comprehension</li> <li>• Scanning for specific information</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for and giving information from a timetable</li> <li>• Talking about daily activities</li> </ul>
<b>Unit 2</b> <b>SCHOOL TALKS</b> Page 22	<ul style="list-style-type: none"> <li>• Reading for exact information</li> <li>• Passage comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Making questions and giving responses in small talks</li> </ul>
<b>Unit 3</b> <b>PEOPLE'S BACKGROUND</b> Page 32	<ul style="list-style-type: none"> <li>• Vocabulary comprehension: matching</li> <li>• Deciding on True or False statements</li> <li>• Passage comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and answering questions about people's background</li> <li>• Role-playing</li> </ul>
<b>Unit 4</b> <b>SPECIAL EDUCATION</b> Page 44	<ul style="list-style-type: none"> <li>• Vocabulary comprehension: matching</li> <li>• Extensive reading: multiple-choice questions</li> <li>• Intensive reading: gap-fill</li> </ul>	<ul style="list-style-type: none"> <li>• Making an interview: matching</li> <li>• Making an interview and reporting on results</li> </ul>
<b>Unit 5</b> <b>TECHNOLOGY AND YOU</b> Page 54	<ul style="list-style-type: none"> <li>• Vocabulary comprehension: matching</li> <li>• Identifying the main idea</li> <li>• Passage comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for and giving information about the uses of modern inventions</li> <li>• Talking about the uses of modern technology</li> </ul>
<b>Unit 6</b> <b>AN EXCURSION</b> Page 62	<ul style="list-style-type: none"> <li>• Extensive reading: multiple-choice questions</li> <li>• Passage comprehension</li> <li>• Intensive reading: gap-fill</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing agreements and disagreements</li> <li>• Giving opinions</li> </ul>

Listening	Writing	Language Focus
<ul style="list-style-type: none"> <li>● Monologue: <ul style="list-style-type: none"> <li>– Listening and numbering pictures</li> <li>– Deciding on True or False statements</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Writing a narrative <ul style="list-style-type: none"> <li>– Narrative and the past simple</li> <li>– Stages of a narrative</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Pronunciation: /ɪ/ – /i:/ /</li> <li>● Grammar and vocabulary: <ul style="list-style-type: none"> <li>– The present simple</li> <li>– Adverbs of frequency</li> <li>– The past simple</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Dialogue: <ul style="list-style-type: none"> <li>– Listening to small talks and numbering pictures</li> <li>– Completing a dialogue</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Filling in a form</li> </ul>	<ul style="list-style-type: none"> <li>● Pronunciation: /ʌ/ – /a:/ /</li> <li>● Grammar: <ul style="list-style-type: none"> <li>– <i>Wh</i>-questions</li> <li>– Gerund and <i>to</i> + infinitive</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Dialogue: <ul style="list-style-type: none"> <li>– Deciding on True or False statements</li> <li>– Gap-filling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Writing about people's background</li> </ul>	<ul style="list-style-type: none"> <li>● Pronunciation: /e/ – /æ/ /</li> <li>● Grammar: <ul style="list-style-type: none"> <li>– The past perfect</li> <li>– The past perfect vs. the past simple</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Monologue: <ul style="list-style-type: none"> <li>– Deciding on True or False statements</li> <li>– Gap-filling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Writing a letter of complaint</li> </ul>	<ul style="list-style-type: none"> <li>● Pronunciation: /ɒ/ – /ɔ:/ /</li> <li>● Grammar and vocabulary: <ul style="list-style-type: none"> <li>– <i>The</i> + adjective</li> <li>– <i>Used to</i> + infinitive</li> <li>– <i>Which</i> as a connector</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Monologue: <ul style="list-style-type: none"> <li>– Deciding on True or False statements</li> <li>– Gap-filling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Writing a set of instructions <ul style="list-style-type: none"> <li>– Sequence connectors</li> <li>– Imperative verb form</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Pronunciation: /ʊ/ – /u:/ /</li> <li>● Grammar and vocabulary: <ul style="list-style-type: none"> <li>– The present perfect</li> <li>– The present perfect passive</li> <li>– <i>Who, which, that</i></li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Monologue: <ul style="list-style-type: none"> <li>– Listening and numbering pictures</li> <li>– Gap-filling</li> <li>– Comprehension questions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Writing a confirmation letter</li> </ul>	<ul style="list-style-type: none"> <li>● Pronunciation: /ə/ – /ɜ:/ /</li> <li>● Grammar: <ul style="list-style-type: none"> <li>– The present progressive (with a future meaning)</li> <li>– <i>Be going to</i></li> </ul> </li> </ul>

	Reading	Speaking
<b>Unit 7</b> <b>THE MASS MEDIA</b>  Page 74	<ul style="list-style-type: none"> <li>• Vocabulary comprehension: matching</li> <li>• Deciding on True or False statements</li> <li>• Passage comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and answering questions about uses of media</li> <li>• Talking about different types of media</li> </ul>
<b>Unit 8</b> <b>THE STORY OF MY VILLAGE</b>  Page 82	<ul style="list-style-type: none"> <li>• Vocabulary comprehension: matching</li> <li>• Scanning for specific information</li> <li>• Passage comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about plans and their possible results (in the village)</li> </ul>
<b>Unit 9</b> <b>UNDERSEA WORLD</b>  Page 94	<ul style="list-style-type: none"> <li>• Vocabulary comprehension: gap-fill</li> <li>• Passage comprehension</li> <li>• Cloze reading: gap-fill</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about causes and consequences</li> <li>• Offering solutions</li> <li>• Reporting on discussion results</li> </ul>
<b>Unit 10</b> <b>CONSERVATION</b>  Page 104	<ul style="list-style-type: none"> <li>• Vocabulary comprehension: matching</li> <li>• Deciding on True or False statements</li> <li>• Identifying the main idea</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about the new kind of zoos</li> <li>• Reporting on discussion results</li> </ul>
<b>Unit 11</b> <b>NATIONAL PARKS</b>  Page 112	<ul style="list-style-type: none"> <li>• Finding words from context</li> <li>• Passage comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Making plans</li> <li>• Expressing regrets</li> <li>• Talking about an excursion</li> </ul>

Listening	Writing	Language Focus
<ul style="list-style-type: none"> <li>• Monologue:           <ul style="list-style-type: none"> <li>– Listening to radio news</li> <li>– Gap-filling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Writing about advantages and disadvantages of the mass media</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation: / eɪ / – / aɪ / – / ɪc /</li> <li>• Grammar:           <ul style="list-style-type: none"> <li>– The present perfect</li> <li>– <i>Because of</i> and <i>in spite of</i></li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Monologue:           <ul style="list-style-type: none"> <li>– Deciding on True or False statements</li> <li>– Gap-filling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Writing an informal letter: giving directions</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation: / aʊ / – / əʊ /</li> <li>• Grammar:           <ul style="list-style-type: none"> <li>– Reported speech: statements</li> <li>– Conditional sentence type 1</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Monologue:           <ul style="list-style-type: none"> <li>– Deciding on True or False statements</li> <li>– Comprehension questions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describing information from a table</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation: / iə / – / eə / – / uə /</li> <li>• Grammar:           <ul style="list-style-type: none"> <li>– <i>Should</i></li> <li>– Conditional sentence type 2</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Monologue:           <ul style="list-style-type: none"> <li>– Sequencing events</li> <li>– Deciding on True or False statements</li> <li>– Identifying specific information</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Writing a letter of invitation</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation: / b / – / p /</li> <li>• Grammar:           <ul style="list-style-type: none"> <li>– The passive voice</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Monologue:           <ul style="list-style-type: none"> <li>– Gap-filling</li> <li>– Comprehension questions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Writing a letter of acceptance or refusal</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation: / d / – / t /</li> <li>• Grammar:           <ul style="list-style-type: none"> <li>– Conditional sentence type 3</li> </ul> </li> </ul>

	Reading	Speaking
<b>Unit 12</b> <b>MUSIC</b>	<ul style="list-style-type: none"> <li>• Vocabulary comprehension: gap-fill</li> <li>• Passage comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and answering questions about music</li> <li>• Talking about favourite kinds of music</li> </ul>
Page 124		
<b>Unit 13</b> <b>FILMS AND CINEMA</b>	<ul style="list-style-type: none"> <li>• Finding words from context</li> <li>• Passage comprehension</li> <li>• Identifying the main idea</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing attitudes</li> <li>• Expressing preferences</li> <li>• Talking about a film</li> </ul>
Page 132		
<b>Unit 14</b> <b>THE WORLD CUP</b>	<ul style="list-style-type: none"> <li>• Vocabulary comprehension: matching</li> <li>• Scanning for specific information: gap-fill</li> <li>• Deciding on True or False statements</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and answering questions about the World Cups</li> <li>• Talking about the World Cup winners</li> </ul>
Page 142		
<b>Unit 15</b> <b>CITIES</b>	<ul style="list-style-type: none"> <li>• Understanding new words/expressions in context</li> <li>• Deciding on True or False statements</li> <li>• Passage comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing two cities</li> <li>• Stating preferences and giving reasons</li> </ul>
Page 156		
<b>Unit 16</b> <b>HISTORICAL PLACES</b>	<ul style="list-style-type: none"> <li>• Understanding new words/expressions in context</li> <li>• Deciding on True or False statements</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and answering questions about a historical place</li> <li>• Talking about historical places from given information</li> </ul>
Page 166		

Listening	Writing	Language Focus
<ul style="list-style-type: none"> <li>● Dialogue:</li> <li>– Deciding on True or False statements</li> <li>– Comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>● Writing a profile</li> </ul>	<ul style="list-style-type: none"> <li>● Pronunciation: /s/ – /z/</li> <li>● Grammar: <ul style="list-style-type: none"> <li>– <i>to</i> + infinitive to talk about purposes</li> <li>– <i>Wh-</i> questions</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Dialogue:</li> <li>– Listening for the main idea</li> <li>– Filling in the table</li> </ul>	<ul style="list-style-type: none"> <li>● Describing a film</li> </ul>	<ul style="list-style-type: none"> <li>● Pronunciation: /f/ – /v/</li> <li>● Grammar and vocabulary: <ul style="list-style-type: none"> <li>– Attitudinal adjectives</li> <li>– <i>It is/was not until ... that ...</i></li> <li>– <i>a/an</i> and <i>the</i></li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Monologue:</li> <li>– Filling in the table</li> <li>– Comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>● Writing an announcement</li> </ul>	<ul style="list-style-type: none"> <li>● Pronunciation: /g/ – /k/</li> <li>● Grammar: <ul style="list-style-type: none"> <li>– <i>Will</i> vs. <i>going to</i></li> <li>– <i>Will</i>: making predictions</li> <li>– <i>Will</i>: making offers</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Monologue:</li> <li>– Listening for specific information</li> <li>– Filling in a table</li> </ul>	<ul style="list-style-type: none"> <li>● Describing a city</li> </ul>	<ul style="list-style-type: none"> <li>● Pronunciation: /θ/ – /ð/</li> <li>● Grammar and vocabulary: <ul style="list-style-type: none"> <li>– Non-defining vs. defining relative clauses</li> <li>– <i>Although</i> as a contrasting connector</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Monologue:</li> <li>– Listening for specific information: multiple-choice questions</li> <li>– Comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>● Describing a chart</li> </ul>	<ul style="list-style-type: none"> <li>● Pronunciation: /ʒ/ – /ʃ/</li> <li>● Grammar and vocabulary: <ul style="list-style-type: none"> <li>– Comparatives and superlatives</li> <li>– Making comparisons</li> </ul> </li> </ul>



# A DAY IN THE LIFE OF...

## A. READING

### Before you read

*Work in pairs.* Ask and answer questions about your daily routine, using the cues below.

**Example:** what time you often get up

A: *What time do you often get up?*

B: *I often get up at six.*

– what time you go to school / have breakfast / lunch / dinner / go to bed

– what you often do in the morning / afternoon / evening

### While you read

Read the passage and then do the tasks that follow.



**Mr. Vy:** The alarm goes off at 4:30. I get up and go down to the kitchen to boil some water for my morning tea. I drink several cups of tea, have a quick breakfast and then lead the buffalo to the field. It takes me 45 minutes to get ready. I leave the house at a quarter past five and arrive in the field at exactly 5:30. I plough and harrow my plot of land and at a quarter to eight I take a short rest. During my break I often drink tea with my fellow peasants and smoke local tobacco. I continue to work from a quarter past eight till 10:30. Then I go home, take a short rest and have lunch with my family at 11:30. After lunch I usually take an hour's rest.

**Mrs. Tuyet:** At 2:30 in the afternoon we go to the field again. We repair the banks of our plot of land. Then my husband pumps water into it while I do the transplanting. We work for about two hours before we take a rest. We finish our work at 6 p.m. We have dinner at about 7 p.m., then we watch TV and go to bed at about 10 p.m. Sometimes we go and see our neighbours for a cup of tea. We chat about our work, our children and our plans for the next crop. Although it's a long day for us, we are contented with what we do. We love working and we love our children.



**Task 1.** Choose the option A, B, or C that best suits the meaning of the italicised word(s).

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

1. What is Mr. Vy's occupation?
2. What time does he get up and what does he do after that?
3. What does he do in the morning?
4. What do Mr. Vy and his wife do in the afternoon?
5. Are they happy with their lives or not? Why?

 **Task 3.** Scan the passage and make a brief note about Mr. Vy and Mrs. Tuyet's daily routines. Then compare your note with a partner.

in the morning	4:30: The alarm goes off and Mr. Vy gets up. .....
in the afternoon	..... ..... .....
after dinner	..... .....

### After you read

*Work in groups.* Talk about Mr. Vy and Mrs. Tuyet's daily routines.

## B. SPEAKING

 **Task 1.** Quan is a tenth-grade student. He goes to school every morning. Below is his weekly timetable. Ask and answer questions with a partner, using the information from the timetable.

**Examples:**

A: *What time does Quan have a Civic Education lesson on Monday?*

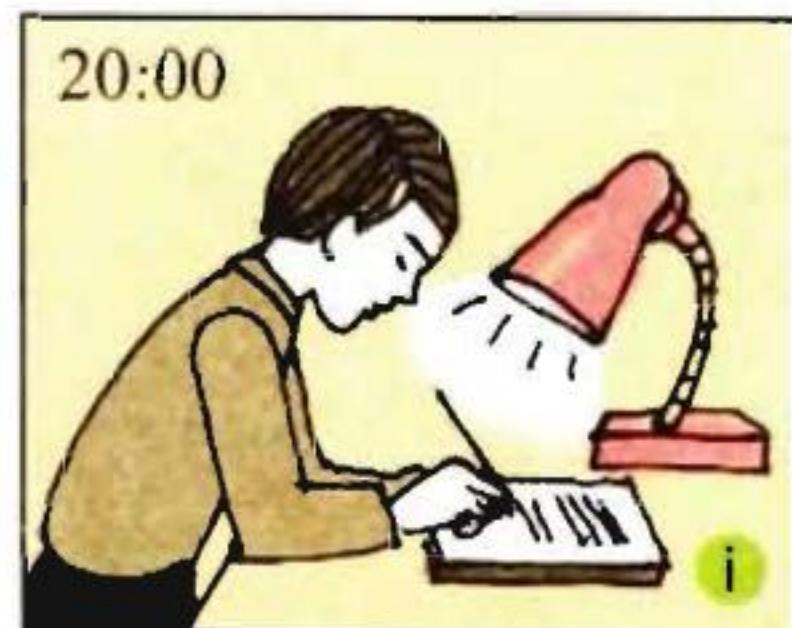
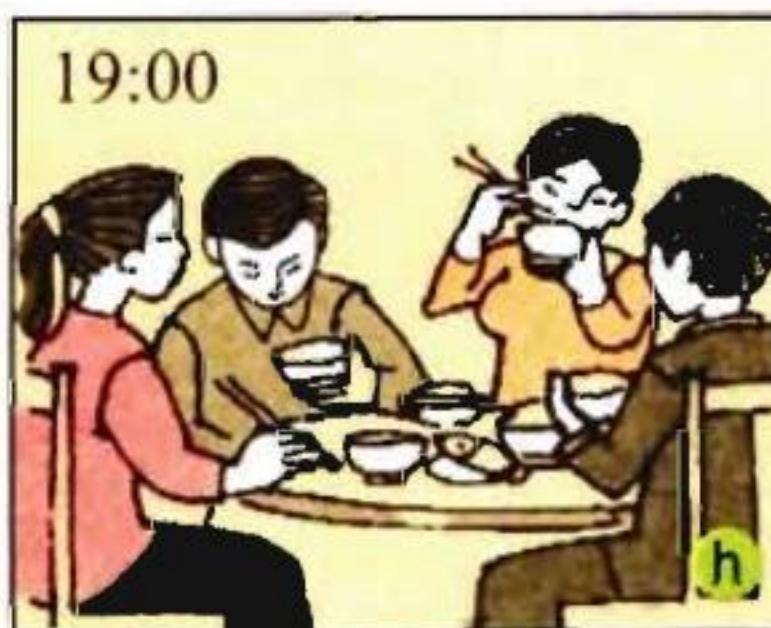
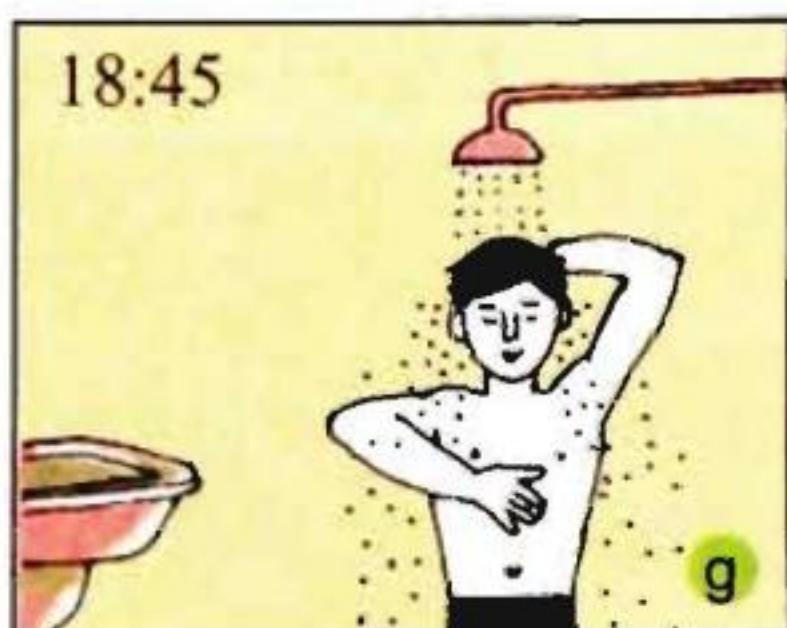
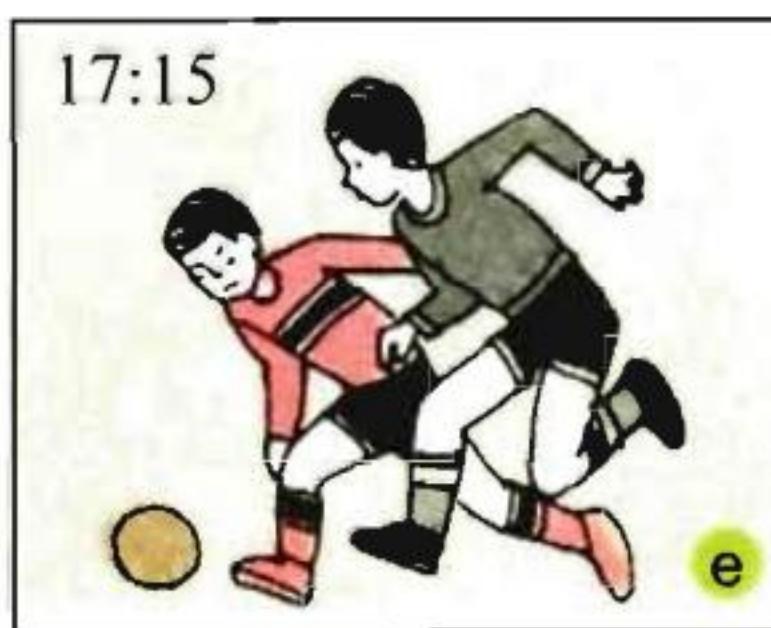
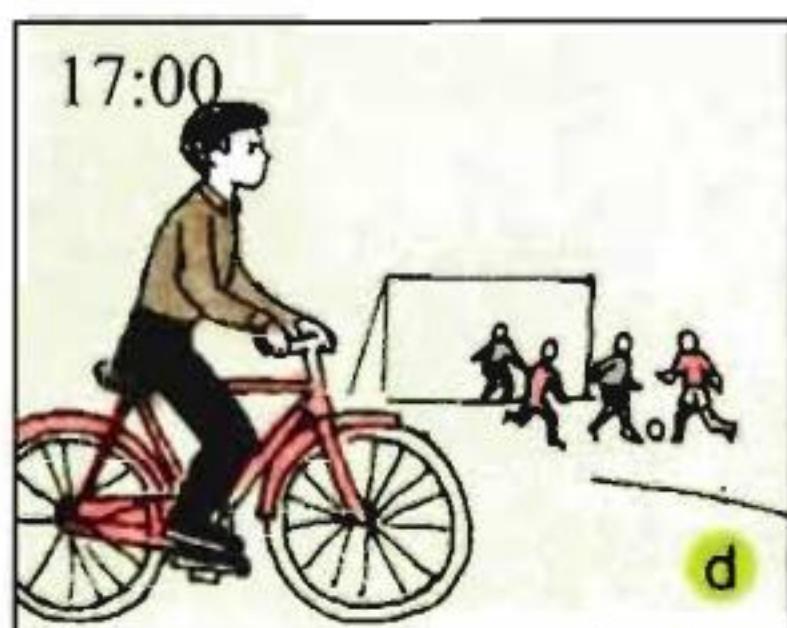
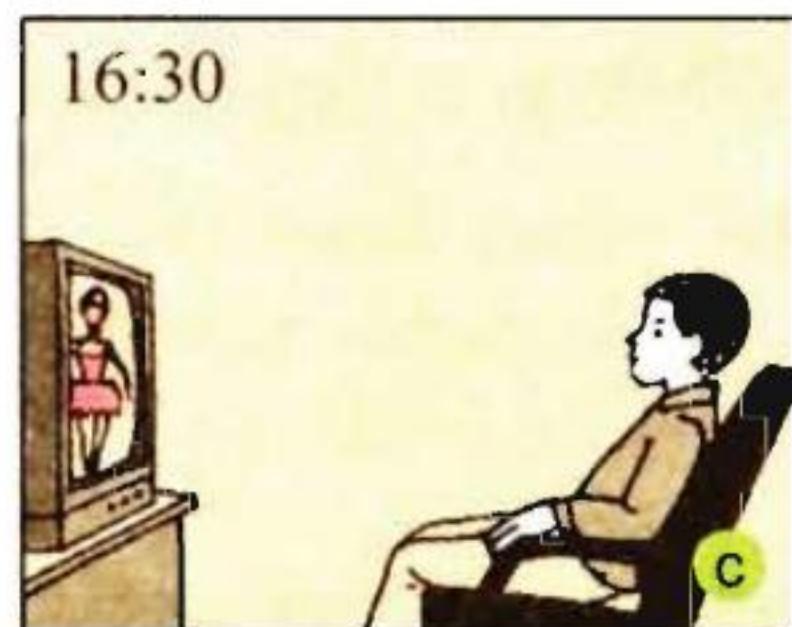
B: *(He has a Civic Education lesson) at 7:15 a.m.*

A: *What lesson does Quan have at 7:15 a.m. on Monday?*

B: *(At 7:15 on Monday he has) a Civic Education lesson.*

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:15	Civic Education	Physics	Physical Education	English	Maths	Literature
8:05	Information Technology	Literature	Literature	Geography	Information Technology	English
8:55	Maths	Biology	Literature	History	English	Maths
9:55	Maths	Chemistry	Physics	Physical Education	Physics	Maths
10:40				Chemistry	.	Class Meeting

 **Task 2.** Talk about Quan's activities, using the pictures below.



 **Task 3.** Tell your classmates about your daily routine.

## C. LISTENING

### Before you listen

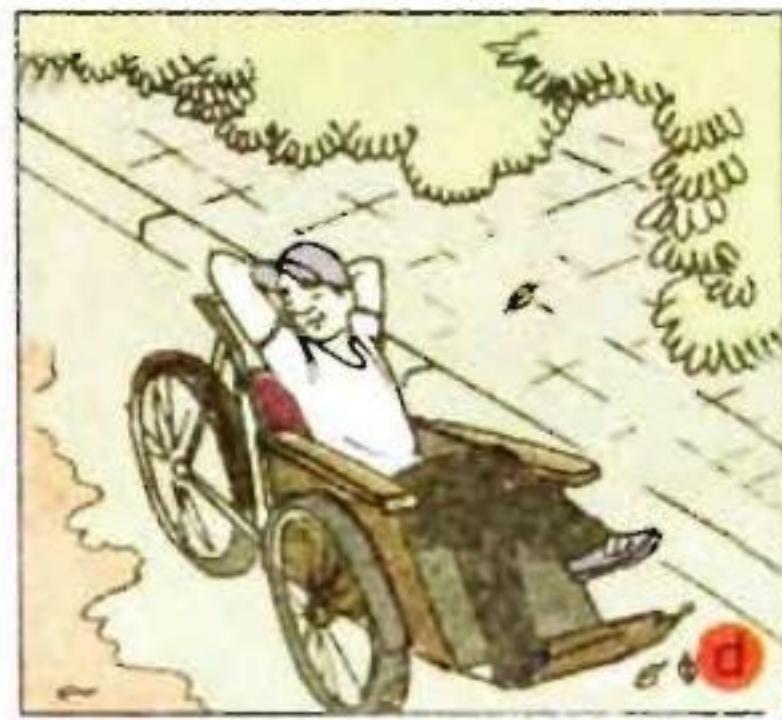
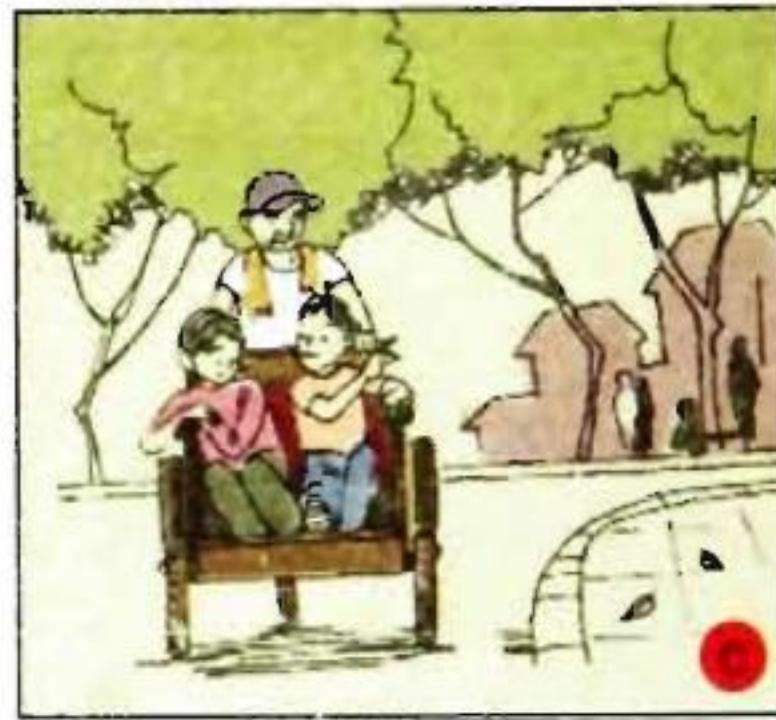
Work in pairs. Ask and answer the following questions.

- Have you ever travelled by cyclo?
- When was it?
- Is it interesting to travel by cyclo?
- Which do you prefer, going by bicycle or by cyclo? Give reason(s)?
- Listen and repeat.

district	routine	office	pedal	purchases
drop	passengers	ride	park	food stall

### While you listen

 **Task 1.** You will hear Mr. Lam, a cyclo driver, talk about his morning activities. Listen to his talk and number the pictures in their correct order.



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

T F

1. Mr. Lam lives in District 1.	<input type="checkbox"/> <input checked="" type="checkbox"/>
2. Mr. Lam usually gets up early.	<input type="checkbox"/> <input checked="" type="checkbox"/>
3. After Mr. Lam gets up, he rides his cyclo from District 5 to District 1.	<input type="checkbox"/> <input checked="" type="checkbox"/>
4. Mr. Lam's first passengers are two pupils.	<input type="checkbox"/> <input checked="" type="checkbox"/>
5. Mr. Lam has lunch at home with his family.	<input type="checkbox"/> <input checked="" type="checkbox"/>
6. After lunch Mr. Lam immediately goes back to work.	<input type="checkbox"/> <input checked="" type="checkbox"/>

### After you listen

*Work in pairs.* Take turns to ask and answer questions about Mr. Lam's activities, using the cues below. Then retell his story to the class.

name	start work	lunch
occupation	passengers	rest

## D. WRITING

 **Task 1.** Read the following passage and find all the verbs that are used in the past simple and the connectors (time expressions) in the story.

### A narrative

*14<sup>th</sup> July 1995 is a day I shall never forget. On that day, I stared death in the face.*

*Our flight was due to leave at 11 a.m., and I arrived at the airport quite early. We got on the plane at 10:30 and the plane took off on time. The air-hostesses were just beginning to serve our lunch when the plane began to shake.*

*At first, we thought we were flying in bad weather. We were told to stay seated and fasten our seat belts. Then suddenly the plane seemed to dip. We realised we were in danger. Many people screamed in panic. We all thought we had only minutes to live.*

*Then, just when we had given up all hope, we felt the plane slowly gained height. A few minutes later the pilot announced that everything was all right. We were all overjoyed and relieved. One hour later we landed safely. It was the most frightening experience of my life.*



**Task 2.** Work in groups. Identify the events, the climax, and the conclusion of the story. Then report your results.

**Task 3.** Use the prompts below to build up a narrative about a hotel fire.

Last year / I / spend / summer holidays / a seaside town. / The hotel / be modern / comfortable. / I / have / wonderful holiday / until / fire.

It / be / Saturday evening / and / everybody / be / the discotheque / ground floor. / It / be / crowded / with people. / They / dance / and / sing happily. / Suddenly / we / smell / smoke. / Then / black smoke / begin / fill / room. / Everybody / start / scream / in panic. / People / run toward / fire exits. / One door / be / block. / Many people / begin / cough / choke.

Then / just as we / think / we / have / only / minutes / live, / fire brigade / arrive. / Firemen / fight / their way / into / room / and soon / everyone / be / safely out of the building. / Luckily / nobody / be / seriously hurt. / It / be / most frightening experience / my life.

## E. LANGUAGE FOCUS

● **Pronunciation:** /ɪ/ - /i:/ /

● **Grammar and vocabulary:**

1. The present simple
2. Adverbs of frequency
3. The past simple

### Pronunciation

● Listen and repeat.

	/ɪ/		/i:/
hit	kick	heat	repeat
bit	click	beat	read
little	interest	meat	eaten

● Practise these sentences.

1. Is he coming to the cinema?
2. We'll miss the beginning of the film.
3. Is it an interesting film, Jim?
4. The beans and the meat were quite cheap.
5. He's going to leave here for the Green Mountains.
6. Would you like to have meat, peas and cheese?

### Grammar and vocabulary

**Exercise 1.** Complete the blanks in the passage. Use the correct present simple form of the verbs in the box. (There are more verbs than needed and you will have to use some verbs more than once.)

be	play	take	run
fish	go	say	catch
worry	give up	like	realise

Fishing (1) \_\_\_\_\_ my favourite sport. I often (2) \_\_\_\_\_ for hours without catching anything. But this does not (3) \_\_\_\_\_ me. Some fishermen (4) \_\_\_\_\_ unlucky. Instead of catching fish, they (5) \_\_\_\_\_ old boots and rubbish. I (6) \_\_\_\_\_ even less lucky. I never (7) \_\_\_\_\_ anything – not even old boots. After having spent whole mornings on the river, I always (8) \_\_\_\_\_ home with an empty bag. "You must (9) \_\_\_\_\_ fishing!", my friends (10) \_\_\_\_\_ "It's a waste of time". But they don't (11) \_\_\_\_\_ that I (12) \_\_\_\_\_ not really interested in fishing. I'm only interested in sitting in a boat, doing nothing at all.



**Exercise 2.** Put each of these adverbs of frequency in its appropriate place in the sentences below.

always	usually	sometimes	as a rule
never	often	normally	occasionally

*He gets up early.*

*She is late for school.*

*Lan practises speaking English.*

*Thao is a hard-working student.*

**Exercise 3.** Supply the correct past simple form of the verbs in brackets.

Late in the afternoon, the boys put up their tents in the middle of a field. As soon as this (1) \_\_\_\_\_ (do), they (2) \_\_\_\_\_ (cook) a meal over an open fire. They (3) \_\_\_\_\_ (be) all hungry and the food (4) \_\_\_\_\_ (smell) good. After a wonderful meal, they (5) \_\_\_\_\_ (tell) stories and (6) \_\_\_\_\_ (sing) songs by the camp-fire. But some time later it (7) \_\_\_\_\_ (begin) to rain. The boys (8) \_\_\_\_\_ (feel) tired so they (9) \_\_\_\_\_ (put out) the fire and (10) \_\_\_\_\_ (creep) into their tent. Their sleeping-bags were warm and comfortable, so they all (11) \_\_\_\_\_ (sleep) soundly. In the middle of the night two boys (12) \_\_\_\_\_ (wake) up and began shouting. The tent (13) \_\_\_\_\_ (be) full of water. They all (14) \_\_\_\_\_ (leap) out of their sleeping-bags and (15) \_\_\_\_\_ (hurry) outside. It was raining heavily and they (16) \_\_\_\_\_ (find) that a stream had formed in the field. The stream (17) \_\_\_\_\_ (wind) its way across the field and then (18) \_\_\_\_\_ (flow) right under their tent!



# SCHOOL TALKS

## A. READING

### Before you read

When you meet your friends, which of the following topics do you often talk about?

- sports and games
- entertainment
- health problems
- hobbies
- holidays
- films
- weather
- work and study.

### While you read

Read the following small talks and then do the tasks that follow.



1 Hello. My name's Nguyen Hong Phong. I'm sixteen years old. I'm a student at Chu Van An High School. I am in class 10A with forty-five other students. I study many subjects such as Maths, Physics, Chemistry, Biology, Literature, History, Geography, and so on. I like to learn English best because it is an international language. I don't really like getting up early, but I have to because I often have a lesson at 7:15.

2 Hello. My name's Nguyen Lan Phuong. I teach English at Chu Van An High School. It is one of the biggest schools in Hanoi. Teaching is hard work, but I enjoy it because I love working with children.



③ I'm Nguyen Hong Ha. I'm Phong's father. We live in a small flat above a corner shop in Tay Son Street. The flat is far from Phong's school so he usually goes to school by bike. I worry about this. He has to ride his bike in narrow and crowded streets to get to school. There's so much traffic: so many cars, motorbikes and bicycles.



 **Task 1.** Fill each blank with one of the words in the box below. There are more words than needed.

language      worry      subjects      crowded      bike  
ride      traffic      enjoy      narrow      learn

1. Young children \_\_\_\_\_ helping with household tasks.
2. We were stuck in heavy \_\_\_\_\_ for more than an hour.
3. I think you don't have to \_\_\_\_\_ about your weight.
4. It was two weeks before Christmas and the mall was \_\_\_\_\_ with shoppers.
5. If two people speak the same \_\_\_\_\_, they usually have similar attitudes and opinions.

 **Task 2.** *Work in pairs.* Read the small talks again and find out who ...

Name

- enjoys teaching.
- has to get up early.
- lives far from school.
- loves working with children.
- loves learning English.
- rides a bike to school every day.
- studies at a high school.
- teaches English at a high school.
- worries about someone else's safety.

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

1. Where does Phong study?
2. What subjects does he study?
3. Why does he want to learn English?
4. What does Miss Phuong say about her teaching profession?
5. Why does Mr. Ha worry about his son's safety?

**After you read**

*Work in groups.* Talk about:

- what subject(s) you like best and why.
- what you like or dislike doing at school.
- what you worry about at school.

**B. SPEAKING** **Task 1.** These expressions are commonly used when people are chatting. Place them under the appropriate heading. Then practise with a partner.

Good morning. / Hi.

Great. I'll see you tomorrow.

Sorry, I've got to go. Talk to you later.

Hello. How are you?

Well, it's been nice meeting you.

Hello. What are you doing?

How's everything at school?

Catch you later.

Goodbye. See you later.

Hi. How is school?

Starting a conversation	Closing a conversation
• .....	• .....
• .....	• .....
• .....	• .....
• .....	• .....
• .....	• .....

 **Task 2.** Rearrange the following sentences to make a conversation and then practise it with a partner.

- A. Bye. See you later.
- B. What did you do?
- C. Where are you going now?
- D. Hi, Minh. Did you have a nice weekend?
- E. Oh, I stayed at home and did my homework. Nothing special.
- F. Hello, Quan. Yes, I did. It's great.
- G. I'm going to the library to borrow some books. Sorry, I've got to go.  
Talk to you later.
- H. I went to Lan's birthday party. The food was good and the people were interesting. What did you do, Quan?

 **Task 3.** Complete the following conversation with suitable words, phrases or sentences in the box and then practise it with a partner.

What's the matter with you  
awful / tired / sick / cold  
a headache / a cold / backache / toothache  
You should / You'd better go home and have a rest

- A: Hello, Hoa. You don't look very happy. \_\_\_\_\_?
- B: Hi, Nam. I feel \_\_\_\_\_. I've got \_\_\_\_\_.  
A: Sorry to hear that. \_\_\_\_\_.
- B: Yes. That's a great idea. Goodbye, Nam.
- A: See you later.

 **Task 4.** *Work in pairs.* Make small talks on the following topics, using the starting and ending of a conversation.

- the weather
- last night's TV programmes
- football
- plans for next weekend

## C. LISTENING

### Before you listen

Read and match a question in A with a response in B.

A	B
1. What subjects are you taking this semester?	a. Yes, I am.
2. How do you like the class?	b. For a month.
3. Are you enjoying the party?	c. I'm taking Maths.
4. How long are you staying?	d. Sure.
5. Would you like to have a drink?	e. I really like it.

### While you listen

 **Task 1.** Listen to the conversations and match them with the pictures.



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

1. What subject is Lan taking this semester?
2. Whose class is Lan in?
3. Where is Nam now?
4. How long does Son plan to stay in Nha Trang?
5. Does Hoa travel with her friends?

 **Task 3.** Listen to the last conversation again and write in the missing words.

A: Hoa. How do you like (1) \_\_\_\_\_?

B: It's (2) \_\_\_\_\_. The hotel is (3) \_\_\_\_\_ and my room is (4) \_\_\_\_\_.

A: Are you (5) \_\_\_\_\_ with your friends?

B: (6) \_\_\_\_\_. I'm travelling (7) \_\_\_\_\_.

A: Would you like to go somewhere (8) \_\_\_\_\_?

B: That's great.

## After you listen

*Work in groups.* Talk about the problem(s) you have experienced at school.

## D. WRITING

### Filling in a form

 **Task 1.** *Work in pairs.* Answer the following questions.

1. On what occasions do you have to fill in a form?
2. What sort of information do you often have to provide when you fill in a form?

 **Task 2.** Forms do not usually ask questions, but they ask for information. Match a line in **A** with a question in **B**.

A	B
1. First name	a. What do you do?
2. Surname	b. Where are you living at the moment?
3. Date of birth	c. Are you married or single?
4. Place of birth	d. What's your first name?
5. Present address	e. When were you born?
6. Marital status	f. What's your surname?
7. Occupation	g. Where were you born?

 **Task 3.** Forms ask you to do certain things. Do the following:

1. Write your name in block capitals.

---

2. Sign your name: \_\_\_\_\_

3. Delete where not applicable.

*I am a student / an employee / an employer.*

4. Put a cross if you are male.

5. Put a tick if you are female.

 **Task 4.** Fill in the following form.

**THE OAK TREE SCHOOL OF ENGLISH ENROLMENT FORM**

PLEASE WRITE IN CAPITAL LETTERS

Mr./Mrs./Miss\*

Surname \_\_\_\_\_

First name \_\_\_\_\_

Date of birth \_\_\_\_\_

Nationality \_\_\_\_\_

Language(s) \_\_\_\_\_

Address in your country \_\_\_\_\_

Occupation \_\_\_\_\_

Reason for learning English: *Business/Pleasure/Exams/Others\**  
(If others, please specify) \_\_\_\_\_

How many hours a day do you want to stay at the school?

---

What date do you want to start? \_\_\_\_\_

\*Delete where not applicable

## E. LANGUAGE FOCUS

● **Pronunciation:** /ʌ/ – /a:/

● **Grammar:** 1. *Wh-* questions

2. Gerund and *to + infinitive*

### Pronunciation

● Listen and repeat.

/ʌ/

study

subject

cousin

love

wonderful

/a:/

far

father

marvellous

target

guitar

● Practise these sentences.

1. I love my school very much.
2. I think my cousin is lovely.
3. Last month I took Sunny out for lunch.
4. They are dancing under the stars.
5. Martha and Charles are dancing in the dark.
6. Let's have lunch in the garden.

### Grammar and vocabulary

**Exercise 1.** Make questions for the following responses.

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

Just a few days ago.

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

For a few days.

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

I came with a friend.

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

In the centre of the city.

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

Because it is interesting.

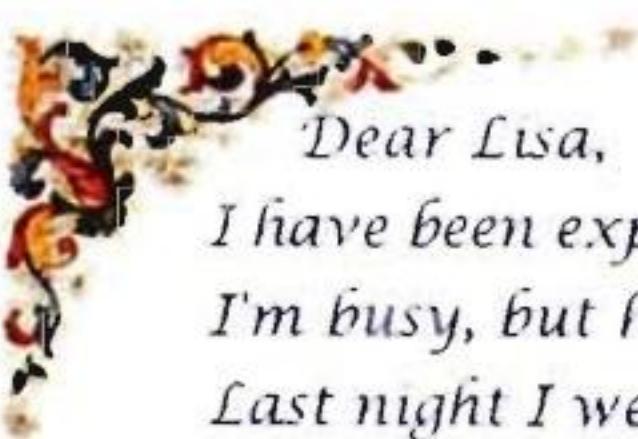
6. \_\_\_\_\_?

It's seven o'clock.

7. \_\_\_\_\_?

They have three children.

**Exercise 2.** Fill each blank with an **-ing** or **to + infinitive** form of the verb in brackets.



Dear Lisa,

I have been expecting (1) \_\_\_\_\_ (hear) from you. I hope you are OK. I'm busy, but happy.

Last night I went to a party at one of my classmates' home. I was really nervous. You know I usually avoid (2) \_\_\_\_\_ (go) to parties because I have trouble (3) \_\_\_\_\_ (remember) people's names. Well, last night things were different. Before the party, I read a book about improving memory, I practised (4) \_\_\_\_\_ (do) some of the memory exercises. They really helped. As a result, I stopped (5) \_\_\_\_\_ (worry) about what people think about me, and I tried (6) \_\_\_\_\_ (pay) attention to what people were saying. And guess what? I had a good time!

I'm even planning (7) \_\_\_\_\_ (go) dancing with a guy from my class.

Why don't you consider (8) \_\_\_\_\_ (visit) me? I really miss (9) \_\_\_\_\_ (see) you. Please write. I always enjoy (10) \_\_\_\_\_ (hear) from you.

Best wishes,

Sonia



**Exercise 3.** Complete the following sentences using an **-ing** or **to + infinitive** form of the verbs in the box.

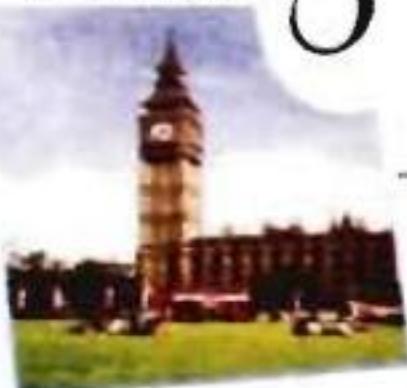
<b>watch</b>	make	call	have	lend	
wait	live	talk	go	post	find

**Example:**

When I'm tired, I like \_\_\_\_\_ television. It's relaxing.

*When I'm tired, I like **to watch** television. It's relaxing.*

1. It was a nice day, so we decided \_\_\_\_\_ for a walk.
2. I'm not in a hurry. I don't mind \_\_\_\_\_.
3. They were hungry, so she suggested \_\_\_\_\_ dinner early.
4. I'm still looking for a job, but I hope \_\_\_\_\_ something soon.
5. We must do something. We can't go on \_\_\_\_\_ like this.
6. Could you please stop \_\_\_\_\_ so much noise?
7. Our neighbour threatened \_\_\_\_\_ the police if we didn't stop the noise.
8. Lan was in a difficult situation, so I agreed \_\_\_\_\_ her some money.
9. Suddenly everybody stopped \_\_\_\_\_.
10. Don't forget \_\_\_\_\_ the letter I gave you.



## A. READING

### Before you read

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

1. Can you name some scientists and their specialisations?
2. Have you ever heard of Marie Curie?
3. What do you know about her?

### While you read

Read the passage and then do the tasks that follow.



Marie Curie was born in Warsaw on November 7<sup>th</sup>, 1867.

She received general education in local schools and some scientific training from her father.

As a brilliant and mature student, Marie harboured the dream of a scientific career, which was impossible for a woman at that time. To save money for a study tour abroad, she had to work as a private tutor, and her studies were interrupted.

Finally in 1891, Marie, with very little money to live on, went to Paris to realise her dream at the Sorbonne. In spite of her difficult living conditions, she worked extremely hard.

She earned a degree in Physics with flying colours, and went on to take another degree in Mathematics.

She met Pierre Curie in the School of Physics in 1894 and a year later they got married. From then on, they worked together on their research. In 1903, Marie became the first woman to receive a PhD from the Sorbonne.

After the tragic death of Pierre Curie in 1906, she took up the position which her husband had obtained at the Sorbonne. Thus, she was the first woman in France to be a university professor. Soon after, she was awarded a Nobel Prize in Chemistry for determining the atomic weight of radium. But her real joy was “easing human suffering”. The founding of the Radium Institute in 1914 made her humanitarian wish come true.



**Task 1.** Match the words or phrases in A with their meanings in B.

A	B
1. with flying colours	a. having a fully developed mind
2. determine	b. keep in the mind
3. mature	c. very well, with a very high mark/grade
4. ease	d. make less severe
5. harbour	e. find out exactly by making calculations

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

1. Marie went to school in Warsaw.	<input type="checkbox"/> <input type="checkbox"/>
2. Her dream was to become a private tutor.	<input type="checkbox"/> <input type="checkbox"/>
3. At the Sorbonne, she studied very well.	<input type="checkbox"/> <input type="checkbox"/>
4. She married Pierre Curie in 1894.	<input type="checkbox"/> <input type="checkbox"/>
5. She was the first woman professor at the Sorbonne.	<input type="checkbox"/> <input type="checkbox"/>

 **Task 3.** Answer the questions.

1. When and where was Marie Curie born?
2. What kind of student was she?
3. Why did she work as a private tutor?
4. For what service was she awarded a Nobel Prize in Chemistry?
5. Was the prize her real joy? Why/Why not?

**After you read**

*Work in groups.* Below are five adjectives we may use to describe Marie Curie. Find the evidence from the passage to prove each of them.

strong-willed

intelligent

ambitious

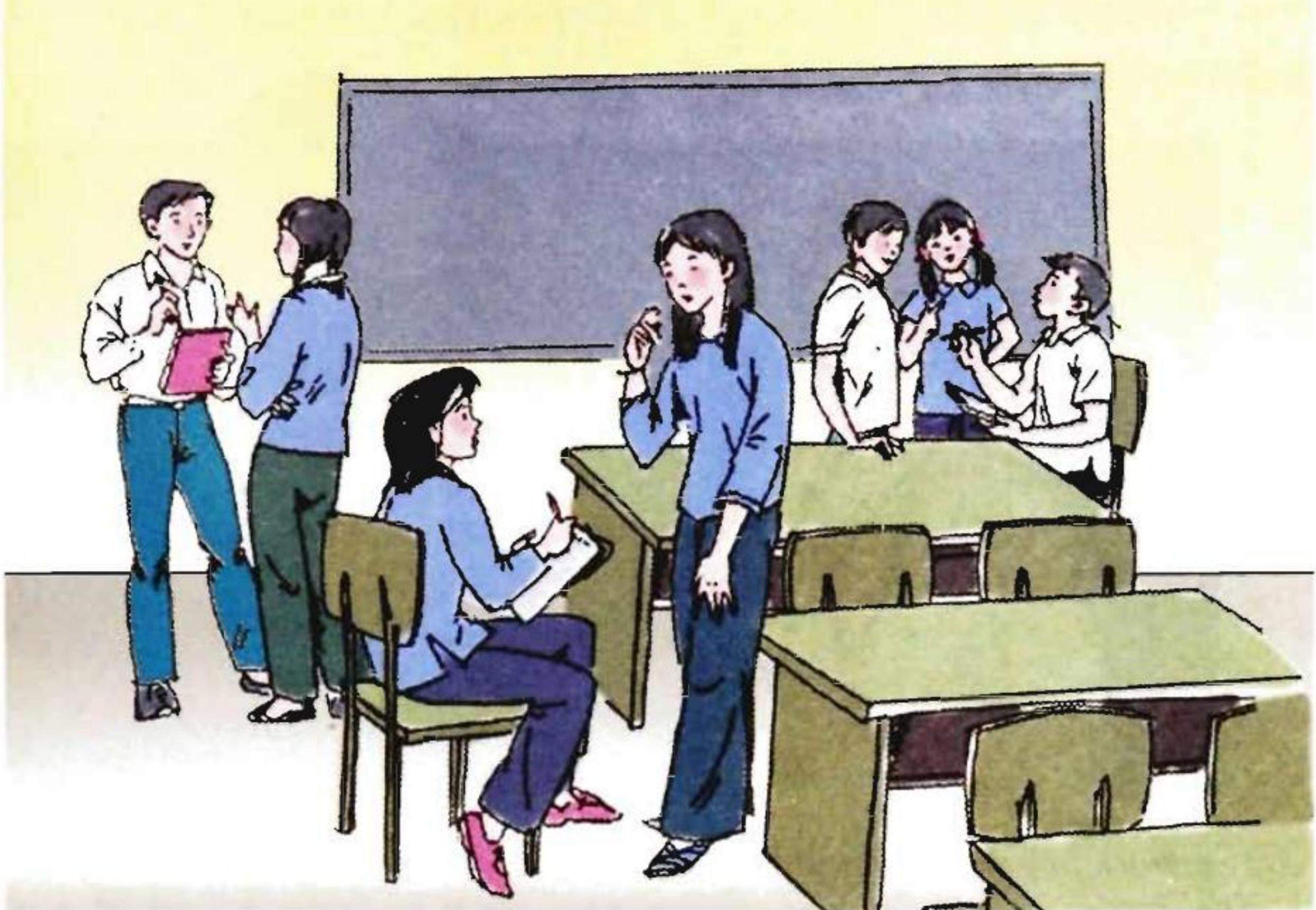
humane

hard-working

**B. SPEAKING** **Task 1.** *Work in pairs.* Decide which of the items below can tell you about somebody's background.

- family
- hobbies
- education
- dislikes
- appearance
- experience

And then discuss what questions you can ask when you want to know about somebody's background.



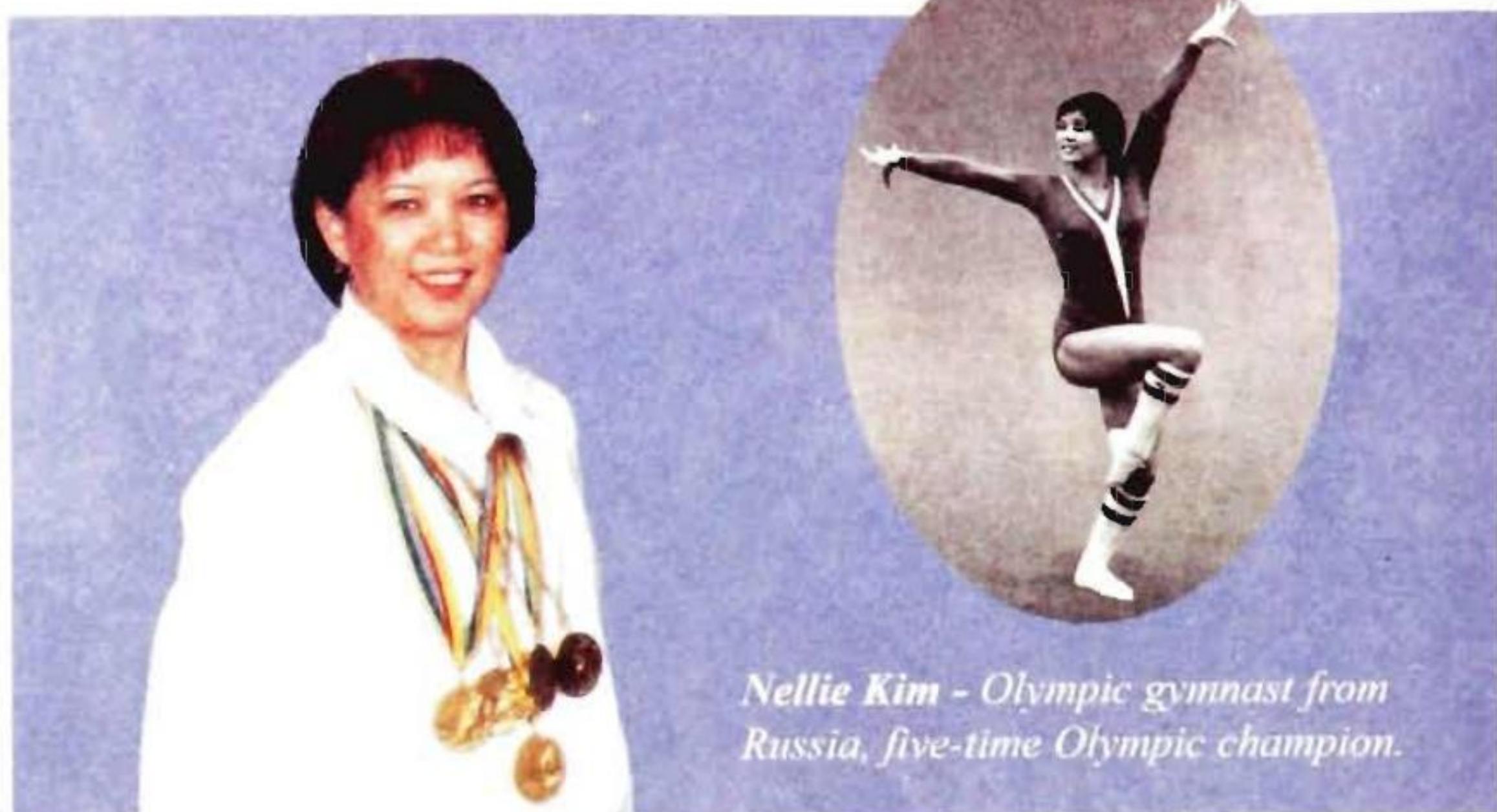
 **Task 2.** Imagine you are a journalist. Use the cues below to interview a classmate about his/her background or that of a person he/she knows well. Change the roles when you have finished.

- greeting
- date of birth
- place of birth
- home
- parents
- brother(s)
- sister(s)
- primary school
- secondary school
- schoolwork
- favourite subject(s)
- experience
- thanking

 **Task 3.** *Work in groups.* Talk about the person you have learnt about from the interview.

## C. LISTENING

### Before you listen



**Nellie Kim - Olympic gymnast from Russia, five-time Olympic champion.**

- Work in pairs. Answer the following questions.
  - Can you name any Olympic champions?
  - What would you like to know about these people?
- Listen and repeat.

Olympic champion	love story
sports teacher	romantic
teacher's diploma	

### While you listen

**Task 1.** Listen to the conversation between Bob and Sally. Decide whether the statements are true (T) or false (F).

T F

- In 1995 Sally joined the Star Sports Club.
- There are five people in her family.
- She has a lot of free time.
- She likes not only sports but also reading.
- She wants to be a writer.

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



**Task 2.** Listen to the conversation again, and fill in the blanks.

1. Sally got \_\_\_\_\_ at local schools.
2. She \_\_\_\_\_ in Manchester with her \_\_\_\_\_.
3. She likes \_\_\_\_\_ sports – basketball and \_\_\_\_\_, for example.
4. She likes to read \_\_\_\_\_ – romantic books.
5. She wants to get her \_\_\_\_\_.

### After you listen

*Work in pairs. Ask and answer questions about Sally.*

## D. WRITING

## Writing about people's background



**Task 1.** Read Mr. Brown's C.V. (curriculum vitae – a form with details about somebody's past education and jobs).

Name: *David Brown* Mr. / Ms.

Date of birth: 12/11/69

Place of birth: *Boston*

## Education

School attended: *Kensington High School*

Exams passed: *English, French, Mathematics*

### Previous jobs

Job	Date from	Date to
Tourist guide	June 1991	December 1998
Hotel telephonist	March 1999	May 2002

Interests: *Music and dancing*

And now write a paragraph about Mr. Brown, using the cues below.

be born

like

go to school

from ... to

pass exams in

## travel agency

work as

 **Task 2.** Work in pairs. Ask your partner for the information about his/her parent and complete the form.

Name: **Mr. / Ms**

Date of birth:

Place of birth:

### **Education**

School attended:

Exams passed:

### **Previous jobs**

Job	Date from	Date to

Interests:

 **Task 3.** Write a paragraph about your partner's parent. Then ask him/her to read the paragraph and check whether the information is correct.

## **E. LANGUAGE FOCUS**

• **Pronunciation:** / e / - / æ /

• **Grammar:** 1. **The past perfect**

2. **The past perfect vs. the past simple**

### **Pronunciation**

• Listen and repeat.

	/ e /		/ æ /
men	bed	man	bad
said	pen	sad	pan
met	send	mat	sand

● Practise these sentences.

1. The fat man has a red pen.
2. This handbag will be sent to Helen.
3. Sam said apples were very expensive then.
4. There're ten pans on the shelf.
5. Ben sat on a bench with a yellow cat.
6. Ann never gets bad marks in French.

## Grammar

### The past perfect

#### Example:

*After the tragic death of Pierre Curie in 1906, she took up the position which her husband **had obtained** at the Sorbonne.*

#### Exercise 1. Use the verbs in brackets in the past perfect.

1. Why did Tom's mother get angry with him?  
Because he (break) her favourite vase.
2. When did you watch TV last night?  
When I (do) all my homework.
3. Did you first see them at my last birthday party?  
No, I (meet) them before.
4. Why did she return home?  
She suddenly remembered she (not turn off) the gas stove.
5. How did they like our city?  
They said it was the loveliest city they ever (see).
6. It rained yesterday after it (be) dry for months.
7. By the time he arrived, all his classmates (leave).
8. We didn't have their new phone number because they (move) to the South.
9. When they met again, they (not see) each other for 10 years.
10. When I came, the room was in a terrible mess because someone (break in).

**Exercise 2.** Put the verbs in brackets in the past simple or the past perfect.

1. We just (finish) dinner when they (come).
2. He seldom (travel) by bicycle before he (go) to Vietnam.
3. Ann (go) to get the carpet for the room but someone already (take) it.
4. You (manage) to see the Director, or he (go) out by the time you (get) there?
5. He just (get) home when you (phone). He (be) in New York.

**Exercise 3.** There are five mistakes in the use of tenses in the following story. Find and correct them.

While George was reading in bed, two thieves had climbed into his kitchen. When they had entered the house, they went into the dining room. It was very dark, so they had turned on a torch. Suddenly, they heard a voice behind them.

"What's up? What's up?" a voice had called out. The thieves dropped the torch and ran away as quickly as they could.

George had heard a noise and came downstairs quickly. He turned on the light but he couldn't see anybody. The thieves already went. But George's parrot, Henry, was still there.

"What's up?" he called.

"Nothing, Henry," George said and smiled. "Go back to sleep."

## TEST YOURSELF A

### I. Listening (2.5 points). Listen and complete the table below.

(1) _____	Martin Luther King was born in Atlanta, Georgia.
(2) _____	he went to Boston University where he studied (3) _____.
In 1952	(4) _____ Coretta Scott.
In 1953	(5) _____.
In 1954	he became (6) _____ Baptist Church.
In 1963	he started working for (7) _____ and people (8) _____ Lincoln Memorial.
(9) _____	he won the Nobel Peace Prize.
(10) _____	he died in Memphis, Tennessee.

### II. Reading (2.5 points). Read the passage and choose one appropriate phrase in the box for each blank. There are more phrases than needed.

- A. the chairman of Fairfield Education Committee
- B. for the best essay on education
- C. worked hard
- D. for two years
- E. has lived for seven years
- F. took a degree in Economics
- G. to earn his living

Lindsay Lewis is married with four children. In 1979, he went to Cambridge University and (1) \_\_\_\_\_. From 1982 to 1989, he taught in Jordan, India and Japan. He returned to England to do research at Bristol University. He (2) \_\_\_\_\_ in Fairfield and he is now principal of the technical college in nearby Princeton. He was (3) \_\_\_\_\_ in 1996. He was also a member of the Public Health Council (4) \_\_\_\_\_. In 1997, he wrote an article about technical colleges. The article won the Howard Hall Prize (5) \_\_\_\_\_. He wants to improve the education and the government health services. His hobbies are swimming, playing chess and collecting foreign coins.

### III. Grammar (2.5 points)

Use the correct form of the verbs in brackets to complete the letter of application below.

Dear Sir,

I (wish) (0) wish (apply) (1) \_\_\_\_\_ for the post of clerk at World Tours Travel Company. I (be) (2) \_\_\_\_\_ 26 years old and (attend) (3) \_\_\_\_\_ Greenhiss College from 1997 to 2001. In 2001 I (pass) (4) \_\_\_\_\_ my school certificate in History, Geography, Maths and German. Then I (get) (5) \_\_\_\_\_ a job as a junior typist at New Asia Export Company.

I (can) (6) \_\_\_\_\_ speak a little Chinese, but I am much better at (read) (7) \_\_\_\_\_ books and letters in Chinese. I (know) (8) \_\_\_\_\_ how to use a computer and I am good at Mathematics. I (be able) (9) \_\_\_\_\_ to get on well with different kinds of people and I like hard work.

I look forward to (hear) (10) \_\_\_\_\_ from you soon.  
Yours faithfully,

Bill Wilson



#### IV. Writing (2.5 points)

Sally Green writes Phong a letter. Read the letter carefully and then in Phong's name, write her a reply.

10 Minto Street, Edinburgh, Scotland

8<sup>th</sup> November, 2006

Dear Phong,

Would you like to be my pen-friend? I am sixteen years old and 1.58 metres tall, with red hair and blue eyes. I live in Edinburgh with my parents and two elder sisters.

I am a secondary school student. My school is in the centre of the city. It is very old and beautiful with about five hundred students and seventy teachers. I go to school every day from 9:00 a.m. to 3:30 p.m. First, we have lessons. Then we have a lunch-break for one and a half hour. After that, we either have more lessons or play games.

I hope you will write to me and tell me about yourself, your school and your daily routine.

Yours sincerely,

Sally Green

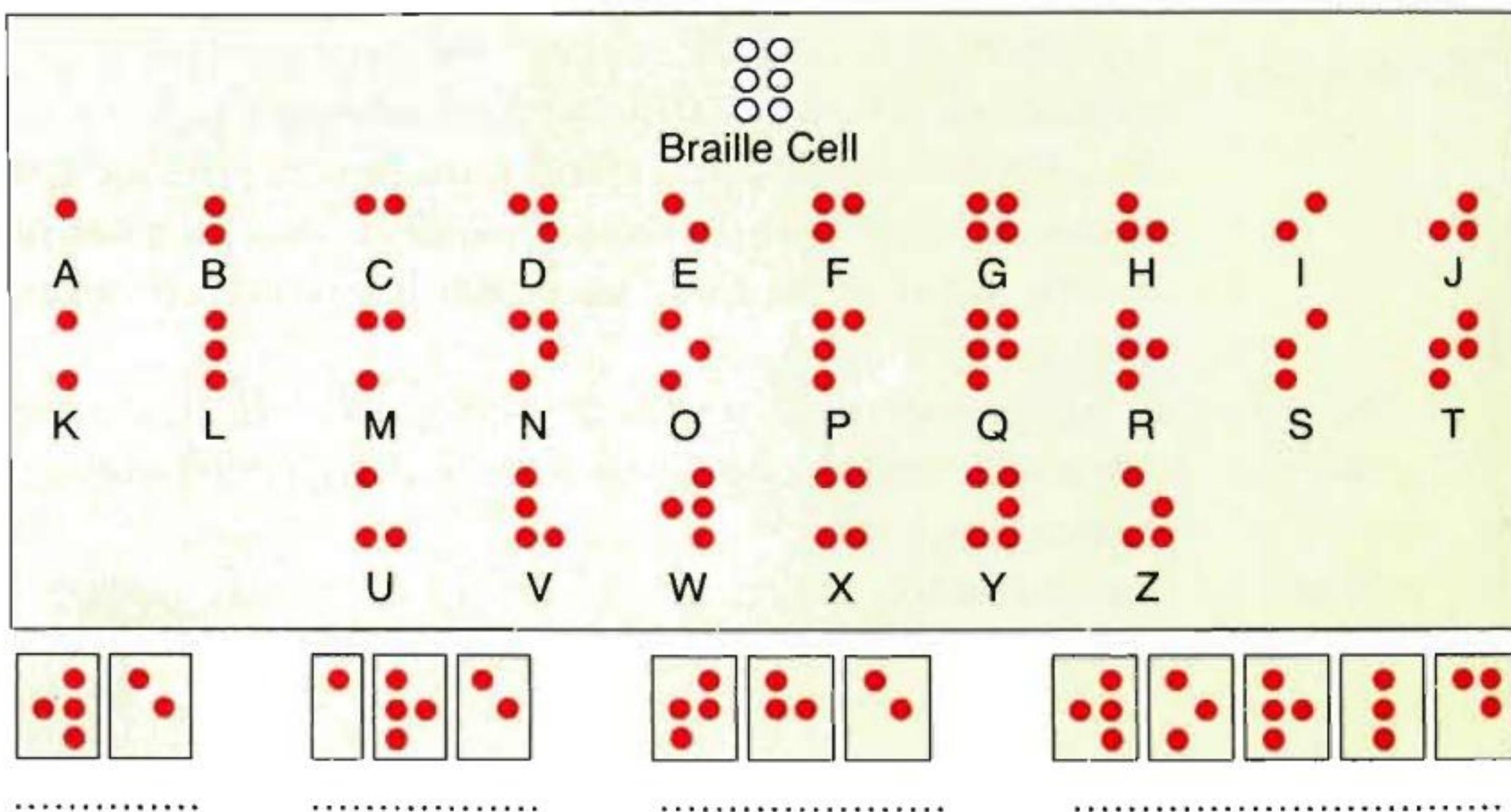




## A. READING

### Before you read

- Make a list of the activities you do every day. Then ask your partner which ones he/she thinks would be difficult for blind and deaf people.
- *Work with a partner:* Look at the Braille Alphabet. Then work out the message that follows.



### While you read

Read the passage and then do the tasks that follow.

#### A TEACHER IN A SPECIAL CLASS

Like other teachers, Pham Thu Thuy enjoys her teaching job. However, her class is different from other classes. The twenty-five children, who are learning how to read and write in her class, are disabled. Some are deaf, some dumb and others mentally retarded. Most of the children come from large and poor families, which prevents them from having proper schooling.



At first, there was a lot of opposition from the parents of the disabled children. They used to believe that their children could not learn anything at all. In the first week, only five children attended the class. Gradually more children arrived. Their parents realised that the young teacher was making great efforts to help their poor kids.

Watching Thuy taking a class, one can see how time-consuming the work is. During a maths lesson, she raised both arms and opened up her fingers one by one until all ten stood up. She then closed the fingers one by one. She continued the demonstration until the children realised they had just learned how to add and subtract. The children have every reason to be proud of their efforts. They know a new world is opening up for them.

 **Task 1.** The words in **A** appear in the reading passage. Match them with their definitions in **B**.

A	B
1. disabled	a. taking or needing a lot of time
2. mentally retarded	b. an act of showing or explaining how to do something
3. time-consuming	c. unable to use a part of the body in the normal way
4. demonstration	d. slowly, over a long period of time
5. gradually	e. less mentally developed than normal

 **Task 2.** Read the passage again and complete the following sentences by circling the corresponding letter A, B, C, or D.

1. Thuy's class is different from other classes because the children \_\_\_\_.  
A. are from large families  
B. are less mentally developed  
C. love Maths very much  
D. are disabled

2. At first the parents were \_\_\_\_\_ the idea of sending their children to the special class.

A. interested in C. satisfied with  
B. opposed to D. worried about

3. It can be inferred from the second paragraph of the reading passage that there has been \_\_\_\_\_.

A. a change in the parents' attitude towards the class  
B. a lot of protest from the parents against the class  
C. a feeling of doubt in the teacher's ability  
D. a belief in the parents' opposition

4. The writer describes how Thuy teaches the children to add and subtract in order to prove that \_\_\_\_\_.

A. the children like Maths  
B. the teacher is proud of her work  
C. the teaching work takes time  
D. adding and subtracting are important

5. The writer's attitude towards Thuy's work in the passage can be described as \_\_\_\_\_.

A. humorous B. angry C. suspicious D. admiring

### After you read

Fill each of the blanks of the summary below with a suitable word from the reading passage.

Twenty-five (1) \_\_\_\_\_ children have the chance of learning how to (2) \_\_\_\_\_ and (3) \_\_\_\_\_ thanks to the (4) \_\_\_\_\_ of a young teacher, Pham Thu Thuy.

Although her idea, at first, met with (5) \_\_\_\_\_ from the parents of the disabled children, more children attended her class later.

The teaching work in the special class is (6) \_\_\_\_\_.

For example, in a (7) \_\_\_\_\_ lesson, the teacher has to use her (8) \_\_\_\_\_ and (9) \_\_\_\_\_

to teach the children how to add and subtract. The children are now (10) \_\_\_\_\_ and happy.

## B. SPEAKING

 **Task 1.** The questions in the interview below have been left out. Work with a partner and fill in the blanks with the right questions.

1. What were your subjects then?
2. What was your timetable?
3. What about homework?
4. Which lower-secondary school did you go to?
5. What part of the school life didn't you like then?
6. Can you tell me about the tests and examinations at your school then?
7. What did you like best about your school then?

**Interviewer :** (A) \_\_\_\_\_ ?

**Hanh** : I went to Long Bien Lower-secondary School in Gia Lam, Hanoi.

**Interviewer :** (B) \_\_\_\_\_ ?

**Hanh** : My subjects were Maths, Physics, Chemistry, Literature, Biology, History, Geography, English, Information Technology and Physical Education.

**Interviewer :** (C) \_\_\_\_\_ ?

**Hanh** : Well, I went to school in the morning and I often had five classes.

**Interviewer :** (D) \_\_\_\_\_ ?

**Hanh** : Well, we had different kinds of tests, you know. Oral tests, fifteen-minute tests, forty-five-minute tests and the final examination at the end of the semester.

**Interviewer :** (E) \_\_\_\_\_ ?

**Hanh** : It's different with every teacher. Some liked to give a lot of homework and others didn't.

**Interviewer :** (F) \_\_\_\_\_ ?

**Hanh** : To be honest, I liked my school a lot but if I could change one thing, it would be the breaks between the classes. They were too short.

**Interviewer :** (G) \_\_\_\_\_ ?

**Hanh** : I liked everything in my school, you know. Well, of course, not the breaks as I've said. I liked my teachers, my friends and the different activities at school then.

 **Task 2.** Interview your partner, using the questions in Task 1.

 **Task 3.** Tell the whole class what you know about your partner.

**Example:**

*Hanh went to Long Bien Lower-secondary School. She had 10 subjects to learn at school. She went to school in the morning and often had 5 classes each morning...*

## C. LISTENING

### Before you listen

Work in pairs. Fill each of the blanks with one word from the box.

photograph

photographer

photography

photogenic

photographic

I joined a (1) \_\_\_\_\_ club when I was at secondary school and I have been fascinated by (2) \_\_\_\_\_ ever since. However, I have decided not to become a professional (3) \_\_\_\_\_. I once took a (4) \_\_\_\_\_ of my girl-friend and she did not look as beautiful in the picture as she was. I tried to calm her down by saying, "You are not very (5) \_\_\_\_\_, honey."

- Listen and repeat.

surroundings

sorrow

passion

labourer

deaf

mute

exhibition

stimulate

## While you listen

 **Task 1.** Listen to some information about a photography club and decide whether the statements are true (T) or false (F).

T F

1. The Vang Trang Khuyet Club's members are all disabled children.
2. The club's members are now teaching photography to other children.
3. The club's members are exhibiting their photographs for the first time in Hanoi.
4. The subject of their photos is the sorrow of being disabled.
5. The passion for taking photographs has helped them escape their sorrow.

 **Task 2.** Listen again and fill each blank with a suitable word.

The six-month-old (1) \_\_\_\_\_ club, which comprises (2) \_\_\_\_\_ deaf, mute or mentally retarded children, is now having its first (3) \_\_\_\_\_ in Hanoi.

More than (4) \_\_\_\_\_ colour photos are on display at the exhibition room featuring the (5) \_\_\_\_\_ of daily life seen through the eyes of these disabled children. The subjects are (6) \_\_\_\_\_ and (7) \_\_\_\_\_: old men reading books on the sides of Hoan Kiem Lake, labourers hard at work, or (8) \_\_\_\_\_ looking for food.

The children's passion for taking pictures has (9) \_\_\_\_\_ them and helped them (10) \_\_\_\_\_ their sorrow.

## After you listen

*Work in groups.* Retell the story about the Vang Trang Khuyet Photography Club.

## D. WRITING

### A letter of complaint

# ENGLISH FOR TODAY CENTRE

731 VAN XUAN STREET - HANOI

Telephone: (04) 9.988666

Fax : (04) 9.988667

- Native teachers **ONLY**
- **NO** more than **20** students per class
- **FREE** books and cassette tapes
- **ALL** air-conditioned rooms
- **5:30 p.m. - 8:30 p.m.**

 **Task 1.** After studying for two weeks at English for Today Centre, you notice that everything is worse than what the advertisement says. A friend of yours wants to know about the centre and you tell him/her the facts.

*Work in pairs.* Complete the dialogue below.

A: Are you happy with your study at English for Today Centre?

B: No, (1) \_\_\_\_\_.

A: Are all the teachers native speakers?

B: No, (2) \_\_\_\_\_.

A: The advertisement says there are no more than 20 students in a class. Is that true?

B: No, (3) \_\_\_\_\_.

A: Do you get free books and cassette tapes?

B: No, (4) \_\_\_\_\_.

A: What about the classrooms? Are they air-conditioned?

B: No, (5) \_\_\_\_\_.

A: What don't you like most about the centre?

B: It's the time. They say the class time is from 5:30 p.m. to 8:30 p.m. but (6) \_\_\_\_\_.

A: Well, everything is different from what the advertisement says. What are you going to do?

B: I am going to write a letter of complaint to the director of the centre.

 **Task 2.** Using the information from the dialogue in Task 1, complete the letter of complaint below.

53 Ho Xuan Huong Street  
Hanoi - Vietnam

The Director  
English for Today Centre  
731 Van Xuan Street  
Hanoi - Vietnam

22<sup>nd</sup> February, 2006

Dear Sir,

I am writing to complain about the poor quality of the service at your centre. Everything seems to be worse than what you say in the advertisement.

To resolve the problem, I require you to give me a refund. Enclosed is a copy of the receipt.

I look forward to hearing from you and to getting a quick resolution of this problem. Please contact me at the above address or by phone at (04) 7.222999.

Yours faithfully,  
Do An Duc



## E. LANGUAGE FOCUS

● Pronunciation: /ɒ/ - /ɔ:/

● Grammar and vocabulary:

1. *The* + adjective
2. *Used to* + infinitive
3. *Which* as a connector

### Pronunciation

- Listen and repeat.

/ɒ/ /ɔ:/

top	wrong	call	walking
boss	job	sport	more
doctor	box	four	talk

- Practise these sentences.

1. Put the socks on top of the box.
2. He lost his job as a doctor in the hospital.
3. What's wrong with you, boss?
4. Is walking called a sport?
5. He can't talk to her any more.
6. Four of us have walked for fourteen miles.

### Grammar and vocabulary

**Exercise 1.** Complete these sentences using *the* + one of the adjectives:

*injured poor rich sick unemployed young*

1. *The young* have the future in their hands.
2. Ambulances arrived at the scene of the accident and took \_\_\_\_\_ to hospital.
3. Life is all right if you have a job, but things are not so easy for \_\_\_\_\_.  
\_\_\_\_\_.
4. Julia has been a nurse all her life. She has spent her life caring for \_\_\_\_\_.  
\_\_\_\_\_.
5. In England there is an old story about a man called Robin Hood. It is said that he robbed \_\_\_\_\_ and gave the money to \_\_\_\_\_.

**Exercise 2.** Complete the sentences with *used to* + a suitable verb.

1. Dennis gave up smoking two years ago. He *used to smoke* 40 cigarettes a day.
2. Liz \_\_\_\_\_ a motorbike, but last year she sold it and bought a car.
3. We came to live in Manchester a few years ago. We \_\_\_\_\_ in Nottingham.
4. I rarely eat ice cream now, but I \_\_\_\_\_ it when I was a child.
5. Jim \_\_\_\_\_ my best friend, but we aren't friends any longer.
6. It only takes me about 40 minutes to get to work since the new road was opened. It \_\_\_\_\_ more than an hour.
7. There \_\_\_\_\_ a hotel opposite the station, but it closed a long time ago.
8. When you lived in London, \_\_\_\_\_ to the theatre?

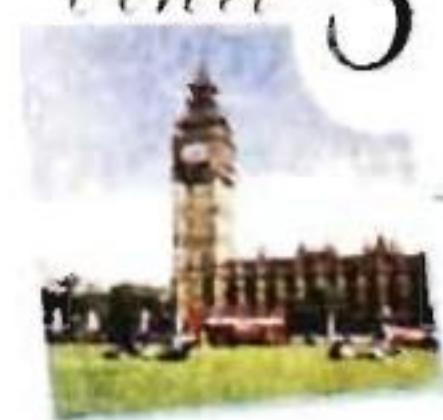
**Exercise 3.** Join a sentence from A with one from B to make a new sentence. Use **which**.

A	B
1. <i>Sheila couldn't come to the party.</i>	a. This was very nice of her.
2. Jill isn't on the phone.	b. This means we can't go away tomorrow.
3. Neil has passed his examinations.	c. This makes it difficult to contact her.
4. Our flight was delayed.	d. This makes it difficult to sleep.
5. Ann offered to put me up for the night.	e. <i>This was a pity.</i>
6. The street I live in is very noisy at night.	f. This is good news.
7. Our car has broken down.	g. This meant we had to wait for hours at the airport.

**Example:**

1. *Sheila couldn't come to the party; which was a pity.*

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_



## A. READING

### Before you read

Work in pairs. Look at the illustrations of different parts of a computer system. Match each numbered item with one of the words or phrases in the box.

A. central processing unit (CPU)	B. CD ROMs	C. keyboard
D. visual display unit (VDU) or computer screen		
E. mouse	F. floppy disks	G. printer
		H. speakers



### While you read

Read the passage and then do the tasks that follow.

Computers have become part of our daily lives. We visit shops, offices, and places of scenic beauty with the help of computers. We pay bills prepared by computers. We read newspapers and magazines which have been produced on computers. We receive letters from and send letters to almost every part of the world with the help of computers. And we can even learn foreign languages on computers.

What makes a computer such a miraculous device? Each time you turn it on, with appropriate hardware and software, it is capable of doing almost anything you ask it to. It is a calculating machine which speeds up calculations: it can add, subtract, multiply, and divide with lightning speed and perfect accuracy.

It is an electronic storage device which manages large collections of data. It is a magical typewriter which allows you to type and print any kind of document – letters, memos or requests for leave. It is a personal communicator which helps you to interact with other computers and with people around the world. And if you like entertainment, you can relax by playing computer games or listening to computer-played music.

 **Task 1.** The words in **A** appear in the reading passage. Match them with their definitions in **B**.

<b>A</b>	<b>B</b>
1. magical	a. link or act on each other
2. places of scenic beauty	b. programmes performed by the computer
3. interact	c. in a strange or mysterious way
4. software	d. the physical part of the computer system
5. hardware	e. places where the scenes are interesting and beautiful

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

- A. The Computer – A New Invention
- B. The Computer Has Become Part of Our Life
- C. What Can the Computer Do?

 **Task 3.** *Work in pairs.* Answer these questions, using the cues below.

1. What can a computer do to help us in our daily life?  
*visit, pay, read, receive, send, learn*
2. Why is a computer a miraculous device?  
*capable of, a calculating machine, an electronic store, a magical typewriter, a personal communicator, for entertainment*

### After you read

*Work in pairs.* Discuss other uses of the computer in our daily life.



## C. LISTENING

### Before you listen

How often do you use each of the items below? Put a tick (✓) in the right column. Then compare your answers with a partner.

	<b>very often</b>	<b>sometimes</b>	<b>never</b>
radio			
cell phone			
camcorder			
computer			
TV			
fax machine			

- Listen and repeat.

worried      memory      refused      excuse  
VDU (visual display unit)      headache

### While you listen

 **Task 1.** Listen to an old company director talking about his experience of learning how to use a computer. Decide whether the statements are true (T) or false (F).

	T	F
1. The man was worried when his son bought a computer.	<input type="checkbox"/>	<input type="checkbox"/>
2. The man became worried when his secretary asked him to buy a computer.	<input type="checkbox"/>	<input type="checkbox"/>
3. The man decided to take some computing lessons.	<input type="checkbox"/>	<input type="checkbox"/>
4. His son didn't understand about the computer.	<input type="checkbox"/>	<input type="checkbox"/>
5. The man understood the lessons very well.	<input type="checkbox"/>	<input type="checkbox"/>
6. The man continued to learn how to use a computer after a few lessons.	<input type="checkbox"/>	<input type="checkbox"/>

T F

## Task 2. Listen to the old man's story again and write in the missing words.

He was very helpful. He (1) \_\_\_\_\_ me to sit down in front of the computer screen. I did not know what it was called. When I asked him what it was, he said that it was a VDU. I (2) \_\_\_\_\_ didn't know what VDU was, but I was too shy to ask him any more. From that moment my memory (3) \_\_\_\_\_ to learn because he told me a lot of things that I really didn't understand at all. After a few lessons I began to feel tired. I made an (4) \_\_\_\_\_, saying that I had a headache. I suggested we should leave the lesson for another day. Since then I haven't said (5) \_\_\_\_\_ about the computer to my son and my secretary.

### After you listen

Listen to the man's talk again. Then retell his story, beginning the story with the following sentence:

*The story is about an old man who doesn't know how to use the computer...*

## D. WRITING

### Writing instructions

#### Task 1. Read the following set of instructions on how to use a public telephone.

#### PLEASE READ THESE INSTRUCTIONS CAREFULLY.

To make a call you will need a phone card.

Make sure you know the number you are calling.

#### TO OPERATE THE TELEPHONE

First, lift the receiver, and listen to the dial tone.

Next, insert your phone card in the slot.

Then press the number you require.

Wait until you hear the long pips.

This means that your call has been through.

#### EMERGENCIES

To call the Police, dial 113.

To call the Fire Service, dial 114.

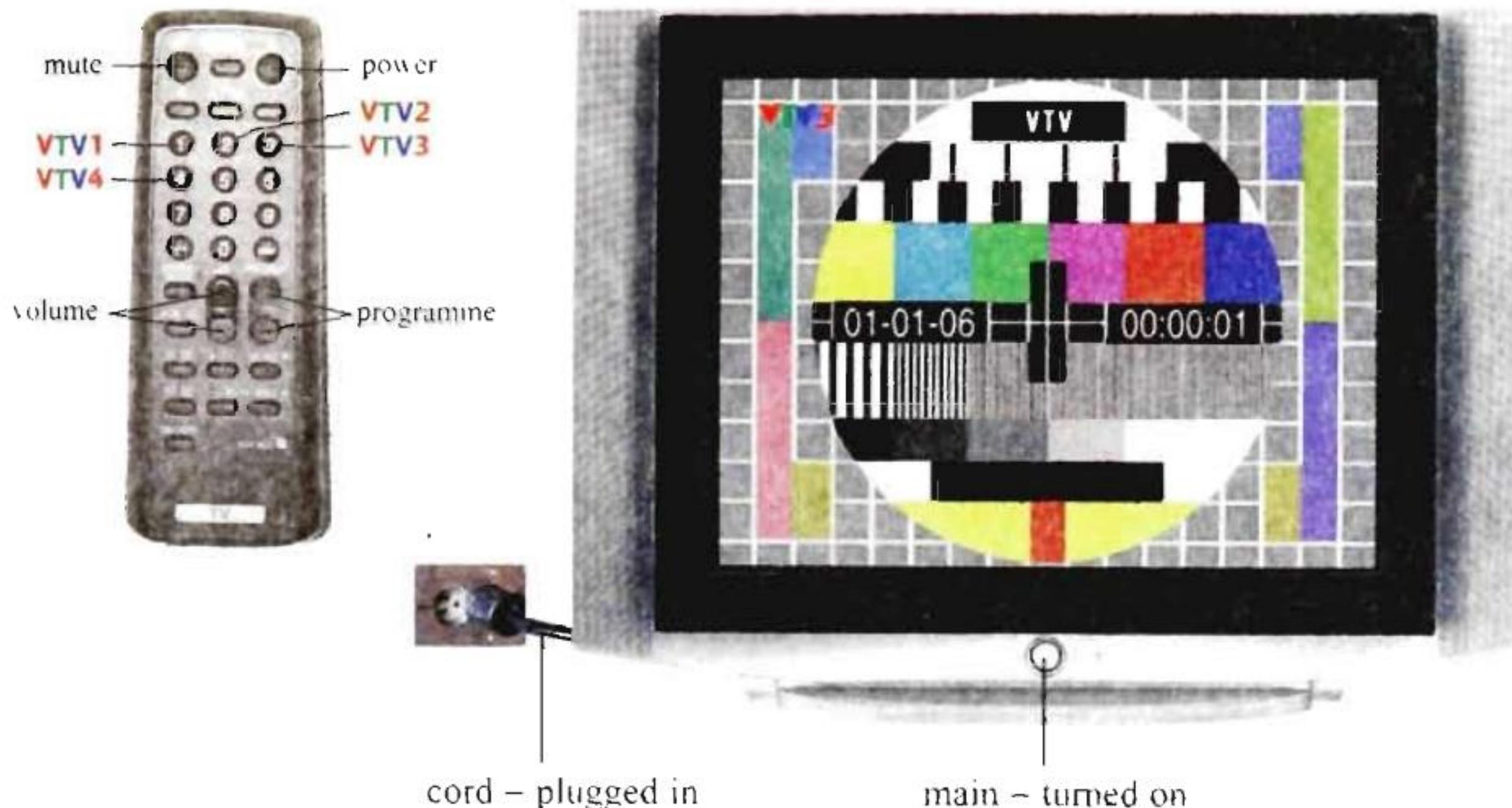
To call an ambulance, dial 115.

To obtain help, dial 116.



 **Task 2.** Work in pairs. Find out the connectors and the imperative form of the verbs from the instructions.

 **Task 3.** Work in groups. Look at the TV and the remote control below, and answer the following questions.



1. What do you have to make sure of if you want to operate the TV with the remote control?
2. What should you do if you want to turn on or turn off the TV?
3. What should you do if you want to select a programme?
4. What should you do if you want to watch **VTY1**, **VTY2**, **VTY3**, and **VTY4**?
5. What should you do if you want to adjust the volume?
6. What should you do if you don't want to hear the sound?

 **Task 4.** Write a set of instructions on how to operate a TV with a remote control. Use the picture and the questions above as suggestions. You may begin with:

*If you want to operate a TV with a remote control, you must make sure that the cord is plugged in and the main is turned on.*  
*To turn on the TV, press...*

## E. LANGUAGE FOCUS

● Pronunciation: / u / - / u: /

● Grammar and vocabulary:

1. The present perfect
2. The present perfect passive
3. *Who, which, that*

### Pronunciation

● Listen and repeat.

/ u /

put      foot  
pull      look  
full      cook

/ u: /

food      fruit  
school      June  
tooth      afternoon

● Practise these sentences.

1. Could you tell me where you've put my book?
2. Your bookshelf is full of books.
3. Look! The boy is looking at your book.
4. Miss June is looking at the Moon.
5. Both your shoes and your boots are dirty.
6. Miss Moon went to school this afternoon.

### Grammar and vocabulary

● The present perfect

**Exercise 1.** Tan has invited Quang to his house. When Quang comes, he sees that

1. the door is open.
2. the TV is on.
3. the house is tidy.
4. the floor is clean.
5. the lights are on.
6. two bottles of water are laid on the table.

Write in your exercise book what you think Tan has done before Quang comes.

**Example:** 1. Tan has opened the door.

### • The present perfect passive

**Exercise 2.** Build sentences after the model.

**Example:** new bridge / build / across the river

→ *A new bridge has been built across the river.*

1. a new hospital for children / build / in our city
2. another man-made satellite / send up / into space
3. more and more trees / cut down / for wood / by farmers
4. thousands of animals / kill / in the forest fire
5. about one hundred buildings and houses / destroy / in the earthquake
6. more than 50 films / show / in Hanoi / since June
7. their hands / wash and dry / on a towel
8. another book / read / by the students
9. some ink / spill / on the carpet
10. she / show / how to do it

**Exercise 3.** Fill each blank with **who**, **which** or **that**.

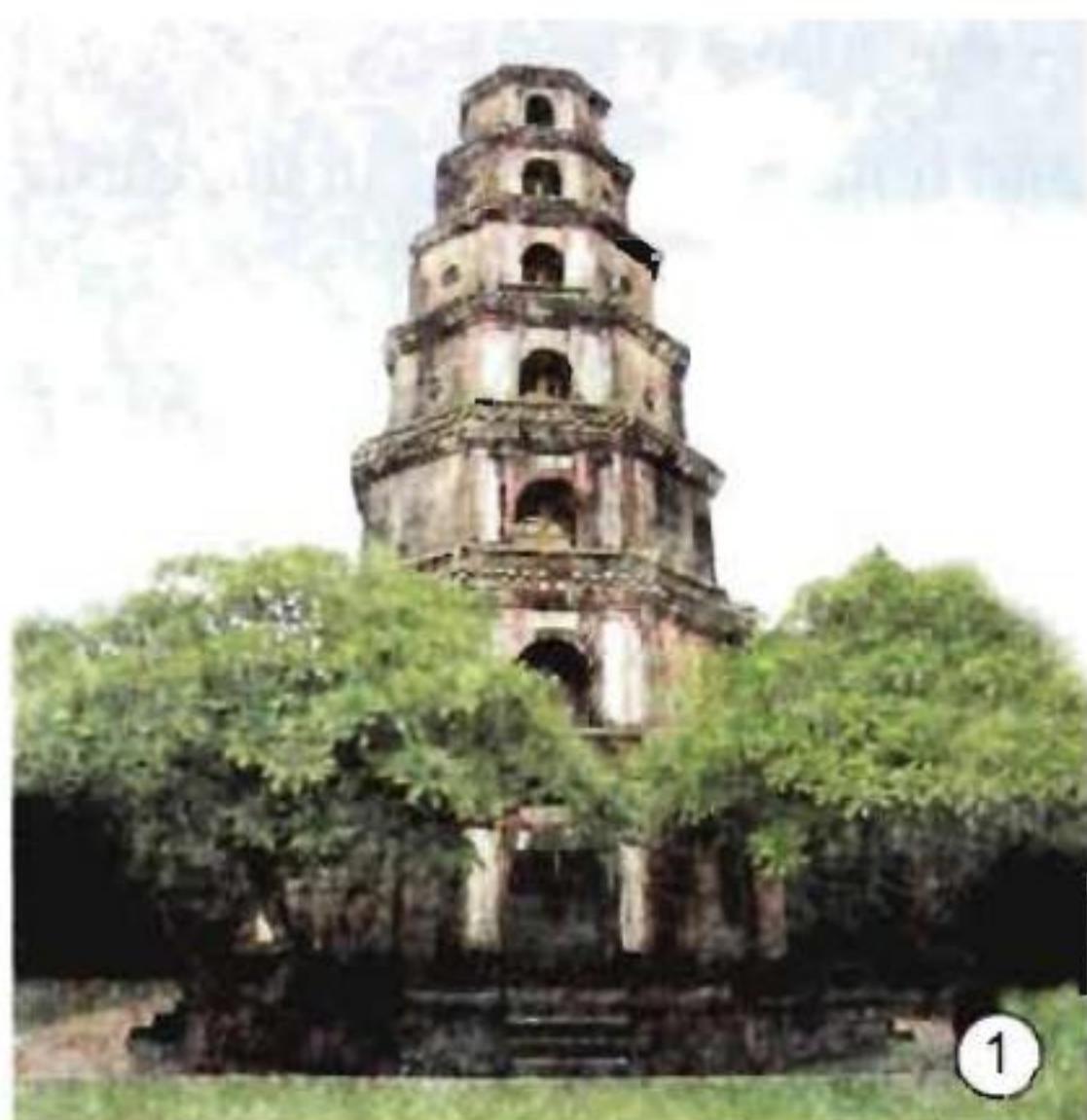
1. A clock is an instrument \_\_\_\_\_ tells you the time.
2. A fridge is a machine \_\_\_\_\_ is used for keeping food fresh.
3. April 1<sup>st</sup> is the day \_\_\_\_\_ is called April Fool's Day in the West.
4. A nurse is a person \_\_\_\_\_ looks after patients.
5. A teacher is a person \_\_\_\_\_ gives lessons to students.
6. A blind person is the one \_\_\_\_\_ cannot see anything.
7. The man \_\_\_\_\_ you visited last month is a famous scientist.
8. Please think of a word \_\_\_\_\_ comes from a foreign language into Vietnamese.
9. These are the pictures \_\_\_\_\_ my son drew when he was young.
10. Can you help me find the man \_\_\_\_\_ saved the girl?



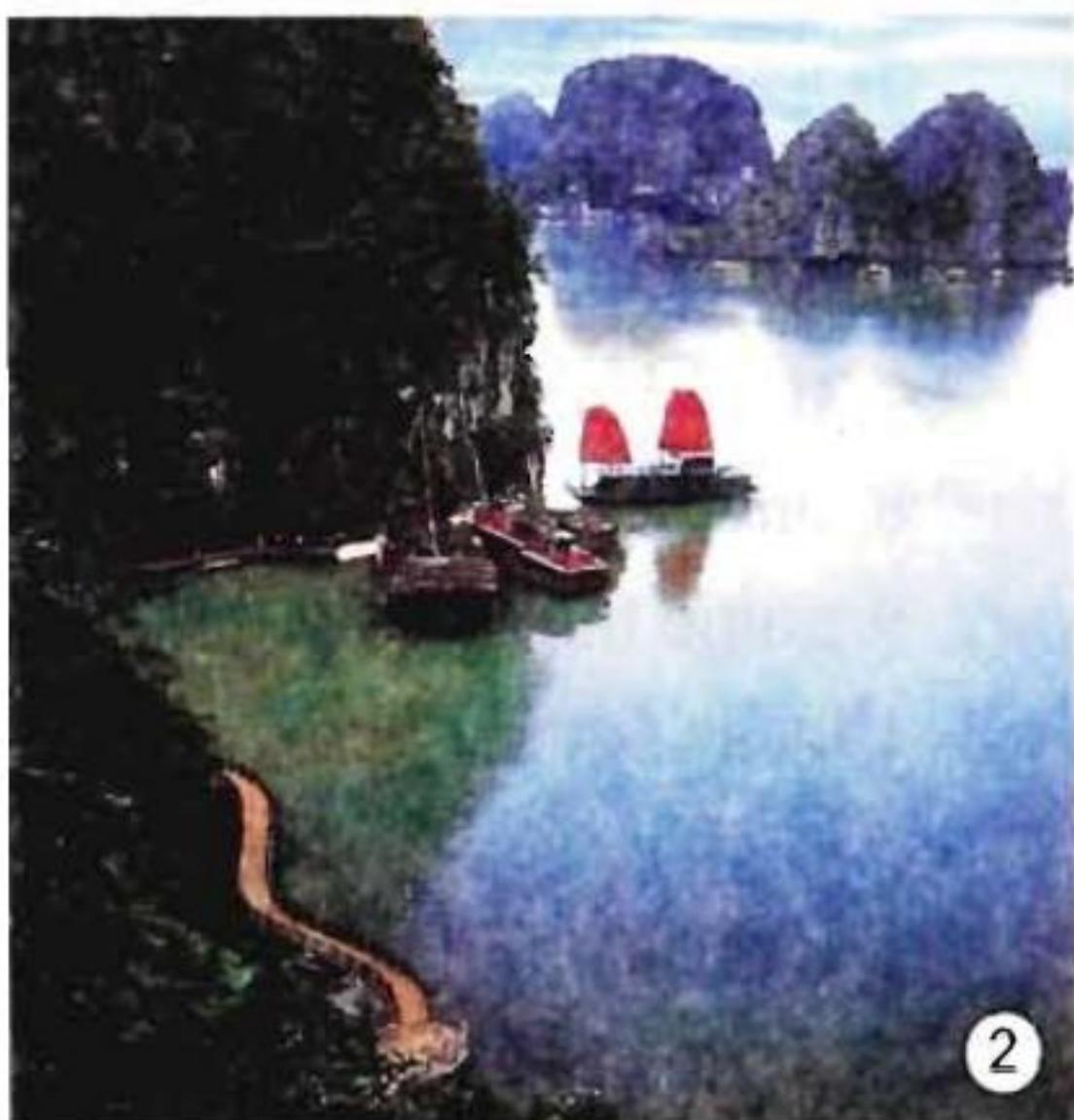
## AN EXCURSION

## A. READING

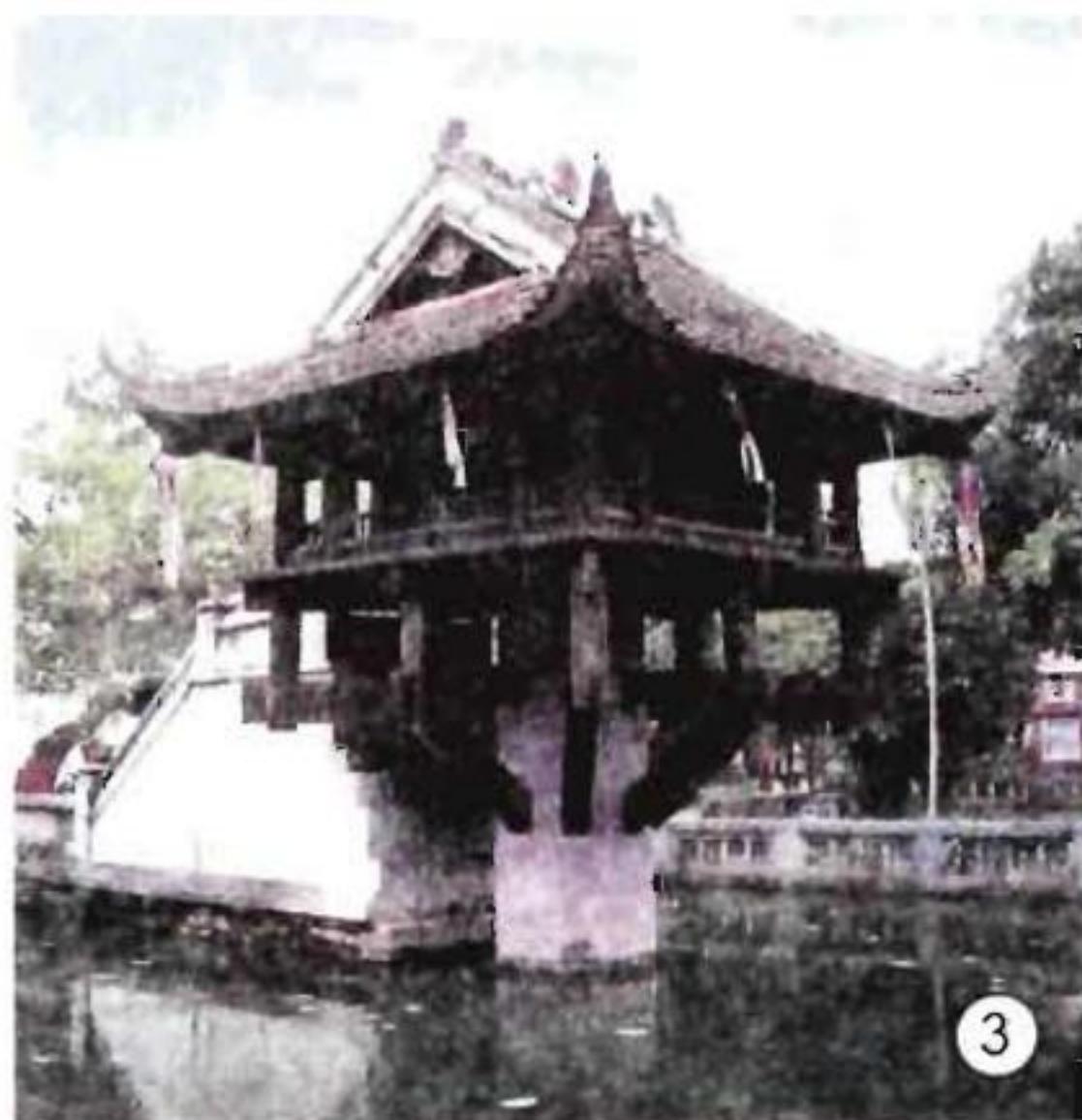
## Before you read



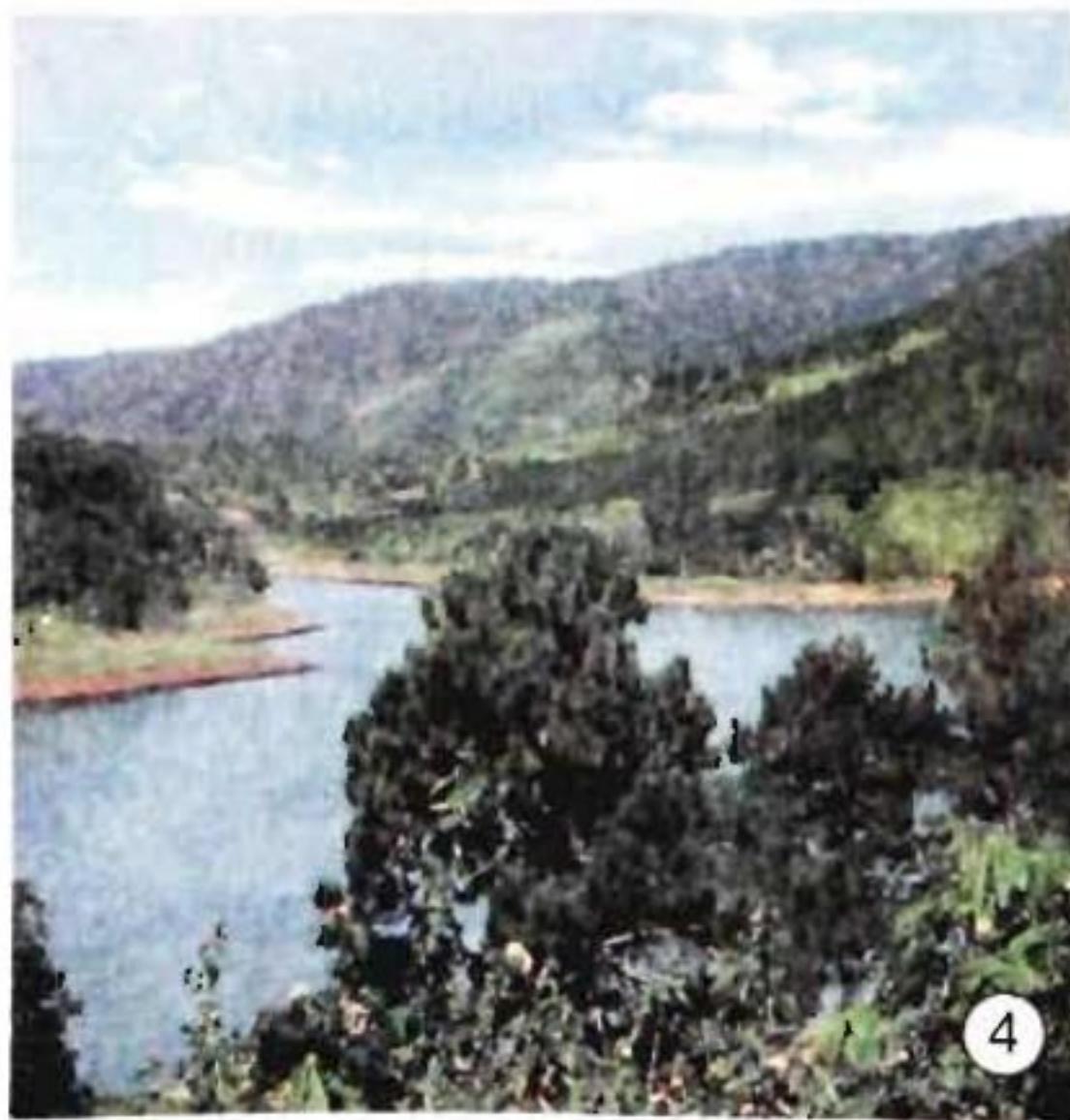
1



2



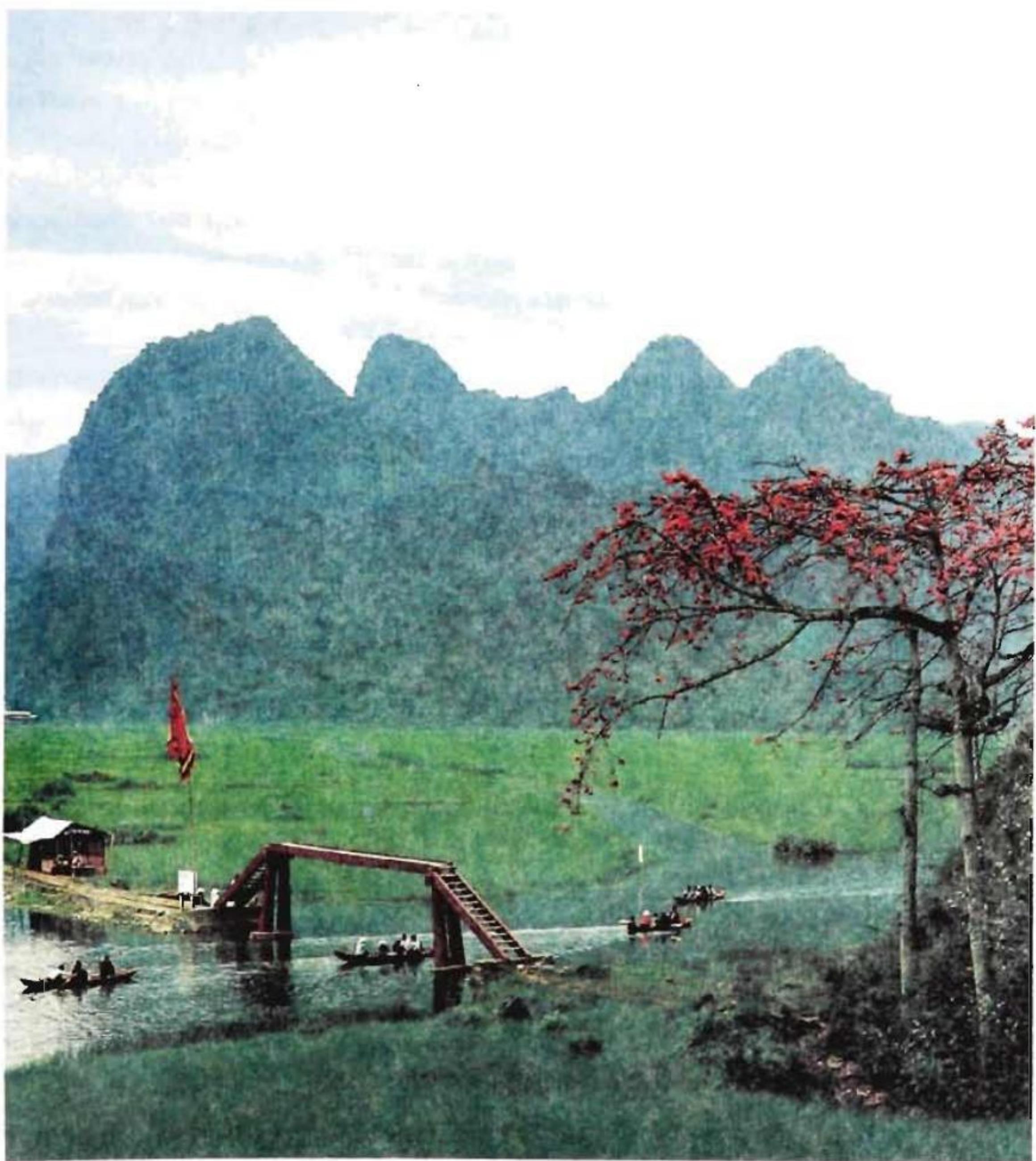
3



4

- a. Built in 1049, in the shape of a lotus
- b. Picturesque site, wonder of the world, 165 kilometres from Hanoi
- c. Mountain resort (altitude: 1,500 m) with some wonderful places to visit: Xuan Huong Lake, pine forests, waterfalls...
- d. On the left bank of the Huong River, 6 kilometres from Hue City

### While you read



Read the letter and then do the tasks that follow.

Dear Minh,

I'm writing to tell you a piece of news. The first term is coming to an end soon and my school is going to have some days off. On this occasion, my class is visiting some caves near Hanoi as we have recently studied rock formations. Besides, many of us have never been inside a cave, so I suppose the trip will be very interesting.

At first, we wanted to travel to Thay Pagoda because it is only over 20 kilometres away, and we could go on a day excursion.

However, only today have we learnt that the caves near Thay Pagoda are closed until after Tet. So we are visiting the ones near Huong Pagoda instead. A night campfire on a two-day trip will be a great event in our schooldays! To make the trip cheap, we are bringing our own food and sharing buses with some other classes.

It is much warmer now. I believe we're going to enjoy good weather with lots of sunshine.

The only problem I seem to have is getting my parents' permission. They may not want to let me stay the night away from home. I'll try to persuade them.

That's all for now. Give my love to your parents and sister.

Yours,

Lan



**Task 1.** Choose the best answer A, B, C, or D to complete each of the sentences.

1. Lan wrote the letter to \_\_\_\_\_.  
A. inform Minh of her days off  
B. complain about her parents  
C. tell Minh about the plan for her class trip  
D. talk about what she and her classmates will do at Huong Pagoda

2. The students decided to go on an excursion because they wanted to \_\_\_\_\_.

- A. understand their geography lessons better
- B. relax after work
- C. have a campfire
- D. A and B

3. The students have changed their destination as \_\_\_\_\_ Thay Pagoda.

- A. it is impossible to visit the caves near
- B. it costs them a lot to visit
- C. they prefer Huong Pagoda to
- D. many of them have been to

 **Task 2.** Answer the questions.

1. When are Lan and her classmates going on a trip?
2. Why are they visiting some caves?
3. How far is Thay Pagoda from their school?
4. What are the students' plans for their trip to Huong Pagoda?
5. What is Lan anxious about? Why?

**After you read**

Fill each blank in the summary of the letter with a suitable group of words from the box below.

her classmates    want to see    their trip    is going to go on  
have learnt    to persuade them    some caves    only problem

Lan's class (1) \_\_\_\_\_ a two-day excursion to visit (2) \_\_\_\_\_ near Huong Pagoda. They (3) \_\_\_\_\_ with their own eyes what they (4) \_\_\_\_\_ in their geography lessons recently and relax after their hard work, as well. They have planned (5) \_\_\_\_\_ carefully. For Lan, the (6) \_\_\_\_\_ is getting her parents' permission. She will try (7) \_\_\_\_\_ so that she will be able to join (8) \_\_\_\_\_ on the excursion.

## B. SPEAKING



Task 1. Tim's class is going on a boat trip on Lake Michigan in Chicago. Read the information about some of the participants.



*Lake Michigan*

I don't want to sit on the sundeck. Besides, I need to see all the students.



**Mrs. Andrews**

I want to be near Mary. I don't want to get sunburnt.



**Susan**

I often suffer from travel sickness, so I need plenty of fresh air.



**Mary**

I like to sit in the sun and I want to be by myself.



**Tim**

I don't like air-conditioning. I would like to take photographs.



**John**

I have never been on a boat before. I want a good view.



**Sam**



## While you listen

 **Task 1.** Listen and number the pictures in the order you hear.



 **Task 2.** Listen again and fill in the blanks with the exact words you hear.

1. The weekend picnic I enjoyed most \_\_\_\_\_ weeks ago.
2. My class decided \_\_\_\_\_ to the Botanical Garden.
3. We met \_\_\_\_\_ on time.
4. We made \_\_\_\_\_ round the garden.
5. In the afternoon, we went on \_\_\_\_\_ games.

 **Task 3.** Answer the questions.

1. What was the weather like that day?
2. Was the Botanical Garden far from the school?
3. How was the garden?
4. Why did some of the students sleep soundly?
5. What did the students do in the garden?

## After you listen

Work in groups. If your class could go for a picnic this weekend, what would your plan be?

## D. WRITING

### A confirmation letter

 **Task 1.** Work in pairs. Read the two letters below and find the requests in Nga's letter and the confirmation in Hoa's.

Dear Hoa,  
My class is going to have a picnic at Ao Vua this weekend. This is the first time I go for a picnic. Can you go shopping with me to buy the things we need for the trip? I will pick you up at 2:30 p.m. tomorrow. Is the time convenient for you?  
Please let me know as soon as possible.

yours,  
Nga



Dear Nga,

I'm glad to hear that you are going to have your first picnic with your classmates. Certainly, I will help you to prepare everything you need for the trip.

Fortunately, I'm having a day off tomorrow. So, I'm free in the afternoon.

I'll be waiting for you at 2:30 p.m. tomorrow.

Love,  
Hoa

 **Task 2.** Read the situations and write a confirmation letter responding to each of them.

1. Lan is going to have a birthday party at 8:00 p.m. on Saturday. She asks you to buy her two bunches of bananas, three kilos of oranges, ten mangoes, and bring them to her house an hour before the party. You agree to help her.
2. Minh wants to borrow a book about wildlife. He is coming for the book at 9:00 a.m. this Saturday. You accept his request but suggest a later time.

## E. LANGUAGE FOCUS

- **Pronunciation:** /ə/ – /ɔ:/

- **Grammar:**

**The present progressive (with a future meaning) and *be going to***

### Pronunciation

- Listen and repeat.

/ə/

teacher      other  
together      pagoda  
about      today

/ɔ:/

bird      term  
work      shirt  
church      early

- Practise these sentences.

1. Have you heard about our excursion to Thay Pagoda?
2. Her father is learning German with a teacher.
3. Last year the birds returned to the river earlier than this year.
4. The girls work in the church on Thursdays.
5. Was it Barbara's camera?
6. I'm thirsty, Nurse. I want a glass of water.

### Grammar

**The present progressive (with a future meaning) and *be going to*.**

#### Examples:

- *The first term is coming to an end soon.*
- *We are going to enjoy good weather with lots of sunshine.*

#### Exercise 1. Choose the correct option in brackets.

1. Tell me your plan, Lan. What (are you doing / will you do) this Saturday evening?
2. Mary (will get married / is getting married) next week.

3. There's a good play on TV tonight. (Will you / Are you going to) watch it?
4. I feel terrible. I think I (will be / am going to be) sick.
5. There are a lot of black clouds in the sky. It (will / is going to) rain.

**Exercise 2.** Put the verbs in brackets in the present progressive or *be going to*.

1. The Browns (go) to the cinema this evening.
2. We (have) an English-speaking club meeting next week. Would you like to come?
3. The cat is just behind the rat. It (catch) the latter.
4. Where you (put) this new bookcase?
5. Smoking is very bad for his health, but he (not give) it up.

**Exercise 3.** Complete the exchanges, using the present progressive or *be going to*.

1. There's a football match on TV this afternoon. \_\_\_\_\_ ?  
No, I'm busy. \_\_\_\_\_.
2. Can you come next weekend?  
Sorry, we'd love to, but \_\_\_\_\_.
3. I hear Tim has won a lot of money. What \_\_\_\_\_?  
He says \_\_\_\_\_.
4. Should I leave the umbrella at home?  
It's cloudy and windy. \_\_\_\_\_ Take it along.
5. Do you think the windows are so dirty?  
Oh, yes. I \_\_\_\_\_ later.

## TEST YOURSELF B

### I. Listening (2.5 points). Listen and complete the table below.

	<b>Reading</b>	<b>Oxford</b>
Location	(1) _____	(6) _____
Population	(2) _____	(7) _____
Noted for	(3) _____ (4) _____ (5) _____	(8) _____ (9) _____ (10) _____

### II. Reading (2.5 points)

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

Many people in America now think that teachers give students too much homework. They say that it is unnecessary for children to work at home in their free time. Moreover, they agree that most teachers do not properly plan the homework tasks they give to students. The result is that students have to repeat tasks which they have already done at school.

Most people agree that homework is unfair. A student who can do his homework in a quiet and comfortable room is in a much better position than a student who does his homework in a small noisy room with the TV on.

**T F**

1. Students are not given much homework to do at home.
2. It is necessary for students to work at home in their free time.
3. Students' homework is not properly prepared by teachers.
4. Students do not have to repeat tasks they have already done at school.
5. Most people think that homework is not fair.

### III. Grammar (2.5 points)

Read the following paragraph. One word is missing from each line. Put a stroke (/) where the word has been omitted and write the missing word in the space provided.

Today a lot of important inventions/carried  
out scientists working for large industrial firms. 0 \_\_\_\_\_ *are*  
However, there are still opportunities other people  
to invent various things. In Britain, is a weekly 1 \_\_\_\_\_  
television programme attempts to show 2 \_\_\_\_\_  
all various devices which people have recently 3 \_\_\_\_\_  
invented. The people organizing programme 4 \_\_\_\_\_  
receive information about 700 inventions year. 5 \_\_\_\_\_  
New ideas can still be developed private inventors. 6 \_\_\_\_\_  
However, is important to consider these questions: 7 \_\_\_\_\_  
Will it work? Will it wanted? Is it new? 8 \_\_\_\_\_  
9 \_\_\_\_\_  
10 \_\_\_\_\_

### IV. Writing (2.5 points)

Your class would like to visit your uncle's computer factory which is located near your school. Write to him and ask for permission to visit. The following suggestions may help you.

#### Outline

**Introduction:** plan / visit / computer factory (give date / number of students / means of transportation / purpose ...)

**Request:** time staying in the factory / places to visit / guide for the visit / meeting with the workers .....

**Conclusion:** confirm the visit / ask for a reply letter



# THE MASS MEDIA

## A. READING

### Before you read

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

1. When do you often watch TV?
2. How many channels are there on our national TV?
3. How many hours per week do you watch TV?

### While you read

Look at some popular TV programmes, and then do the tasks that follow.



- 05:35 Morning Exercise
- 06:30 Population and Development
- 07:20 Cartoon: The Adventure of Donald Duck
- 08:00 TV Series: Road of Life
- 09:00 News
- 09:15 Film: When the Birds Return
- 10:15 Comedy: Family Secrets
- 11:00 Music
- 12:00 Fifteen-minute News
- 13:00 Film: The Beauty of Life
- 14:20 People's Army
- 16:15 Film: Punishment
- 19:00 News
- 20:00 Sport Comments
- 21:30 Folk Songs
- 23:00 News Headlines
- 23:30 Weather Forecast

- 07:30 Quiz Show
- 09:15 Drama: Stolen Heart
- 10:00 Music for Children
- 11:30 Portrait of Life
- 12:00 Film: Deep in the City
- 14:30 Theatre: My Life
- 15:15 Documentary: The Nature of Language
- 16:00 Culture and Education
- 19:00 News
- 20:00 Sports
- 21:30 Film: Guests of the Nation
- 23:00 Football: Liverpool vs. West Ham



- 15:15 Wildlife World
- 17:00 Around the World
- 18:30 Science Documentary
- 19:00 Business Comments
- 20:00 Learning English through Songs

 **Task 1.** The words in **A** appear in the reading passage. Match them with their definitions in **B**.

<b>A</b>	<b>B</b>
1. cartoon	a. a play for the theatre, television or radio
2. drama	b. a film or a television programme giving facts about something
3. comedy	c. a film made by photographing a series of changing drawings
4. documentary	d. a film or a play that is intended to be funny, usually with a happy ending

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

	T	F
1. There are five news programmes on the three channels.	<input type="checkbox"/>	<input type="checkbox"/>
2. There is a comedy programme on between 10:15 and 11:00.	<input type="checkbox"/>	<input type="checkbox"/>
3. <i>The Nature of Language</i> is a documentary programme at 15:15 on VTV2.	<input type="checkbox"/>	<input type="checkbox"/>
4. The film <i>Punishment</i> is shown at 4:15 p.m. on VTV1.	<input type="checkbox"/>	<input type="checkbox"/>
5. VTV1 starts at 5:35 and ends at 23:30.	<input type="checkbox"/>	<input type="checkbox"/>

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

1. How many films are on?
2. What time can you watch the news?
3. Which channel do you recommend to someone who likes animals?
4. What programme is on on VTV3 at 7:30?
5. Which channel will you watch if you like folk songs?
6. What is the last programme on VTV3?

## After you read

*Work in pairs.* Tell your partner about one of the TV programmes you like watching best and explain why.

## B. SPEAKING

 **Task 1.** *Work in pairs.* Which of the following are the types of the mass media? Put a tick (✓) next to the words.

dictionaries	<input type="checkbox"/>	books	<input type="checkbox"/>	newspapers	<input type="checkbox"/>
television	<input type="checkbox"/>	magazines	<input type="checkbox"/>	plays	<input type="checkbox"/>
films	<input type="checkbox"/>	radio	<input type="checkbox"/>	the Internet	<input type="checkbox"/>

 **Task 2.** *Work in pairs.* Work out what feature(s) the types of the mass media have in common and what main feature(s) each of them has. Use the cues below.

- provide information and entertainment orally (through mouth)
- receive information aurally (through ears)
- present information and entertainment visually (through eyes)
- receive information visually (through eyes)
- present information and entertainment orally (through mouth) and visually (through eyes)
- get information aurally (through ears) and visually (through eyes)
- provide / deliver information and entertainment

### Example:

*TV presents information and entertainment visually and we receive them through our eyes.*

 **Task 3.** *Work in groups.* Talk about different types of the mass media. Answer the following questions.

1. What are different types of the mass media?
2. What feature(s) do they have in common?
3. What are their distinctive features?

## C. LISTENING

### Before you listen

Work in pairs. Ask and answer the questions.

1. How often do you listen to the radio?
2. How many hours per week do you listen to it?
3. What programme do you like listening to and why?

### While you listen

 **Task 1.** Listen to the two radio news stories and tick the words you hear in the right column under **News story 1** and **News story 2**.

	<b>News story 1</b>	<b>News story 2</b>
healthy	.....	..... <input checked="" type="checkbox"/> .....
strong	.....	.....
young	.....	.....
cloudy	.....	.....
highest	.....	.....
wonderful	.....	.....

 **Task 2.** Listen to the radio news stories again and fill in the missing word(s).

#### *Heavy rain causes floods all over the country*

Heavy rain during the night (1) \_\_\_\_\_ all over the country today. Many people (2) \_\_\_\_\_ because rivers (3) \_\_\_\_\_. Some roads in the north-west are under (4) \_\_\_\_\_ of water. The rain (5) \_\_\_\_\_ at the moment, but it's still (6) \_\_\_\_\_ and there's a (7) \_\_\_\_\_. Because of the bad weather, people can't go out to work.

#### *90-year-old American woman climbs Mount Whitney*

A ninety-year-old woman has climbed Mount Whitney in California for the (1) \_\_\_\_\_ time. At (2) \_\_\_\_\_ metres, Mount Whitney is the highest mountain in (3) \_\_\_\_\_. The woman says the view from the top is (4) \_\_\_\_\_, so she tries to climb it often. She also says that the mountain has kept her (5) \_\_\_\_\_. In spite of her old age, the woman tries to climb the mountain very often.

 **Task 3.** Listen again, and answer the following questions.

1. What has happened during the night?
2. Why have people left their homes?
3. How many times has the old woman climbed Mount Whitney?
4. Why does she climb it so often?

**After you listen**

*Work in groups.* Choose one of the news stories and tell your classmates about it.

**D. WRITING****Writing about advantages and disadvantages** **Task 1.** Read about the advantages and disadvantages of television below.

<b>Advantages of television</b>	<b>Disadvantages of television</b>
<ul style="list-style-type: none"><li>• Television helps us to learn more about the world and to know and see many new things.</li><li>• Television can make things memorable because it presents information in an effective way.</li><li>• It entertains us. Watching it is an enjoyable way to relax.</li><li>• It increases the popularity of sports and games.</li><li>• It makes us aware of our global responsibilities.</li></ul>	<ul style="list-style-type: none"><li>• Television can make us passive. We don't have to think so our brains become lazy.</li><li>• It encourages us to buy things that we don't need.</li><li>• It takes time away from activities such as reading and games.</li><li>• Some television programmes may make people violent.</li><li>• Television interferes with family life and communication.</li></ul>

 **Task 2.** Work in pairs. Discuss the advantages and disadvantages of the mass media, and write them down in the columns below.

	<b>Advantages</b>	<b>Disadvantages</b>
Radio		
Newspapers		
The Internet		

 **Task 3.** Write a paragraph about the advantages and disadvantages of one of the mass media discussed in Task 2.

## E. LANGUAGE FOCUS

● **Pronunciation:** /eɪ/ – /aɪ/ – /ɔɪ/

● **Grammar:** 1. **The present perfect**  
2. ***Because of* and *in spite of***

### Pronunciation

● Listen and repeat.

/eɪ/	/aɪ/	/ɔɪ/
play	time	voice
today	wildlife	noise
radio	height	toy
newspaper	buy	enjoy
they	type	destroy

● Practise these sentences.

1. I'm afraid you've made a mistake.
2. They changed the timetable at the end of April.
3. I have ninety-nine pages to type by Friday.
4. Would you like to go for a ride with me on Friday?
5. This is the noisiest Rolls Royce I've ever heard.
6. While you're changing the oil, I'll go and visit my boy.

## Grammar and vocabulary

**Exercise 1.** Complete the letter, using the present perfect of the verbs in the box.

do	be	watch	live
meet	have	take	

Dear Tom,

Here I am in New York! I(1)\_\_\_\_\_ here for two weeks now and it's very exciting.

My friend, Nancy (I met her in London in 1992.) (2)\_\_\_\_\_ in New York for seven years, so she knows all about it. I(3)\_\_\_\_\_ a lot of people and I(4)\_\_\_\_\_ all the things that tourists usually do. I(5)\_\_\_\_\_ a hot lunch in China town. I(6)\_\_\_\_\_ a trip to the Statue of Liberty.

I even (7)\_\_\_\_\_ a ball game on TV!

Back on the 19<sup>th</sup>.

See you later,

Bob



**Exercise 2.** Complete the following sentences using *for*, *since* or *ago*.

1. Lan and Minh have lived in Ho Chi Minh City \_\_\_\_\_ 1999.
2. Hoa and Quan quarreled with each other some time \_\_\_\_\_.
3. The house is very dirty. We haven't cleaned it \_\_\_\_\_ ages.
4. We haven't had a good meal \_\_\_\_\_ three weeks.
5. \_\_\_\_\_ Christmas, the weather has been quite good.
6. They have known each other \_\_\_\_\_ a long time.

7. They first met a long time \_\_\_\_\_.

8. They arrived home ten minutes \_\_\_\_\_.

9. It's two years \_\_\_\_\_ I last saw Quoc Anh.

10. How long is it \_\_\_\_\_ you last saw Linda?

**Exercise 3.** Complete the following sentences, using the information in the box.

a. We could not see what was going on.	e. There were enough seats for everyone.
b. He had to cancel the appointment.	f. We all wore shorts.
c. We kept the fire burning all day.	g. They enjoyed living there.
d. He managed to come to school.	h. Everyone is living on beans.
	i. The council demolished it.
	j. We have managed to get some beef.

1. Because of the cold weather \_\_\_\_\_.

In spite of the cold weather \_\_\_\_\_.

2. Because of his illness \_\_\_\_\_.

In spite of his illness \_\_\_\_\_.

3. Because of the large crowds \_\_\_\_\_.

In spite of the large crowds \_\_\_\_\_.

4. Because of the meat shortage \_\_\_\_\_.

In spite of the meat shortage \_\_\_\_\_.

5. Because of the bad condition of the house \_\_\_\_\_.

In spite of the bad condition of the house \_\_\_\_\_.



# THE STORY OF MY VILLAGE

## A. READING

### Before you read

*Work in pairs. Look at the picture. Discuss the questions.*

1. What are the people in the picture doing?
2. How are they working?
3. What do you think of the crop?
4. What helps produce good crops?



## While you read

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

Many years ago, my village was very poor. The villagers had to work hard in the fields all day and could hardly make ends meet. Their lives were simple and they were in need of many things. Many people had to live in houses made of straw and mud, and few families had a radio or a TV set. However, in spite of the shortages, the villagers managed to send their children to school and college. They hoped that with an education of science and technology, their children could find a way of bettering their lives.

The children have met their parents' wishes. When they came back from college or technical high school, they introduced new farming methods, which resulted in bumper crops. They also helped the villagers grow cash crops for export. Soon, the lifestyle of my village changed. Today, people live in brick houses. In the evening, they can listen to the news on the radio or watch TV for entertainment. Sometimes they go to town on their motorbikes to do some shopping or to visit their friends.

“Our lives have changed a lot thanks to the knowledge our children brought home,” said an old farmer, “and I always tell my grandchildren to study harder so that they can do even more for the village than their parents did.”

 **Task 1.** The words in **A** appear in the reading passage. Match them with their definitions in **B**.

A	B
1. make ends meet	a. making one's life better
2. in need of many things	b. have just enough money to pay for the things that you need
3. bettering one's life	c. crops to be sold, not for use by the people who grow it
4. bumper crops	d. having to have many things that you do not have
5. cash crops	e. good crops

 **Task 2.** The reading passage tells us about many changes in the village. Complete the following table.

Areas of change	Before	Now
houses	<i>made of straw and mud</i>	
radio and TV		
farming methods		
crops		
travel		<i>motorbike</i>

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

1. What was life like in the author's village many years ago?
2. Why did the villagers want to send their children to school and college in spite of their shortages?
3. How did the children help improve the lifestyle in the village when they finished college or technical high school?
4. What did an old farmer say about the effect of the knowledge the young people brought home?
5. What exactly did he tell his grandchildren?

### After you read

*Work in pairs/groups.* Discuss the following question.

How can people with an education help make the life of their community better?

## B. SPEAKING

 **Task 1.** The villagers of Ha Xuyen are discussing plans to improve their life in the village. Match each of the plans with its possible result.

Plans	Possible results
1. widen the roads	a. children have better learning conditions
2. raise and resurface the roads	b. cars and lorries can get to the village
3. build a medical centre	c. villagers have a shorter way to town
4. build a football ground	d. people's health is looked after
5. grow cash crops	e. young people can play sports
6. build a bridge over the canal	f. people can export the crops and have more money
7. build a new school	g. roads will not be muddy and flooded after it rains, and people get around more easily

 **Task 2.** The villagers are discussing their plans. Read and practise the conversation in groups of three.

A: I know what we should do first. We should widen the roads.

B: That's a good idea. If the roads are widened, cars and lorries can get to our village.

C: Yes. And if lorries can get to the village, we won't have to cart heavy loads of farming products to the city.

A: And we should also resurface and raise the roads.

B: Yes. If we resurface and raise the roads, they won't be flooded and muddy when it rains.

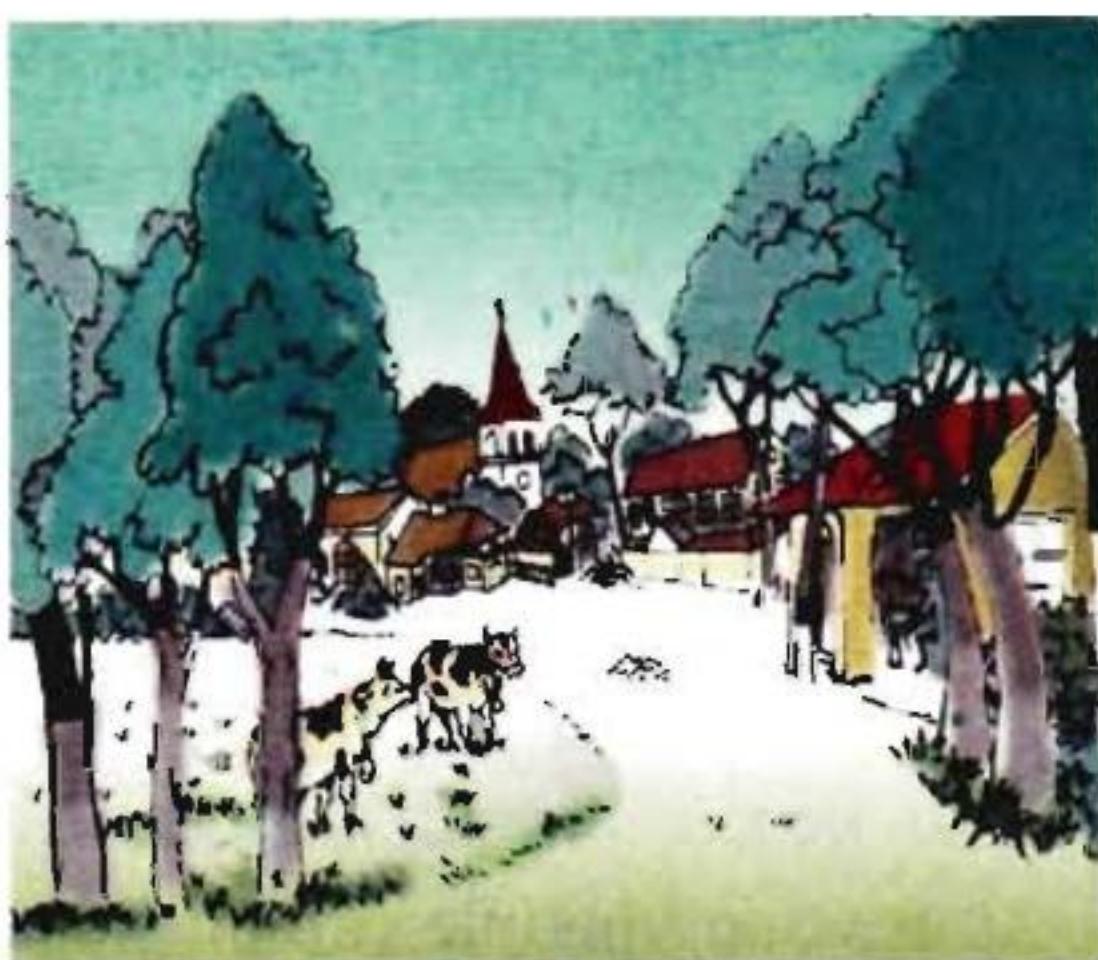
C: And the villagers will be able to get around more easily, too.

 **Task 3.** *Work in groups.* Continue the conversation, using the ideas in the table in Task 1. Add some more possible results if you like.

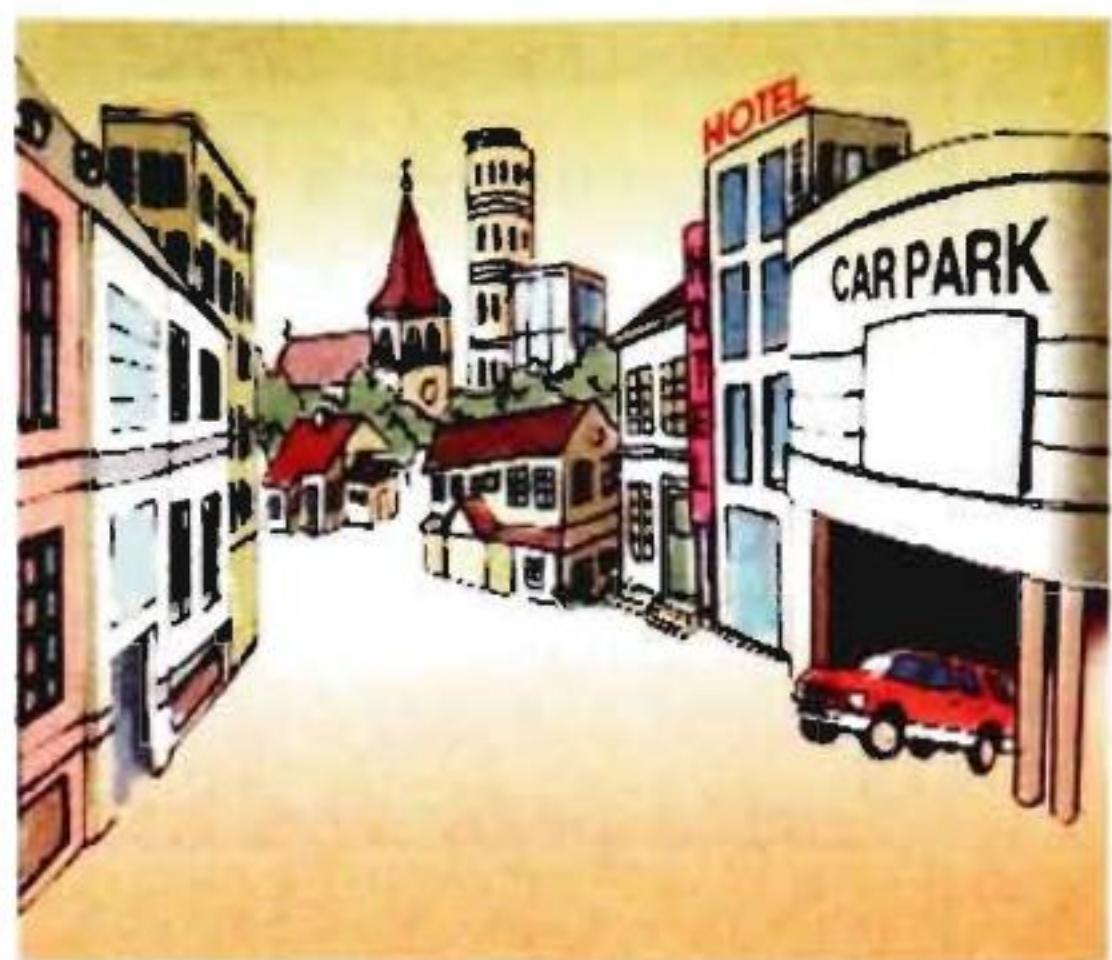
## C. LISTENING

### Before you listen

Work in pairs. Look at the two pictures of the same town. Discuss the differences between them.



*In the past*



*Now*

### Examples:

- *In the past, the town used to have only small houses, but now there are tall buildings.*
- *In the past, there weren't any hotels, but now there is a hotel in the town.*

### While you listen

You will hear someone talking about the changes in his hometown. Listen to the talk and do the tasks that follow.



**Task 1.** Decide if the following statements are true (T) or false (F) according to the talk.

**T F**

1. Popffero is on the west coast of England.

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

2. Popffero used to be a tourist resort.

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

3. The town no longer has its old atmosphere.

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

4. There are more green trees in the town now than there used to be.

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

5. Everybody in the town likes its changes.

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

## Task 2. Listen to the talk again, and write in the missing words.

The small old (1) \_\_\_\_\_ have been pulled down, and tall buildings have been put there instead. They've also built a big (2) \_\_\_\_\_ in the middle of the town. The narrow streets have been (3) \_\_\_\_\_ and resurfaced, so the big trees on the two sides of the streets have been (4) \_\_\_\_\_ down. The large area of grass land in the suburbs of the town has been turned into an ugly (5) \_\_\_\_\_ park. Even the old corner (6) \_\_\_\_\_ isn't there any more. It has been replaced by a big (7) \_\_\_\_\_ store. And there is an (8) \_\_\_\_\_ restaurant where there used to be an old tea shop.

### After you listen

*Work in pairs.* Discuss the changes in your own hometown or home village.

## D. WRITING

### Giving directions

 **Task 1.** Jim has decided to come to Ann's place for his holiday. Ann writes him a letter giving directions to her house. *Work in pairs.* Read the letter and look at the map. Find Ann's house on the map.

Dear Jim,

I'm very pleased to hear that you have decided to come here for the holiday. I'm writing to tell you how to get to my house from Roston Railway Station.

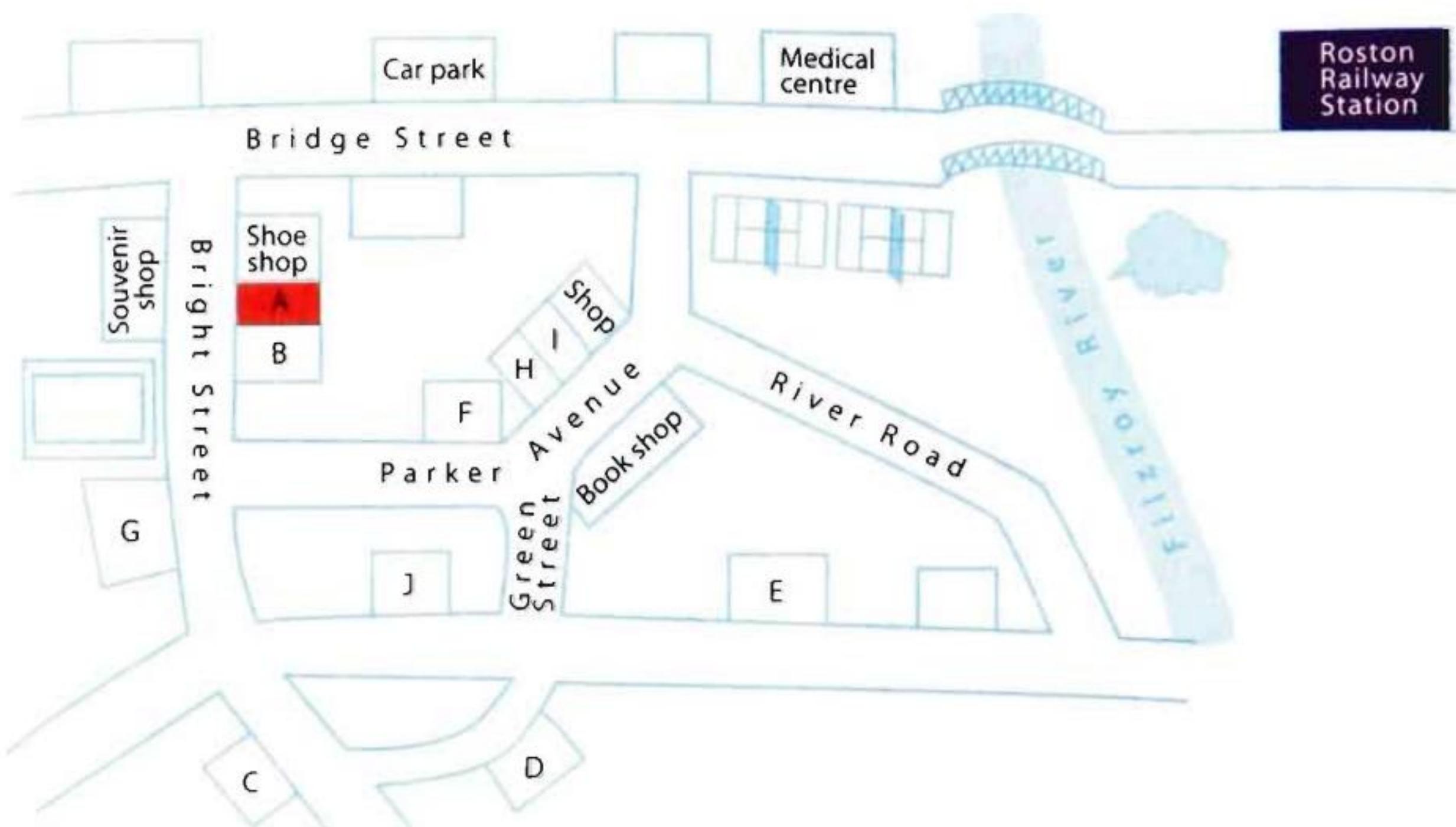
Now, when you come out of the station, turn right. Keep walking for about 5 minutes; you'll see a small bridge ahead. Go over the bridge, walk past a medical centre, then take the first turning on the left. Keep on until you come to the end of the road; turn right. Walk past a small shop. Mine is the second house after the shop, opposite the bookshop. It's the one with a green gate. You can't miss it. I have enclosed a map so that you can follow my directions easily.

Looking forward to seeing you soon.

Love,

Ann





 **Task 2.** Read the letter again. Underline the words and phrases you can use to give directions. Then write them down in your notebook.

**Example:**

- *turn right*
- *keep walking*
- *walk past a small shop*

 **Task 3.** Your house is A on the map. Write a letter to Jim, telling him the way to *your house* from Boston Railway Station.

## E. LANGUAGE FOCUS

- **Pronunciation:** /aʊ/ – /əʊ/
- **Grammar:**
  1. **Reported speech: statements**
  2. **Conditional sentence type 1**

## Pronunciation

- Listen and repeat.

/ aʊ /

cow      house  
town      couch  
how      mouse

/ əʊ /

coat      bowl  
phone      note  
bone      close

- Practise the sentences.

1. Don't shout so loudly.
2. Ours is the nicest house in the town.
3. At last we found the mouse under the couch.
4. Look at the red rose on the snow.
5. Come over to the window.
6. I'll put my coat on and go out.

## Grammar

### Reported speech: Statements

**Exercise 1.** Report these statements, using the verbs suggested.

1. “Our lives have changed a lot thanks to the knowledge our children brought home.”

An old farmer said \_\_\_\_\_.

2. “I'm going to Ho Chi Minh City soon.”

She said \_\_\_\_\_.

3. “The film will be interesting.”

I thought \_\_\_\_\_.

4. “I can't help you because I have too much to do.”

She said \_\_\_\_\_.

5. “Anne has written Jim a letter.”

Rick told me \_\_\_\_\_.

6. “It took me three hours to get here because the roads were muddy and slippery.”

He told me \_\_\_\_\_.

7. "I think it's a crazy idea. It won't work."

She said \_\_\_\_\_.

8. "Breakfast is served between 7:00 and 9:00."

He announced \_\_\_\_\_.

**Exercise 2.** Complete the sentences, using the correct form of *say*, *tell* or *talk*.

1. Jack \_\_\_\_\_ me that he was enjoying his new class.

2. Tom \_\_\_\_\_ it was a nice restaurant, but I didn't like it very much.

3. The doctor \_\_\_\_\_ that I would have to rest for at least one week.

4. My aunt \_\_\_\_\_ us that she wouldn't be able to come the next weekend.

5. At the meeting the teacher \_\_\_\_\_ about the problems our school had.

### Conditional sentence type 1

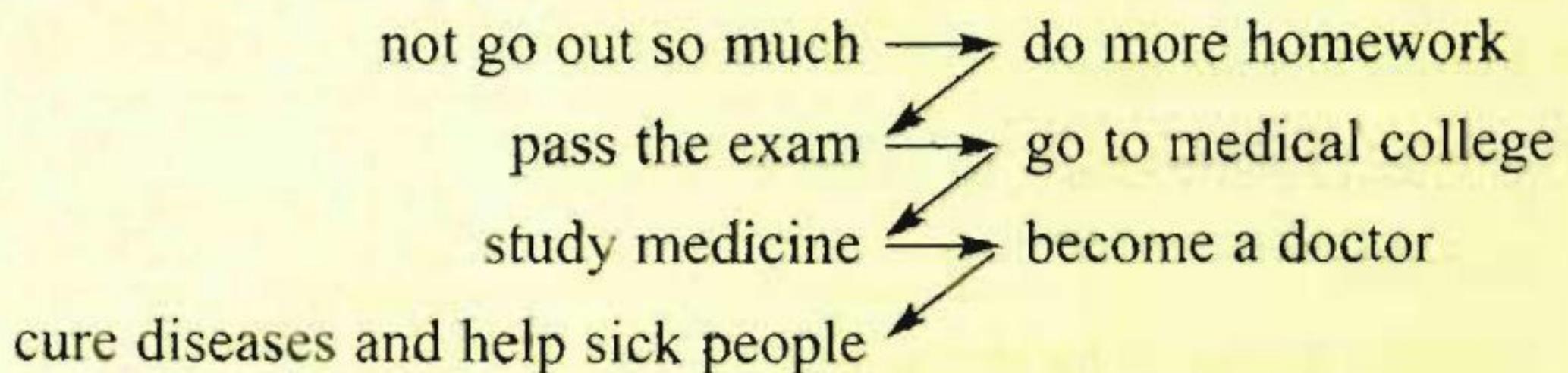
**Exercise 3.** Look at what Ha Anh hopes will happen in the future.

Make sentences, using *If* ..... , ..... *will* ..... .

**Example:**

*If I don't go out much, I'll do more homework.*

*If I do more homework, I'll ..... .*



**Exercise 4.** Put *when* or *if* into each gap.

1. \_\_\_\_\_ there is a good programme on TV tonight, I'll watch it.

2. \_\_\_\_\_ I go home tonight, I'll have a bath.

3. My family will go to the beach for our holiday \_\_\_\_\_ we have enough money.

4. \_\_\_\_\_ it's a nice day tomorrow, we'll go swimming.

5. I'll lend you my book \_\_\_\_\_ I finish reading it.

## TEST YOURSELF C

### I. Listening (2.5 points)

A. Listen to what Sheila Brooks says about her village and decide whether the statements are true (T) or false (F).

T F

1. Sheila lives in a small village near Henfield.



2. Villagers have to queue in shops or banks.



3. The village is always kept clean.



4. There's no heavy traffic, so the air is clean, too.



5. Villagers are very friendly and helpful.



B. Listen again and fill each blank with the word you hear.

There (1) \_\_\_\_\_ many things I don't like about Henfield. One thing is that there's not much to do in the (2) \_\_\_\_\_ – we haven't got any (3) \_\_\_\_\_ or (4) \_\_\_\_\_. Another problem is that people always talk about each other and everyone (5) \_\_\_\_\_ what everyone else is doing.

### II. Reading (2.5 points)

Read the passage, and then answer the questions that follow.

Television now plays such an important role in so many people's life that it is essential for us to decide whether it is good or bad.

First of all, television is not only a convenient source of entertainment, but also a rather cheap one. For a family of four, for example, it is more convenient as well as cheaper to sit comfortably at home than to go out. There is no transport to arrange. They don't have to pay for expensive seats at the theatre or in the cinema. All they have to do is to turn a switch, and they can see plays and films of every kind, not to mention political discussions and the latest exciting football matches. Some people, however, say that this is just where the danger is. The TV viewer needs to do nothing. He doesn't even use his legs. He makes no choices. He is completely passive and has everything presented to him. TV informs us about current events, the latest developments in science and politics, and

presents us with an endless series of programmes. The most faraway countries and the strangest customs are brought into one's living room. Yet, here again there is a danger. We get to like watching TV so much that it begins to dominate our lives, and we don't have time to talk to each other and do other things.

There are many arguments for and against TV. I think we must understand that TV, in itself, is neither good nor bad. TV is as good or as bad as we make it.

1. Why is TV a convenient and cheap source of entertainment?

---

2. What can people see on TV?

---

3. Why is the TV viewer completely passive?

---

4. What will happen if we get to like watching TV too much?

---

5. Is TV good or bad?

---

### III. Grammar (2.5 points)

Fill each blank with the correct form of a verb in the box.

pay    be    think    say    give    tell    have    get    take    come

1. I \_\_\_\_\_ in London for a month, but so far I \_\_\_\_\_ time to visit the Tower.

2. You \_\_\_\_\_ me quite enough, Sir. The bill is \$20 and you \_\_\_\_\_ me only \$19.

3. Ann \_\_\_\_\_ to me she would leave a message for Peter.

4. I was told that it \_\_\_\_\_ the children nearly 2 hours to get to their school because of the flood.

5. We \_\_\_\_\_ that they \_\_\_\_\_ to the party, but they were busy.

6. She \_\_\_\_\_ Lan, "You \_\_\_\_\_ my hat. Yours is over there."

#### IV. Writing (2.5 points)

Look at the map, and use the cues below to write the directions for your friend, who will come to the area by bus, to meet you at the Indian Restaurant. Begin your writing with *When you come out of the bus station,...*

traffic lights	turn right/left	come out
easy to find	walk along	after
on the left	go straight	until





# UNDERSEA WORLD

## A. READING

### Before you read

- Work with a partner. Look at the map and give the Vietnamese names for the oceans on the map.



- Work with a partner. Look at the pictures below. Can you name the sea animal in each picture? The first letter of the word has been given to help you.



S..... J..... T..... S.....

## While you read

Read the text and do the tasks that follow.

There is only one ocean. It is divided into five different parts: the Pacific, Atlantic, Indian, Antarctic, and Arctic Oceans. There are also many other smaller seas, gulfs and bays which form part of them. Altogether they cover 75 percent of the earth's surface. For centuries, people have been challenged by the mysteries that lie beneath the ocean. However, today's scientists have overcome many of the challenges of the depth by using modern devices. They send submarines to investigate the seabed and bring samples of marine life back to the surface for further study. Satellite photographs provide a wide range of information, including water temperature, depth and the undersea populations. If modern technology did not exist, we would never have such precious information.

Marine plants and animals fall into three major groups. Some of them live on or depend on the bottom like the starfish. Some are swimming animals such as fishes and sharks that move independently of water currents while others are tiny organisms that are carried along by the currents like the jellyfish. Plants and animals of the sea, however small or oversized, all contribute to its biodiversity. Unless this biodiversity were maintained, marine life would be at stake.

 **Task 1.** The words in the box all appear in the passage. Fill each blank with one of them. There are more words than needed.

gulf

investigate

oversized

tiny

biodiversity

samples

challenges

provide

1. Some plants and animals are referred to as \_\_\_\_\_ organisms because they are extremely small.
2. Thanks to modern technology, scientists have been able to \_\_\_\_\_ the life of plants and animals that live under the sea.

3. A \_\_\_\_\_ is a large area of sea that is partly surrounded by land.
4. \_\_\_\_\_ is a term that refers to the existence of different kinds of animals and plants which make a balanced environment.
5. These scientists have collected different \_\_\_\_\_ to analyse for their experiment.



**Task 2.** Read the passage again and then answer the following questions.

1. What percentage of the earth's surface is covered by seas and oceans?
2. How do scientists now overcome the challenges of the depth?
3. What can submarines do to help scientists know about the undersea world?
4. What can we learn from the satellite photos?
5. What are the three groups of marine plants and animals?
6. What would happen if the sea biodiversity were not maintained?

### After you read

*Work in pairs.* Complete the summary of the reading passage by filling each blank with a word or phrase given in the box below.

plants and animals    discoveries    huge    closely connected  
modern    three-quarters    mysterious    biodiversity

Though covering (1) \_\_\_\_\_ of the earth's surface, the ocean has remained (2) \_\_\_\_\_ to us until recently. With (3) \_\_\_\_\_ technology we have now made important (4) \_\_\_\_\_ about the (5) \_\_\_\_\_ of marine life. We have learnt that whether tiny or (6) \_\_\_\_\_, all the (7) \_\_\_\_\_ of the sea are (8) \_\_\_\_\_.

## B. SPEAKING

 **Task 1.** Below are some actions that should be taken to protect our oceans. *Work in pairs.* Put the actions in the order of importance and then say what we should or should not do.

- a) Place rubbish and plastic bags in proper dustbins.
- b) Use water sparingly and do not pollute it.
- c) Do not fish for species that are limited, threatened or endangered.
- d) Dispose of fishing lines and nets properly, not in or near the water.
- e) Do not use herbicides, pesticides and fertilizers that harm the environment.
- f) Learn all you can about the oceans.
- g) Keep only the fish that you will eat; release the rest.
- h) Be a smart shopper and choose your seafood responsibly.

**Example:**

*We should place rubbish and plastic bags in proper dustbins.*

 **Task 2.** *Work in groups.* Below are some threats to the health of the oceans. Discuss the consequences that might occur and offer some possible solutions.

1. Beaches are filled with plastic bags, pieces of glass and cigarette butts.
2. Whales and sharks are still hunted for food, medicine, and other products.
3. Explosives are used to catch fish and other sea animals.
4. Oil is spilled from tankers.

**Example:**

A: *Beaches are filled with plastic bags, pieces of glass and cigarette butts. This makes the sea polluted and endangers sea plants and animals.*

B: *We should clean beaches and tell other people not to litter them.*

 **Task 3.** Report to the class what your group has discussed.

## C. LISTENING

### Before you listen

Work in pairs. Discuss the following questions.

1. Do you think whales are fish? Why (not)?
2. Why do people keep hunting whales?

- Listen and repeat.

mammal	blue whale	Atlantic	Pacific
krill	whaling	migrate	conservation

### While you listen

 **Task 1.** Listen to some information about whales and decide whether the following statements are true (T) or false (F).

	T	F
1. The whale is the third largest animal that has ever lived on Earth.	<input type="checkbox"/>	<input type="checkbox"/>
2. Whales are said to be the most intelligent animals in the ocean.	<input type="checkbox"/>	<input type="checkbox"/>
3. Some whales are known to move into warm waters to give birth.	<input type="checkbox"/>	<input type="checkbox"/>
4. Whales are in danger because of the increase in population of other sea animals.	<input type="checkbox"/>	<input type="checkbox"/>
5. Some people are still killing whales for food.	<input type="checkbox"/>	<input type="checkbox"/>

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

1. What is the length and weight of the blue whale?
2. Why do whales like to feed in the cold oceans?
3. According to the listening passage, what are the good feeding grounds for whales?
4. What is the main reason for the decrease in whale populations?
5. What have conservation groups asked the International Whaling Commission to do?
6. What would happen if we didn't take any measures to protect whales?

## After you listen

Work in groups. Talk about whales, using the following cues.

- their length and weight
- their feeding grounds and food
- the reasons for protecting whales

## D. WRITING

### Describing information from a table

 **Task 1.** Work in pairs. Read the description of the sperm whale and then complete the table that follows.

Sperm whales are the biggest animals on Earth that have teeth. They are carnivores, which means they eat meat. Although sperm whales can be found in all oceans, they prefer the waters with high squid populations, which are their main diet. A sperm whale can eat up to 1,500 kg of food each day. Sperm whales are big animals. The males can grow up to 18 metres long and weigh up to 54,000 kg while the females are a bit smaller with a length of 12 metres and a weight of 17,000 kg. A female sperm whale gives birth to one calf every five to seven years after a gestation period of fourteen to nineteen months. The life span of sperm whales can be up to sixty or seventy years. It is interesting to know that they also have the largest brain of any mammals. Sperm whale populations are at risk due to hunting and their accidental entrapment in fishing nets.



## SPERM WHALE

RANGE & HABITAT

SIZE

FEEDING HABITS

OFFSPRING

LIFE SPAN

SPECIAL FEATURES

CONSERVATION CONCERNs

 **Task 2.** The table on the next page gives some information about the dolphin. Write a paragraph that describes the facts and figures provided in the table.



## DOLPHIN

RANGE & HABITAT	Oceans worldwide Prefer coastal waters and bays
SIZE	Smallest: about 50 kg and 1.2 m Largest: up to 8,200 kg and 10 m
FEEDING HABITS	Carnivores. Eat mostly fish
OFFSPRING	Give birth to one calf every 2 years Gestation period: 11-12 months
LIFE SPAN	From 25 to 65 years Sometimes longer, depending on the species
SPECIAL FEATURES	Mammals, not fish Among the most intelligent animals
CONSERVATION CONCERNS	At risk due to habitat pollution and accidental fishing net entrapment

## E. LANGUAGE FOCUS

● **Pronunciation:** / iə / - / eə / - / uə /

● **Grammar and vocabulary:**

1. **Should**
2. **Conditional sentence type 2**

### Pronunciation

● Listen and repeat.

/ iə /	/ eə /	/ uə /
here	pair	poor
dear	chair	sure
clear	square	tour
idea	where	usual
cheers	upstairs	casual
atmosphere	carefully	actually

● Practise these sentences.

1. Let's have some beer, dear.
2. What a good idea! The atmosphere here is very clear.
3. Where are my shoes? They are nowhere here.
4. Have you looked carefully everywhere?
5. I am sure he is far from poor.
6. Well, actually he usually wears casual clothes.

## Grammar and vocabulary

● Should

**Exercise 1.** For each situation in brackets write a sentence with **should** or **shouldn't** + one of the phrases in the box below.

*go away for a few days*   *go to bed so late*   *look for another job*  
*put some pictures on the walls*   *take a photograph*   *use her car so much*

1. (Liz needs a change.) *She should go away for a few days.*
2. (My salary is very low.) You \_\_\_\_\_.
3. (Jack always has difficulty getting up.) He \_\_\_\_\_.
4. (What a beautiful view!) You \_\_\_\_\_.
5. (Sue drives everywhere. She never walks.) She \_\_\_\_\_.
6. (Bill's room isn't very interesting.) He \_\_\_\_\_.

**Exercise 2.** Read the situations and write sentences with ***I think / I don't think... should...***

1. Peter and Judy are planning to get married. You think it's a bad idea.  
(get married)  
*I don't think they should get married.*
2. You don't like smoking, especially in restaurants.  
(be banned)  
*I think \_\_\_\_\_.*

3. I have a very bad cold but I plan to go out this evening. You don't think this is a good idea.

You say to me: (go out) \_\_\_\_\_.

4. You are fed up with the boss. You think he has made too many mistakes.

(resign) \_\_\_\_\_.

### • Conditional sentence type 2

**Exercise 3.** Put the verbs into the correct form.

1. They would be rather offended if I *didn't go* to see them. (not/go)

2. If you *exercised* more, you *would feel* better. (feel)

3. If I *were offered* the job, I think I \_\_\_\_\_ it. (take)

4. I'm sure Amy *will lend* you the money, I'd be very surprised if she \_\_\_\_\_. (refuse)

5. If I *sold* my car, I \_\_\_\_\_ much money for it. (not/get)

6. A lot of people would be out of work if the factory \_\_\_\_\_. (close down)

7. What would happen if I \_\_\_\_\_ that red button? (press)

8. Liz gave me this ring. She \_\_\_\_\_ very upset if I lost it. (be)

9. Mark and Carol are expecting us. They would be disappointed if we \_\_\_\_\_. (not/ come)

10. Would Tim mind if I \_\_\_\_\_ his bicycle without asking him? (borrow)

11. If somebody \_\_\_\_\_ in here with a gun, I'd be very frightened. (walk)

12. I'm sure Sue \_\_\_\_\_ if you explained the situation to her. (understand)



## A. READING

### Before you read

Look at the pictures, and then answer the questions.

1. Have you ever visited a zoo or a forest?
2. What animals are you interested in? Why?
3. Do we need to protect animals and forests?



## While you read

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

A. The loss of forest is destroying the earth's plant and animal variety. Scientists say about 5,000 species of plants and animals are eliminated each year. This is especially worrying as many of those plants and animals could be used as medicines against cancer, AIDS, heart disease and many other sicknesses. We may never know the true cost of this destruction.

B. Man and most animals need a constant supply of water to live. Farmers need water for their crops. Hydroelectric dams hold back needed water and provide power for homes and industries. Trees, grasses, and other plant life play an important part in the natural circulation of water, and thus help conserve it. Without plants, most water would run off as soon as it falls, taking away valuable soil. Rapid run-off would cause frequent floods and leave little water during dry seasons.

C. These days it is impossible to open a newspaper without reading about the damage we are doing to the environment. The earth is being threatened and the future looks bad. What can each of us do? We cannot clean up our polluted rivers and seas overnight. Nor can we stop the disappearance of plants and animals. But we can stop worsening the problem while scientists search for answers, and laws are passed in nature's defence.

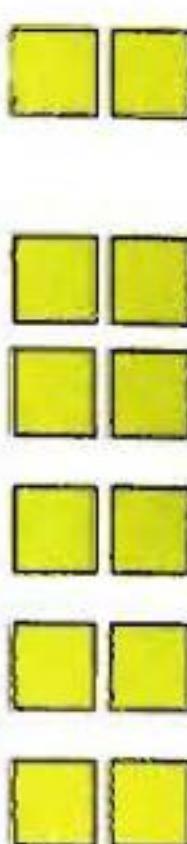
 **Task 1.** Match the word in A with a suitable definition in B.

A	B
1. eliminate	a. the movement of something around a closed system
2. circulation	b. concerning or producing electricity by the power of falling water
3. run-off	c. remove or get rid of completely
4. hydroelectric	d. liquid which flows off or from (something)

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

**T** **F**

1. Each year about fifty hundred species of plants and animals are eliminated.
2. Many kinds of plants could be used to treat various dangerous diseases.
3. Water can be held on land by vegetation.
4. Man is constantly doing harm to the environment.
5. Plants may cause floods and erosion.
6. We can do nothing to save the earth.



 **Task 3.** Choose the most suitable main idea for each paragraph.

1. We cannot live without water.
2. Let's do something to save the earth.
3. Forests give us a lot of valuable things.
4. Vegetation can help conserve water.

### **After you read**

Answer the following questions.

1. What is the consequence of losing forest?
2. How important is water in our life?
3. What should we do for the future of our planet?

## **B. SPEAKING**

 **Task 1.** *Work in pairs.* Read the paragraphs and answer the questions.

1. For what purpose are zoos of the new kind opened?
2. What are their main features?
  - A. Zoos are very sensitive about their image nowadays. They don't want to be seen as places where animals are imprisoned against their will. Instead, they want to be seen as places where endangered species can develop. They want to reconstruct the animals' natural environment. So there appears a new kind of zoo.



B. Howletts Zoo in Kent is owned by John Aspinall, who is famous for his programme of breeding endangered animals and reintroducing them into the wild. The zoo has the largest gorillas in the world and its policy is to provide as natural an environment as possible for the animals. At times, this can be risky, and some keepers have been injured and one has been killed.

 **Task 2.** Put a tick (✓) in the right box to show your agreement or disagreement. Then share your ideas with a partner.

	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

In the zoo of the new kind

animals may have better food.

animals may suffer from dangerous diseases.

animals may do what they want to.

animals may develop.

animals may feel happier.

 **Task 3.** *Work in groups.* Discuss the advantages and disadvantages of zoos of the new kind. Use the cues below:

- the conditions the animals are in
- the money spent on reconstructions of the animals' natural environment
- the animals that people can visit
- the dangers that keepers may have

 **Task 4.** Make group reports, sharing your views with the rest of the class.

## C. LISTENING

### Before you listen

- *Work in pairs.* Talk about what may cause a forest fire.
- Listen and repeat.

forest  
forester

campfire  
destroy

valuable  
awful

## While you listen

 **Task 1.** Listen and number the events in the order you hear.

- A campfire near a heap of leaves may easily cause a forest fire.
- In late summer, fire is the greatest danger to forests, and sometimes people are not allowed to go into them.
- All of us must care for our great forests and save them from fire.
- It's an unpleasant thing to see a great forest fire.
- A forest fire destroys valuable wood, wildlife and good soil.

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

	T	F
1. Once a fire has started, it takes time to spread.	<input type="checkbox"/>	<input type="checkbox"/>
2. In late autumn, forests may easily catch fire.	<input type="checkbox"/>	<input type="checkbox"/>
3. Campers must use earth to put out their campfires completely.	<input type="checkbox"/>	<input type="checkbox"/>
4. A forest fire may make life more difficult for all of us.	<input type="checkbox"/>	<input type="checkbox"/>
5. It is the duty of every forester to take care not to start a forest fire.	<input type="checkbox"/>	<input type="checkbox"/>

 **Task 3.** Listen again, and tick (✓) the sentences you hear.

- 1.  a. Have you ever seen a forest destroyed by fire?  
 b. Have you ever seen a forest fire?
- 2.  a. A great forest fire spreads quickly.  
 b. A great forest fire is an awful thing to see.
- 3.  a. They are very dry then.  
 b. Woods and forests are really dry then.

## After you listen

*Work in pairs.* Say how a forest fire may start and what every camper ought to remember.

## D. WRITING

### A letter of invitation

 **Task 1.** Write out the sentences by matching the first half in A with the most suitable half in B.

A	B
1. Let's	a. to have a cold drink?
2. Why don't you	b. to play table tennis now?
3. Would you like	c. try the cake I have just made.
4. Do you feel like	d. going to the cinema tonight. Ba?
5. Can you	e. have some chicken soup first?
6. How about	f. join us in this trip?
7. Shall we	g. taking a walk for a while?
8. Are you free	h. sing us a Vietnamese song?

 **Task 2.** Fill each blank in these invitation letters with a suitable expression provided in Task 1.

1. *Lien,*

*There's a disco at my school from 8:00 to 10:00 on Sunday night.*

*----- to join us?*

*Give me a call.*

*Chi*

2. *Dear Mike,*

*----- to go to the football match tomorrow afternoon? I've just got two free tickets. ----- going to a club afterwards?*

*David*

3. *Susan,*

*We have just got back from London. ----- come to dinner on Saturday? Jeremy and Lora will be there, too.*

*----- spend some time together?*

*Daisy and Tony*

 **Task 3.** Nam invites his friend – Lam, who is now living in a different town, to spend a weekend with him. Help Nam to write a letter, using the cues below.

Dear Lam,

we / not meet / since / you / move.

I / miss / a lot.

we / both / have / some days-off / between / two terms / soon.

if / not make / other plans / why / not spend / weekend / together?

feel / like / visit / forest / near / my grandparents' / again?

look / quite different / now / because / very many young trees / plant / the Tree-Planting Festivals.

do come / if / find / possible / and / I / make / all / preparations / give / love / your parents.

Your friend,

Nam

## E. LANGUAGE FOCUS

● **Pronunciation:** / b / – / p /

● **Grammar:** The passive voice

### Pronunciation

● Listen and repeat.

/ b /

bee

cab

ban

bright

bad

back

/ p /

pea

cap

pan

provide

Paul

power

● Practise these sentences.

1. Pat buys Bill a big pad of paper.
2. A black bee is picking some pollen.
3. Put the blouses in the paper bags.
4. Paul borrowed a book about puppies from the library.
5. The beautiful carpet is my brother's present.
6. Is this picture painted on the pupils' caps?

## Grammar

### • The passive voice

- *Scientists say about 5,000 species of plants and animals **are eliminated** each year.*
- *The earth **is being threatened** and the future looks bad.*

**Exercise 1.** Choose the right form of the verbs in brackets.

1. The children (reported/were reported) to be homeless.
2. Trees (grow/are grown) well in this soil.
3. Can English (be spoken/speak) at the club?
4. I (don't invite/am not invited) to parties very often.
5. Many new roads (are being built/are building) in this city.

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

1. When they (come), the meeting (start). They (be) ten minutes late.
2. He (stand) in front of a large audience. He (photograph) by many journalists now.
3. The students (tell) about the changes of their timetable yet?
4. At that time the table (lay) and I (decide) not to come in.
5. Where these young coconut trees (plant)?

**Exercise 3.** Fill each blank with the correct form of a verb in the box.

arrive	be	clean	meet	take
make	organize	put	prepare	serve

- How was the holiday?
- Oh, it was fantastic. Everything (1) \_\_\_\_\_ so well. As soon as we (2) \_\_\_\_\_ at the airport, we (3) \_\_\_\_\_ and (4) \_\_\_\_\_ to the hotel. All the rooms (5) \_\_\_\_\_ well and fresh flowers (6) \_\_\_\_\_ on the table.
- Oh, how lovely! And what about the food?
- It (7) \_\_\_\_\_ excellent. They freshly (8) \_\_\_\_\_ it all in the hotel and they even (9) \_\_\_\_\_ the bread in the hotel kitchen. The bread rolls (10) \_\_\_\_\_ hot every morning for breakfast.



# NATIONAL PARKS

## A. READING

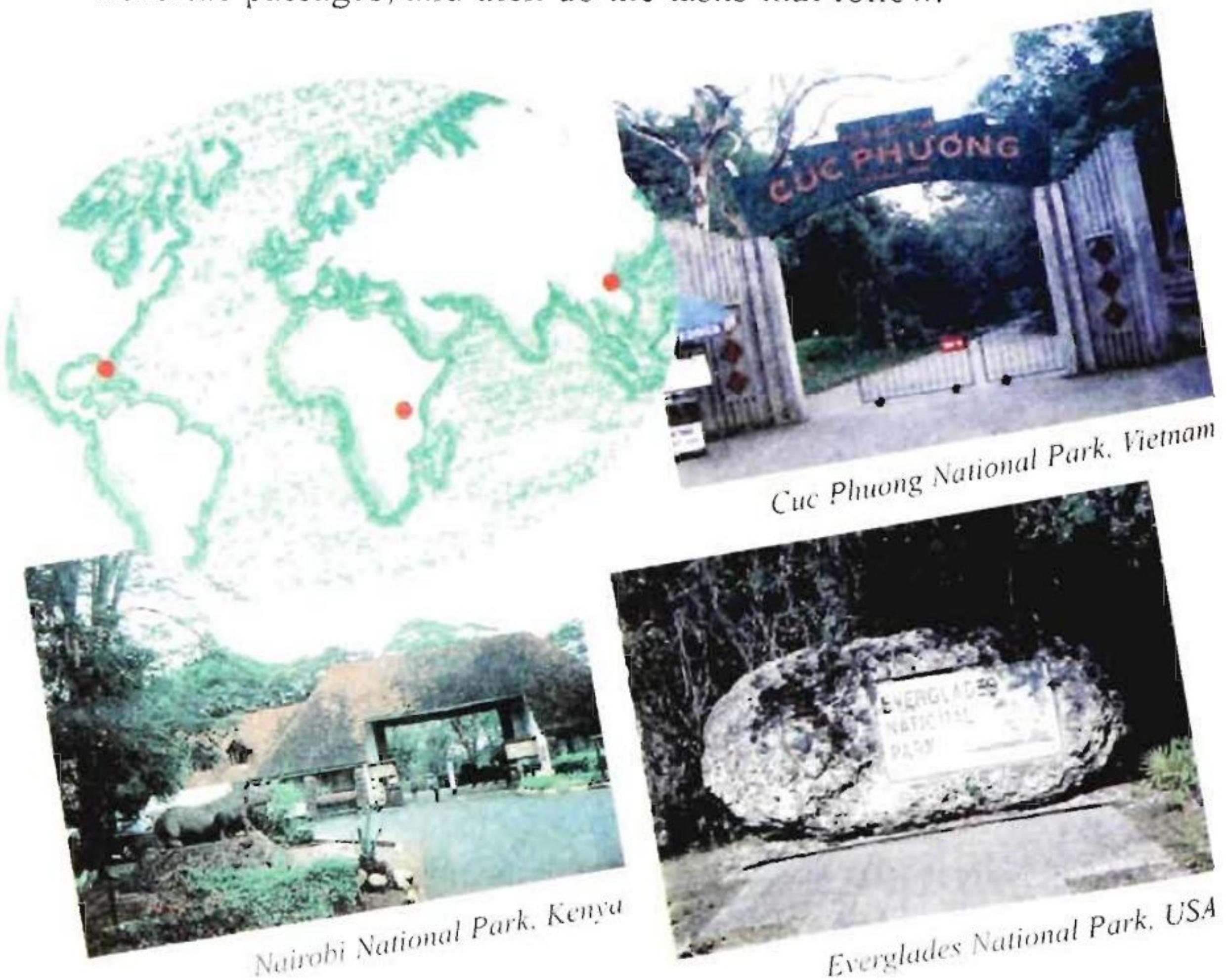
### Before you read

Work with a partner. Answer the following questions.

1. Have you ever been to a national park?
2. Can you name some of the national parks in Vietnam and in the world?
3. What trees and animals can you see in a national park?

### While you read

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



## **Cuc Phuong National Park, Vietnam**

Cuc Phuong National Park is located 160 kilometres south west of Hanoi. It is the first of Vietnam's nine national parks to be established, and it contains over 200 square kilometres of rainforest. Tourists go there to study butterflies, visit caves, hike mountains and look at the 1,000-year-old tree. The best time to visit the park is during the dry season, from October to April, when the rainy season is over.

## **Nairobi National Park, Kenya**

Nairobi National Park is Kenya's smallest park, but you may be surprised at the large variety of animals that live there. Visitors, especially children, can go there to learn how to recognise the different species of animals and plants. They also learn about the habits of animals and how one species is dependent upon another for survival. An interesting feature of this park is the Orphanage, where lots of orphaned or abandoned animals are taken care of.

## **Everglades National Park, USA**

Everglades National Park is a sub-tropical wilderness in the southeastern United States. This national park is special because it has plants and animals from both tropical and temperate zones. Due to an increase in population and the use of nearby land for farming, there are toxic levels of chemicals in the water. This contamination has threatened the park and many of the animals in it.



**Task 1.** Find the word in the passages that best suits each of the following definitions.

1. *establish* to start an organization that is intended to continue for a long time
2. \_\_\_\_\_ to have something inside
3. \_\_\_\_\_ a group/groups of animals or plants
4. \_\_\_\_\_ a state of continuing to live or exist
5. \_\_\_\_\_ related to an area near a tropical area
6. \_\_\_\_\_ a state of being polluted

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

1. What is the area of the rainforest in Cuc Phuong National Park?
2. Why would November be a suitable time to visit this park?
3. What can people learn in Nairobi National Park?
4. What kinds of animals are taken care of in the Orphanage?
5. Why is Everglades National Park endangered?
6. What do you think will happen to Everglades National Park if more chemicals are released into the water?

**After you read**

*Discuss in groups.* Which of the three national parks would you like to visit most? Why?

**B. SPEAKING** **Task 1.** Last week Nga's class went on an excursion to Huong Pagoda. Unfortunately, the excursion turned out to be a disaster. Most of the things they did went wrong. Combine the things in column A with the corresponding consequences in column B and read out the sentences.

A	B
1. They went by coach.	a. They got a fine.
2. They did not bring enough food and drinks.	b. They had no clothes or money with them.
3. Some had food poisoning.	c. They got lost.
4. They had no raincoats.	d. They couldn't visit all the pagodas.
5. Some left their luggage on the coach when they arrived.	e. They had to spend a lot of money eating in expensive restaurants.
6. Some were not careful when walking in Huong Pagoda.	f. Most of them got carsick.
7. Some threw waste in the forest.	g. They got wet and some got a cold.
8. They stayed there only one day.	h. They didn't enjoy their visit.

**Example:**

*They went to Huong Pagoda by coach and most of them got carsick.*

 **Task 2.** Most of the students in Nga's class are not happy with their excursion to Huong Pagoda. Now they are talking about what they wish they had or hadn't done.

**Examples:**

*If we hadn't gone by coach, we wouldn't have got carsick.*

*If we had gone by bike, we wouldn't have got carsick.*

Continue their talk, using the ideas in *Task 1*.

 **Task 3.** You are Nga. *Work with a partner:* Tell her/him about your class' excursion to Huong Pagoda and express your regrets about what you did or did not do during the excursion.

## C. LISTENING

### Before you listen

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

1. Where is Cuc Phuong National Park?
2. What is the area of the rainforest in Cuc Phuong National Park?
3. When is the best time to visit Cuc Phuong National Park?
4. What can be seen in Cuc Phuong National Park?



● Listen and repeat.

threatened and endangered species  
ethnic minority

flora  
fauna

attack  
enemy

### While you listen

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

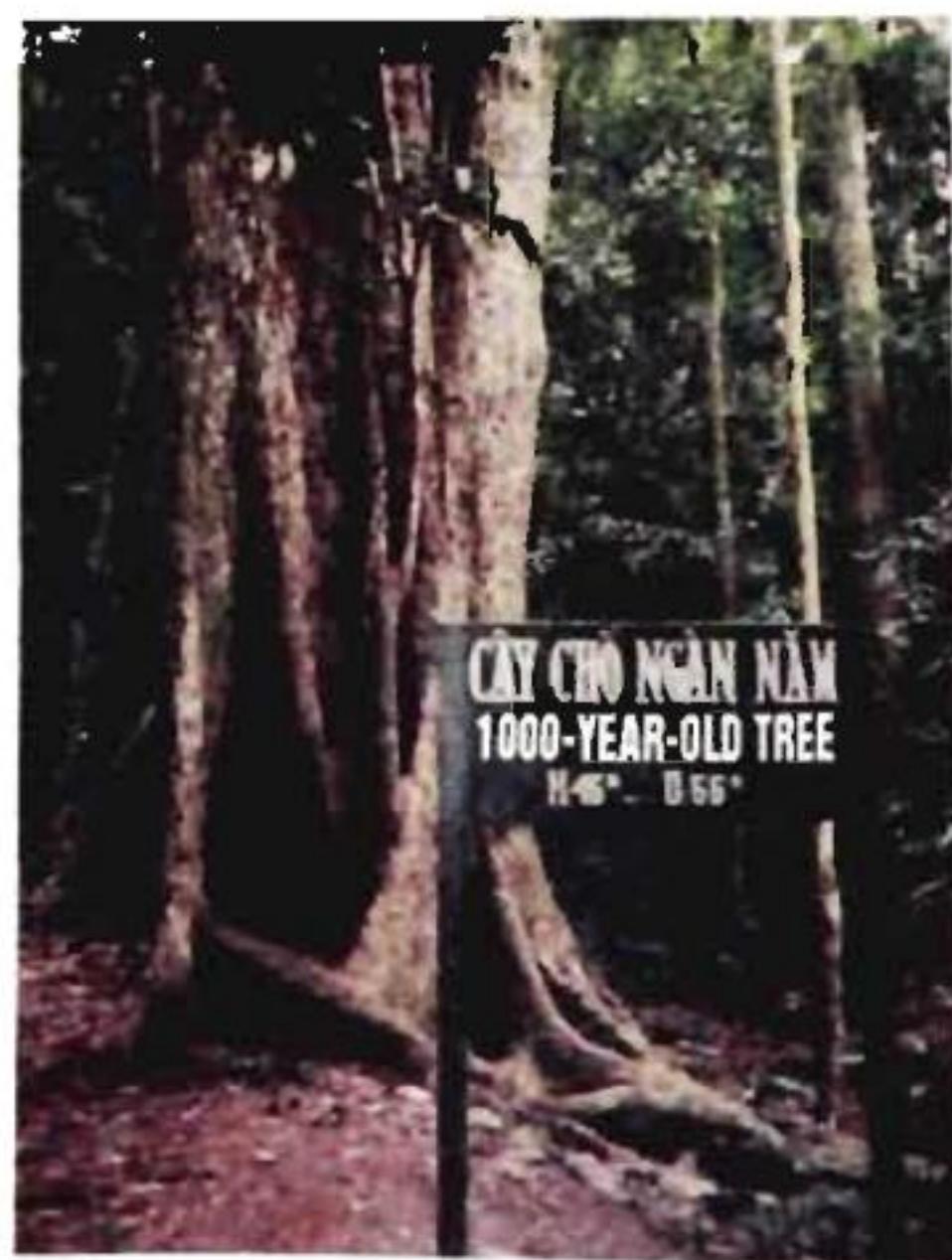
1. Cuc Phuong National Park was officially opened in \_\_\_\_\_.
2. Cuc Phuong is located \_\_\_\_\_ Hanoi.
3. In 2002, nearly \_\_\_\_\_ visited Cuc Phuong.
4. There are \_\_\_\_\_ different species of flora and \_\_\_\_\_ species of fauna.
5. Nguyen Hue's army was stationed in Quen Voi before it made its \_\_\_\_\_ on Thang Long.

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

1. How many provinces does Cuc Phuong National Park belong to?
2. How far is it from Hanoi to Cuc Phuong?
3. What do many people come to Cuc Phuong for?
4. When did Nguyen Hue defeat the Qing invaders?
5. What do the Muong ethnic minority in Cuc Phuong live mainly on?

### After you listen

*Work in groups.* Talk about the special features of Cuc Phuong National Park.



## D. WRITING

### Write a letter of acceptance or refusal

 **Task 1.** Below are some common ways of accepting or refusing an invitation. Read them, and fill each blank of the notes with a suitable expression.

Ways of accepting	Ways of refusing
Yes, I'd like / love to.	I'm afraid I can't come because ...
Yes, that's a great idea.	I'd love to, but ...
Yes, I'd be delighted to.	I'm sorry I can't (come) because ...

1. Dear Chi,

Something is wrong with my phone, so I am leaving you this note. Thanks for your invitation. \_\_\_\_\_ ! How about meeting at the school gate at 8:30?

Lien

2. Dear David,

Thanks for your note. \_\_\_\_\_ my father has been ill since yesterday and I have to look after him. Let's go another time.

Mike

3. Dear Daisy and Tony,

Thanks very much for your invitation to dinner. Of course,

\_\_\_\_\_ .

I'm sure we will have a very good time together.

Susan

 **Task 2.** Rearrange the following sentences to make a letter accepting an invitation to spend a weekend in the country.

Dear Nam,

- a.  You know how much I love spending a weekend in the country after a long and hard term.
- b.  Give my best regards to your parents and hope to see you soon.
- c.  I would really like to come. —
- d.  Thank you for your letter.
- e.  It's lovely to hear that you are going to spend the next weekend in the country.
- f.  I will catch the usual train on Friday evening.

Love,  
Lam

 **Task 3.** One of your friends has invited you to go for a picnic to Cuc Phuong National Park next weekend. Write a reply letter accepting or declining his/her invitation.

## E. LANGUAGE FOCUS

● **Pronunciation:** / t / - / d /

● **Grammar: Conditional sentence type 3**

### Pronunciation

- Listen and repeat.

/ t /

topic      toxic  
contain      contamination  
plant      different  
worked      hoped

/ d /

difficulty      documentary  
invader      dependent  
spend      depend  
lived      played

• Practise these sentences.

1. It's next to the restaurant on the third floor.
2. They're on the next counter on your left, dear.
3. It's exactly twenty-two minutes to ten.
4. They stayed at home and played cards with the children.
5. Sidney and I listened to the radio and studied.
6. Donald and I had a bad cold, so we decided to stay at home.

## Grammar and vocabulary

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

**Example:**

I would have sent you a postcard if I \_\_\_\_\_ (have) your address.

*I would have sent you a postcard if I had had your address.*

1. If I \_\_\_\_\_ (know) that you were ill last week, I would have gone to see you.
2. I would have bought a new bicycle if I \_\_\_\_\_ (have) enough money.
3. If I had had a motorbike, I \_\_\_\_\_ (go) home immediately.
4. If he had worked hard, he \_\_\_\_\_ (pass) his examination.
5. We \_\_\_\_\_ (enjoy) the party better if it had not been so long.
6. He wouldn't have begun to learn Russian if he \_\_\_\_\_ (know) the difficulties.
7. If the rain \_\_\_\_\_ (stop), I would have gone for a walk.
8. If you \_\_\_\_\_ (call) him, he would have come.

**Exercise 2.** Write a sentence with *if* for each situation.

**Example:**

I wasn't hungry, so I didn't eat anything.

*If I had \_\_\_\_\_.*

*If I had been hungry, I would have eaten something.*

1. The accidents happened because the driver in front stopped so suddenly.

*If the driver in front hadn't \_\_\_\_\_.*

2. I didn't know that Lam had to get up early, so I didn't wake him.

*If I had known \_\_\_\_\_.*

3. I was able to buy the car only because Hoa lent me the money.

*If Hoa hadn't \_\_\_\_\_.*

4. Mary was not injured in the crash because she was wearing a seat belt.

*If Mary hadn't \_\_\_\_\_.*

5. You did not have breakfast – that is why you are hungry now.

*If you had \_\_\_\_\_.*

6. I did not get a taxi because I did not have any money on me.

*If I had \_\_\_\_\_.*

**Exercise 3.** Use the given information to make conditional sentences with *if*.

**Example:**

A bull was blocking the road, so we didn't arrive on time.

*If a bull hadn't been blocking the road, we would have arrived on time.*

1. I wasn't working at the restaurant last night. I didn't wait on your table.

---

2. They weren't paying attention, so they didn't see the sign marking their exit from the highway.

---

3. Carol didn't answer the phone because she was studying.

---

4. The sun was shining, so we went to the beach yesterday.

---

5. The music was playing loudly at the restaurant, so I didn't hear everything Mr. Lee said during the dinner.

## TEST YOURSELF D

### I. Listening (2.5 points)

Listen to the passage and answer the questions.

1. Why do people go to a national park?

---

2. When did Yellowstone become a national park?

---

3. Is Yellowstone the smallest national park in the world?

---

4. How many geysers does Yellowstone have?

---

5. What mustn't visitors do in Yellowstone?

---

### II. Reading (2.5 points)

Read the following passage, and then do the exercises that follow.

Conservation is the protection and wise management of the environment. People practise conservation so that the environment can preserve their needs and the needs of all other living things. Without conservation, all the resources necessary for life – air, animals, energy, minerals, plants, soil, and water – would be damaged, wasted, or destroyed.

Conservation also includes a concern for the quality of the environment, so that people can enjoy living in it. It means keeping it healthy and safe – and an interesting place to live in. A healthy environment includes clean streets and highways, with open spaces in cities for parks and playgrounds. Ideal surroundings mean landscapes free of junk and litter. They include regions of wilderness where animals and plants can be protected from the destructive influence of human beings.

1. Find the words or phrases which mean the following.

- rubbish and useless things: \_\_\_\_\_
- scenery: \_\_\_\_\_
- main road that connects towns or cities: \_\_\_\_\_
- good for your health: \_\_\_\_\_

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

T F

- If people didn't practise conservation, they would lose all the resources necessary for life.
- People practise conservation so that they can enjoy living.
- People can practise conservation by looking for an interesting place to live in.
- Without parks and playgrounds, conservation can't be practised.
- Ideal surroundings mean clean landscapes.
- Conservation helps animals and plants exist and develop.

### III. Grammar (2.5 points)

Put the verbs in brackets in the correct form.

- Everything is ready for your lesson. The board (1. clean) \_\_\_\_\_ and the lights (2. turn on) \_\_\_\_\_. All the students (3. wait) \_\_\_\_\_ for you.
- If Mary (1. know) \_\_\_\_\_ anything about car mechanics, I'm sure she (2. help) \_\_\_\_\_ us fix the car, but I think she (3. know) \_\_\_\_\_ even less than we do.
- I (1. decide) \_\_\_\_\_ (2. stay) \_\_\_\_\_ at home last night. I (3. go out) \_\_\_\_\_ if I (4. not be) \_\_\_\_\_ so tired.

#### IV. Writing (2.5 points)

Complete the invitation letter below, using the words and phrases given as cues.

Dear Alex,

- a) You / be delighted / know / Father / give / party / celebrate / New Year /.
- b) He / invite / some / relatives / and / friends / make / party / success /.
- c) I / too / invite / number / friends / neighbourhood /.
- d) Mother / ask / me / tell / you / come home / New Year celebration /.
- e) I / sure / you / be here / time / share / fun / us / that day.

Love,

Helen





## A. READING

### Before you read



Work in pairs. Discuss and match each of the descriptions to a type of music.

Type of music	Description
1. folk music	a. serious and traditional Western European music
2. rock 'n' roll	b. traditional music of a country
3. pop music	c. a combination of African and Western music
4. classical music	d. modern music that is popular with young people
5. jazz	e. a style of music with a strong and loud beat

## While you read

Read the passage and then do the tasks that follow.

There are two things that make humans different from all other animals. They are language and music. Music is clearly different from language. However, people can use it to communicate – especially their emotions. Like reading, writing and speaking, music can express ideas, thoughts and feelings. It can express one's anger, love, hate or friendship; it can also convey one's hopes and dreams.

Music is very much an integral part of our life. It is played during almost all important events and on special occasions and sets the tone for them. It adds joyfulness to the atmosphere of a festival and makes a funeral more solemn and mournful. Music lulls babies to sleep at night and wakes students up in the morning.

Above all, music entertains. It makes people happy and excited. It delights the senses. In fact, music as entertainment has always been a big business. It is a billion-dollar industry. It is difficult to imagine what our lives would be like without music.



**Task 1.** The words/phrases in the box below all appear in the reading passage. Use them to complete the sentences.

emotion	communicate	integral part	solemn
lull	delights	mournful	

1. If you know English, you can \_\_\_\_\_ with people from the English-speaking world easily.
2. Every night, the mother tells her daughter a fairy tale to \_\_\_\_\_ her to sleep.
3. Nain's success at school \_\_\_\_\_ his parents.
4. He is an \_\_\_\_\_ of the team, we can't do without him.
5. The teacher criticised him with a \_\_\_\_\_ expression on his face.
6. Like a lot of men, he finds it hard to express his \_\_\_\_\_.
7. With a \_\_\_\_\_ look on his face, he told us about his uncle's death.

## Task 2. Answer the questions.

1. What are the two things that make humans different from other animals?
2. Why is music a powerful means of communication?
3. How can music set the tone for events and special occasions?
4. How can music entertain?
5. Why has music always been a big business?

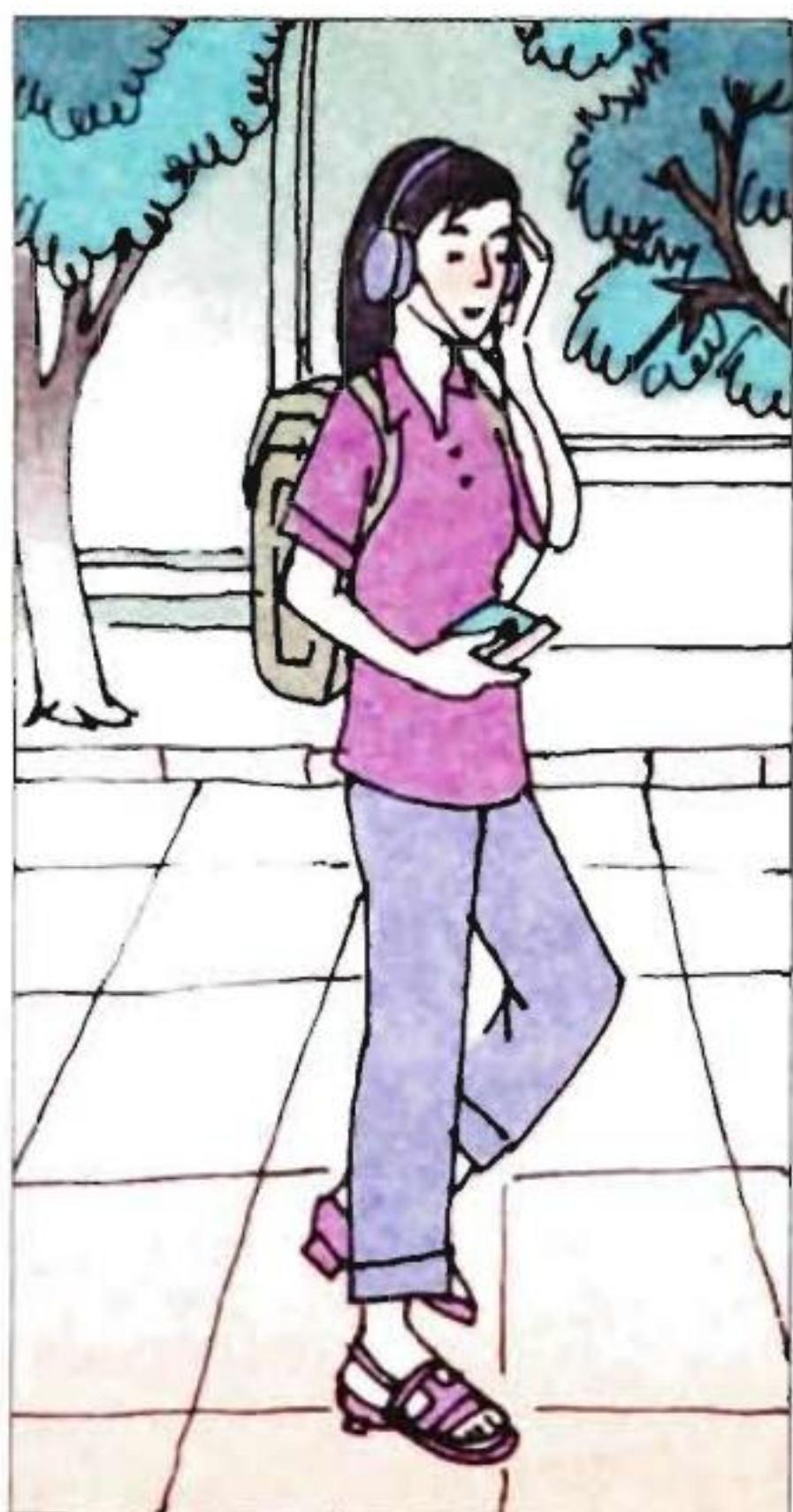
## After you read

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

1. How many roles of music are mentioned in the text?
2. In your opinion, which of the roles of music is the most important?

## B. SPEAKING

### Task 1. Read what Ha Anh says about music.



"Yes, I love pop music. It keeps me happy. I really like the Backstreet Boys – they are easy to listen to. Their songs cheer me up whenever I feel bad. I listen to them all the time. I've got a Walkman so I can listen to music when I'm out. At home I always have the radio on and I watch pop programmes on TV."

*Work in pairs.* Answer the questions.

1. What kind of music does Ha Anh like?
2. Why does she listen to it?
3. What is her favourite band?
4. When does she listen to music?

 **Task 2.** Work in groups. Ask your partners questions to get information to complete the table below.

**Example:** kind of music

*A: What kind of music do you like?*

*B: I like classical music.*

*A: Why do you like it?*

*B: Because it is relaxing.*

	<b>Partner 1</b>	<b>Partner 2</b>
kind of music	<i>classical music</i>	
reasons for listening to music		
favourite band / musician		
favourite song / piece of music		
when listen to music		

 **Task 3.** Now report what you have found out about your partners.

**Example:** Both B and C like classical music. They like it because...

**or:** B likes classical music, but C prefers jazz.

## C. LISTENING

### Before you listen

*Work in pairs.* Look at the picture of Van Cao. Tell each other what you know about him.



- Which of these songs were written by Van Cao?

1 <input type="checkbox"/> Suoi Mo	4 <input type="checkbox"/> Truong Ca Song Lo
2 <input type="checkbox"/> Ha Noi Mua Thu	5 <input type="checkbox"/> Lang Toi
3 <input type="checkbox"/> Tien Quan Ca	6 <input type="checkbox"/> Tinh Ca

- Listen and repeat.

sweet and gentle	rousing	exciting
boring	lyrical	solemn

- Which of the words above can you use to describe Van Cao's music?

### While you listen

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

T F

1. The guest of the show is Lan Huong.
2. Except for Van Cao, Quang Hung doesn't like any other Vietnamese musicians.
3. Quang Hung thinks some of Van Cao's music is very sweet and gentle.
4. "Tien Quan Ca", the Vietnam National Anthem, was written in 1954.
5. Quang Hung sometimes feels proud of his country, Vietnam, when he hears the song.

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

1. What is the name of the radio programme?
2. Which song by Van Cao does Quang Hung like most?
3. Why does Quang Hung like it?

### After you listen

*Work in groups.* Discuss Quang Hung's ideas about Van Cao's music. Do you agree or disagree with him?

## D. WRITING

### Writing a profile

 **Task 1.** *Work in pairs.* Use the prompts below to make up complete sentences about Scott Joplin, a famous American musician.

**Example:**

Scott / born / Texas / 1886 /, / poor / but musical black family.

*Scott was born in Texas in 1886, into a poor but musical black family.*

1. He / learn / play / music / when / very young.
2. Scott / learn / play / works / composers / Bach, Beethoven, and Mozart / as well as / compose / music.
3. He / quickly / become / famous.
4. His tunes / be / wonderful mixture / classical European and African beats / which / be / known as Ragtime.
5. All in all / he / write / 50 piano rags /, / and be / called / King of Ragtime.
6. Scott Joplin / die / 1917.

 **Task 2.** Write about the life story of Van Cao, using the prompts below.

Name: *Van Cao*

Born: *15 - 11 - 1923*

Place of birth: *Nam Dinh*

Family: *poor workers*

Start composing music: *when very young*

First song: *1939, quickly become famous*

*Tien Quan Ca (National Anthem): 1944*

Artistic works: *Songs, poems, paintings*

Died: *10 - 7 - 1995*

*Known as a very talented musician and highly appreciated by the Vietnamese people*

## E. LANGUAGE FOCUS

● Pronunciation: / s / - / z /

● Grammar: 1. *to + infinitive*

2. *Wh- questions*

### Pronunciation

- Listen and repeat.

/ s /

Sue      said  
sip      bus  
piece    price

/ z /

zoo      please  
zip      buzz  
peas    prize

- Practise these sentences.

1. Susan loves classical music.
2. I like to listen to jazz records.
3. My aunt likes to watch the film “The Sound of Music”.
4. But my cousin prefers going to concerts.
5. He's won the first prize for singing folk songs.
6. I'd like a piece of bread and some peas, please.

### Grammar

● *to + infinitive*

**Exercise 1.** Use the words in brackets to answer the questions.

**Example:** What do you listen to classical music for? (feel relaxed)

*To feel relaxed, I listen to classical music. / I listen to classical music to feel relaxed.*

1. What did you phone her for? (good news)
2. What are you saving money for? (a cassette player)
3. What does she practise singing all day for? (the singing contest)
4. What are you learning French for? (French songs)
5. What does the monitor always go to class on time for? (a good example for the class)

**Exercise 2.** Complete each sentence with the right form of a suitable verb.

**Example:**

We're having a party \_\_\_\_\_ Ann's birthday.

*We're having a party **to celebrate** Ann's birthday.*

1. My father didn't have time \_\_\_\_\_ the newspaper.
2. I wish I had enough money \_\_\_\_\_ a new bicycle.
3. I went to the post office \_\_\_\_\_ a letter.
4. He telephoned \_\_\_\_\_ me to the party.
5. She's going to Britain \_\_\_\_\_ English.

## Wh- questions

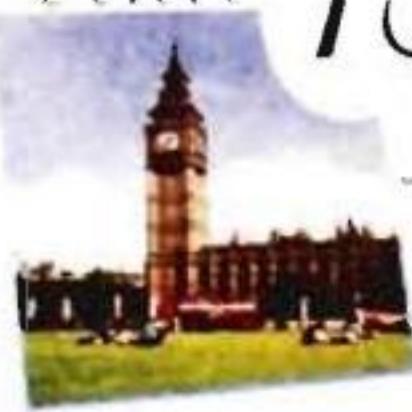
**Exercise 3.** Ask questions for the underlined words/phrases in the following sentences.

**Example:**

I often listen to music whenever I have free time.

*When do you listen to music?*

1. If it rains, I'll stay at home and watch TV.
2. My father enjoys listening to classical music.
3. He left for Ho Chi Minh City last week.
4. James wants to talk to you.
5. We spent the evening playing chess last night.
6. The film starts at 8:00 p.m.
7. My favourite musician is Beethoven.
8. I like pop music because it helps me relax.



## A. READING

## Before you read

Work with a partner. Answer the questions.

1. Do you want to see a film at the cinema or on TV? Why?
2. Can you name some of the films you have seen?
3. What kind of films do you like to see? Why?



## While you read

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

The history of what we call cinema today began in the early 19<sup>th</sup> century. At that time, scientists discovered that when a sequence of still pictures were set in motion, they could give the feeling of movement. In the first two decades of its existence, the cinema developed rapidly. In those early days, films were little more than moving photographs, usually about one minute in length. By 1905, however, films were about five or ten minutes long. They used changes of scene and camera positions to tell a story, with actors playing character parts. In the early 1910s, audiences were able to enjoy the first long films, but it was not until 1915 that the cinema really became an industry. From that time, film makers were prepared to make longer and better films and build special places where only films were shown. The cinema changed completely at the end of the 1920s. This was when sound was introduced. The change began in America and soon spread to the rest of the world. As the old silent films were being replaced by spoken ones on the screen, a new cinema form appeared, the musical cinema.



**Task 1.** Find the word in the passage that can match with the definition on the right column.

1. _____	film-making industry
2. _____	series of related events or actions
3. _____	a period of ten years
4. _____	quickly and in a short time
5. _____	part of a film
6. _____	a person in a film



**Task 2.** Work in pairs. Answer these questions.

1. When did the history of cinema begin?
2. What did scientists discover at that time?
3. Did films in the early days have sound?

4. When were audiences able to see long films?
5. When was sound introduced?
6. What form of films appeared as the old silent films were being replaced by spoken ones?



**Task 3.** Decide which of the options below is the best title for the passage.

- A. The Story of a Film Maker
- B. A Brief History of Cinema
- C. The History of the Film Industry

### After you read

*Work in groups.* Talk about the passage, using the cues below.

1905 1915

## B. SPEAKING



**Task 1.** How much do you like each kind of film? Put a tick (✓) in the right column. Then compare your answers with a partner's.

kind of film	very much	not very much	not at all
science fiction			
cartoon			
horror			
detective			
thriller			

 **Task 2.** *Work in groups.* Find out what your friends feel about each kind of film. Use the words in the table below.

**Example:**

*A: What do you think of horror films?*

*B: Oh, I find them really **terrifying**.*

*C: I don't quite agree with you. I find them very **interesting**.*

detective films	interesting
science fiction films	moving
love story films	good fun
cartoon films	violent
war films	boring
thrillers	exciting
action films	terrifying

 **Task 3.** *Work with a partner.* Find out his/her preferences for films. Use the cues below.

**Example:**

*A: Which do you prefer, detective films or science fiction films?*

*B: Well, it's difficult to say. But I suppose **I prefer science fiction films to detective ones.***

- thrillers or science fiction films
- horror films or detective films
- love story films or cartoon films
- cartoon films or science fiction films

 **Task 4.** *Work in groups.* Talk about a film you have seen. Use the suggestions below.

1. Where did you see it?
2. What kind of film is it?
3. What is it about?
4. Who is/are the main character(s)?
5. How do you feel about it?
6. Why do you prefer it to other films?

## C. LISTENING

### Before you listen

- How often do you do each of the following? Put a tick (✓) in the right column. Then compare your answers with a partner's.

	often	sometimes	never
go to the cinema			
watch TV			
listen to the radio			
go dancing			
chat on the Net			
listen to music			

- Listen and repeat.

Titanic

cinema

instead

suppose

guess

picnic

### While you listen

 **Task 1.** Listen to the dialogue. What are Lan and Huong planning to do together?



 **Task 2.** Listen again. Write their plans for the next week on the calendar.

	<b>Lan</b>	<b>Huong</b>
<b>Mon</b>		
<b>Tue</b>		
<b>Wed</b>		<i>work and go to the singing club</i>
<b>Thu</b>		
<b>Fri</b>		
<b>Sat</b>		
<b>Sun</b>		

 **Task 3.** Compare your answers with a partner's. On what day can they meet?

### After you listen

*Work in groups.* Talk about Lan and Huong's plans for the next week. Use the information you have written on the calendar.

## D. WRITING

### Describing a film

 **Task 1.** Read the following description of the film *Titanic*, and then answer the questions below.

Of all the films I have seen, *Titanic* is the one I like best. *Titanic* is a tragic love story film. It is about the sinking of a luxury liner (ship) on its first voyage across the Atlantic Ocean. The film is made in America. It is based on the true story of the Titanic disaster that occurred in 1912. The main characters are Jack Dawson and Rose DeWitt Bukater. Jack Dawson is a young and generous adventurer. While on board, he saves Rose DeWitt Bukater from killing herself, and although she is already engaged, the two fall in love. The ship hits an iceberg and sinks rapidly. More than a thousand people die in the disaster, including Jack Dawson.



1. What is the name of the film?
2. What kind of film is *Titanic*?
3. What is it about?
4. Where is it made?
5. What is it based on?
6. Who is/are the main character(s)?
7. What do you know about the character(s)?
8. Does the film have a happy or a sad ending?

 **Task 2.** Write about a film you have seen. Use the description of *Titanic* and the questions above as suggestions.

## E. LANGUAGE FOCUS

● **Pronunciation:** / f / – / v /

● **Grammar and vocabulary:**

1. **Adjectives of attitude**

2. ***It is / was not until ... that ...***

3. ***a / an and the***

### Pronunciation

● Listen and repeat.

/ f /

fan

fiction

first

photograph

form

enough

/ v /

van

vote

vine

Stephen

view

leave

● Practise these sentences.

1. He feels happy enough.
2. I want a photograph for myself and my wife.
3. Would you prefer a full photograph or a profile?
4. Stephen is driving a van full of vines.
5. We used to live in a village in the valley.
6. They arrived in the village on a van.

### Grammar and vocabulary

**Exercise 1.** Write the adjectival forms of the verbs below.

**Example:** *interest*   *interesting*

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

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

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

7. surprise \_\_\_\_\_

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

8. amuse \_\_\_\_\_

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

9. embarrass \_\_\_\_\_

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

10. frustrate \_\_\_\_\_

**Exercise 2.** Complete two sentences for each situation. Use an adjective ending **-ing** or **-ed** form of the verb in brackets to complete each sentence.

**Example:** The movie wasn't as good as we had expected. (disappoint)

a) *The movie was **disappointing**.*

b) *We were **disappointed** with the movie.*

1. It's been raining all day. I hate this weather. (depress)

a) The weather is \_\_\_\_\_.

b) This weather makes me \_\_\_\_\_.

2. Astronomy is one of Tan's main interests. (interest)

a) Tan is \_\_\_\_\_ in astronomy.

b) He finds astronomy very \_\_\_\_\_.

3. I turned off the television in the middle of the program. (bore)

a) The program was \_\_\_\_\_.

b) I was \_\_\_\_\_ with the program.

4. Lan is going to Singapore next month. She has never been there before. (excite)

a) Lan is really \_\_\_\_\_ about going to Singapore.

b) It will be an \_\_\_\_\_ experience for her.

5. Huong teaches small children. It's a hard job. (exhaust)

a) Huong often finds her job \_\_\_\_\_.

b) At the end of the day's work she is often \_\_\_\_\_.

**Exercise 3.** Rewrite the following sentences.

**Example:**

The cinema did not become an industry until 1915.

*It was not until 1915 that the cinema really became an industry.*

1. She didn't become a teacher until 1990.

*It was not until \_\_\_\_\_.*

2. He didn't know how to swim until he was 30.

*It was not until* \_\_\_\_\_.

3. They didn't begin to learn English until 1980.

*It was not until* \_\_\_\_\_.

4. The boy didn't do his homework until his father came home.

*It was not until* \_\_\_\_\_.

5. The football match didn't start until the lights were on.

*It was not until* \_\_\_\_\_.

**Exercise 4.** Put *a(n)* or *the* in the numbered blanks.

1. This morning I bought (0) *a* newspaper and (1) \_\_\_\_\_ magazine. (2) \_\_\_\_\_ newspaper is in my bag, but I don't know where I put (3) \_\_\_\_\_ magazine.

2. I saw (4) \_\_\_\_\_ accident this morning. (5) \_\_\_\_\_ car crashed into (6) \_\_\_\_\_ tree. (7) \_\_\_\_\_ driver of (8) \_\_\_\_\_ car wasn't hurt, but (9) \_\_\_\_\_ car was badly damaged.

3. There are two cars parked outside: (10) \_\_\_\_\_ blue one and (11) \_\_\_\_\_ grey one. (12) \_\_\_\_\_ blue one belongs to my neighbours; I don't know who (13) \_\_\_\_\_ owner of the grey car is.

4. My friends live in (14) \_\_\_\_\_ old house in (15) \_\_\_\_\_ small village. There is (16) \_\_\_\_\_ beautiful garden behind (17) \_\_\_\_\_ house. I would like to have (18) \_\_\_\_\_ garden like that.

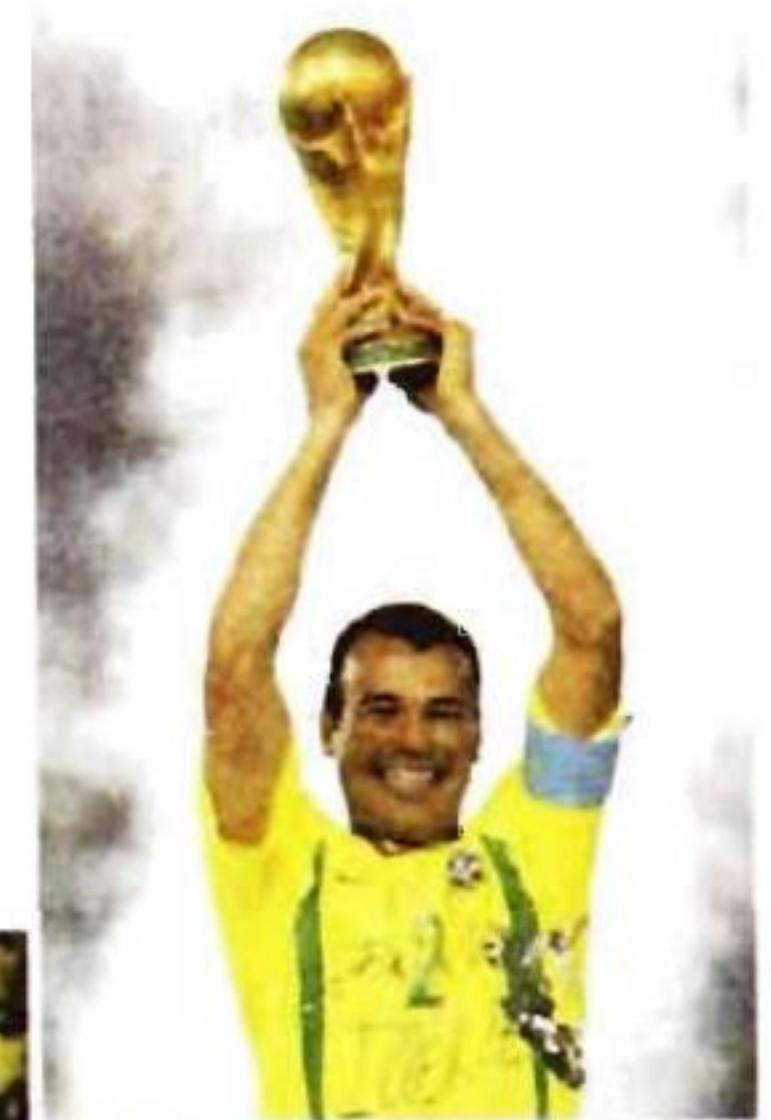


## A. READING

### Before you read

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

1. Where was the 2002 World Cup held?
2. Which team became the champion then?
3. Which team was the runner-up?



## While you read

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

**World Cup**, the international football tournament, is held every four years. It is considered the most popular sporting event in the world. The World Cup is followed with passionate interest around the globe – the final game of the 2002 World Cup tournament attracted more than one billion viewers.

In 1904, FIFA, the governing body for football, was set up. At its first meeting, FIFA planned to organize a world championship. But it was not until 1930 that the first World Cup was held. Only 13 teams took part in the first tournament. The host nation, Uruguay, gained a victory over Argentina in the final and became the first champion in the history of the World Cup. By 2002, the world had witnessed 17 World Cup tournaments. National football teams must now compete in elimination games within their own regions before becoming one of the 32 finalists. The 2002 World Cup final was jointly held by Japan and South Korea. It was the first time the World Cup was played in Asia and the first time it was hosted by two nations. With the victory over Germany in the final match, Brazil became the first team to win the trophy five times. Although Europe and South America are the only continents to have produced World Cup champions, countries on other continents hope that one day they will win the honoured title.



**Task 1.** The words in **A** appear in the reading passage. Match them with their definitions in **B**.

A	B
1. jointly	a. a competition in which players compete against each other in a series of games until there is a winner
2. the globe	b. involving two or more people or groups
3. tournament	c. the world
4. host nation	d. a prize for winning a competition
5. trophy	e. a country that provides the necessary space, facilities, etc. for a special event



**Task 2.** Scan the text and complete each of the following sentences with a word or a number.

1. Only \_\_\_\_\_ teams competed in the first World Cup.
2. Today the final tournament of the World Cup has \_\_\_\_\_ teams.
3. The team which was defeated in the first World Cup final was \_\_\_\_\_.
4. The final match of the 2002 World Cup attracted a television audience of over \_\_\_\_\_ billion viewers.
5. After FIFA's first meeting, \_\_\_\_\_ years had passed before the first World Cup was held in Uruguay.



**Task 3.** Read the text again and decide whether the following statements are true (T) or false (F). Correct the false ones.

**T F**

1. The first World Cup was held in Uruguay in 1904. T
2. The World Cup is held every two years. T
3. The World Cup is regarded as the world championship of the sport. T
4. Germany and Brazil played in the final match of the 2002 World Cup. T
5. Brazil is the country that has played five times in the World Cup. T

### After you read

*Work in groups.* Talk about the events mentioned in the passage, using the following figures as cues.

1904    13    1930    17    32    2002

**Example:**

– 1904 is the year when FIFA was set up.



## B. SPEAKING

 **Task 1.** Look at the pictures. What do you know about these football teams?



 **Task 2.** Work in pairs. Look at the table below. Ask and answer questions.

**Example:**

*A: Where was the first World Cup held?*

*B: It was held in Uruguay.*

*A: Which teams played in the final match?*

*B: Uruguay and Argentina.*

*A: Which team became the champion?*

*B: Uruguay.*

*A: What was the score of the match?*

*B: 4 - 2.*

<b>TIMES</b>	<b>YEAR</b>	<b>HOST COUNTRY</b>	<b>WINNER</b>	<b>SCORE</b>	<b>RUNNER-UP</b>
1	1930	Uruguay	Uruguay	4 – 2	Argentina
2	1934	Italy	Italy	2 – 1	Czechoslovakia
3	1938	France	Italy	4 – 2	Hungary
4	1950	Brazil	Uruguay	2 – 1	Brazil
5	1954	Switzerland	West Germany	3 – 2	Hungary
6	1958	Sweden	Brazil	5 – 2	Sweden
7	1962	Chile	Brazil	3 – 1	Czechoslovakia
8	1966	England	England	4 – 2	West Germany
9	1970	Mexico	Brazil	4 – 1	Italy
10	1974	West Germany	West Germany	2 – 1	Netherlands
11	1978	Argentina	Argentina	3 – 1	Netherlands
12	1982	Spain	Italy	3 – 1	West Germany
13	1986	Mexico	Argentina	3 – 2	West Germany
14	1990	Italy	West Germany	1 – 0	Argentina
15	1994	The USA	Brazil*	0 – 0	Italy
16	1998	France	France	3 – 0	Brazil
17	2002	South Korea & Japan	Brazil	2 – 0	Germany

\* Brazil won the game 3 – 2 in a penalty shoot-out.

 **Task 3.** Work in groups. Take turns to talk about the World Cup winners, using the information in the table in Task 2.

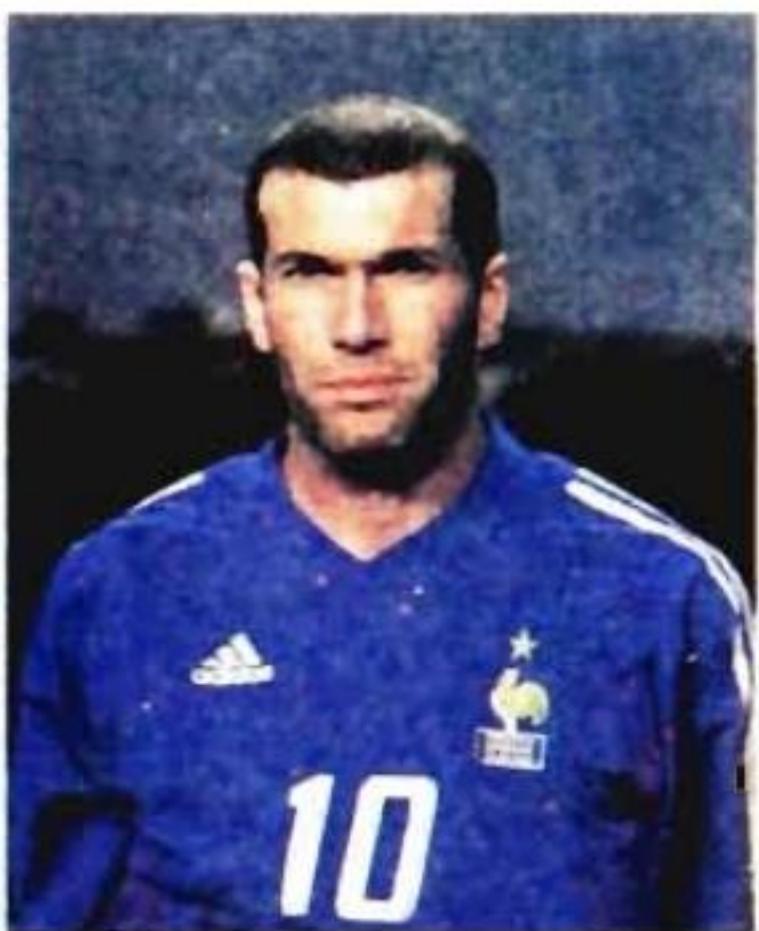
**Example:**

*The first World Cup was held in Uruguay in 1930. The final match was between Uruguay and Argentina. Uruguay defeated Argentina by 4 to 2. ...*

## C. LISTENING

### Before you listen

Name some of the most famous football players in the world. Who do you like best? Why?



- Listen and repeat.

goal-scorer      hero  
kicking

ambassador  
retirement

Brazil  
promotion  
championship

## While you listen

 **Task 1.** You will hear some information about Pelé, a famous Brazilian football player. Listen and complete the table below.



Year	Events
(1) _____	Born in Brazil
1956	(2) _____
(3) _____	First world club championship
(4) _____	1,200 <sup>th</sup> goal
1977	(5) _____

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

1. What was Pelé famous for as a football player?
2. How many World Cups did he participate in?
3. Where did he play football before he retired?
4. What did Pelé do after his retirement?

## After you listen

*Work in groups.* Talk about the milestones in Pelé's life.

## D. WRITING

### Writing an announcement

 **Task 1.** Read the following announcement and then answer the questions that follow.

#### THE NATIONAL FOOTBALL CHAMPIONSHIP ORGANIZING COMMITTEE

wishes to announce that the match between

*Nam Dinh* and *Binh Duong* on **Sunday, April 18**

has been postponed due to severe weather conditions.

The match will now be played at 3 p.m. on **Sunday, April 25**  
**at My Dinh National Stadium**



1. Who is the announcer?
2. What is the announcement about?
3. When will the match be played?
4. Where will the match be played?

 **Task 2.** Choose one of the following situations to write about.

- a. You are the captain of the school football team. The team now needs more players for the new football season. Write an announcement in which you call for volunteers and state where and when the first meeting of the team will take place and how they can contact you.
- b. You are the head of the Ho Chi Minh Communist Youth Union of your school. Your school's football team is going to play a friendly match with New Stars Football Club at 5 p.m. on Sunday, April 20<sup>th</sup> in the football field of the same club. Write an announcement for this match.

## E. LANGUAGE FOCUS

● **Pronunciation:** / g / - / k /

● **Grammar:**

1. **Will vs. going to**
2. **Will: making predictions**
3. **Will: making offers**

### Pronunciation

● Listen and repeat.

/ g /

group                    goal  
game                    dog  
together                Uruguay  
again                   Margaret

/ k /

club                    school  
kick                    because  
cup                    compete  
ticket                weak

● Practise these sentences.

1. Our group hasn't scored a goal.
2. Uruguay will lose another game again.
3. Margaret took the dog and the cat for a walk.
4. Can your school club compete in the next tournament?
5. He can't kick the ball because he's too weak.
6. He has got a ticket for the next World Cup in Germany.

### Grammar

● **Will vs. going to**

**Exercise 1.** Complete the sentences using **will ('ll)** or **going to**.

**Examples:**

A: Why are you turning on the television?

B: ***I'm going to watch the news.*** (I/watch)

A: Oh, I've just realised I haven't got any money.

B: ***Haven't you? Well, don't worry. I'll lend you some.*** (I/lend)

1. A: I've got a headache.  
B: Have you? Wait there and \_\_\_\_\_ an aspirin for you. (I/get)
2. A: Why are you filling that bucket with water?  
B: \_\_\_\_\_ the car. (I/wash)
3. A: I've decided to repaint this room.  
B: Oh, have you? What colour \_\_\_\_\_ it? (you/paint)
4. A: Where are you going? Are you going shopping?  
B: Yes, \_\_\_\_\_ something for dinner. (I/buy)
5. A: I don't know how to use this camera.  
B: It's quite easy. \_\_\_\_\_ you. (I/show)
6. A: What would you like to eat?  
B: \_\_\_\_\_ a sandwich, please. (I/have)
7. A: Did you post that letter for me?  
B: Oh, I'm sorry. I completely forgot. \_\_\_\_\_ it now. (I/do)

### • **Will: making predictions**

**Exercise 2.** Complete the sentences, using **will** or **won't** and any other words that are needed.

#### **Example:**

*Mary's been studying very hard for her exams. I'm sure she'll pass the exams easily.*

1. If you have problems with your homework, ask John. I'm sure \_\_\_\_\_ you.
2. I'll ask my sister for some money, but I know she \_\_\_\_\_. She's really mean.
3. You don't need your umbrella today. I don't think \_\_\_\_\_.
4. I can't read small writing any more. I think I \_\_\_\_\_ soon.
5. Don't sit in the sun for too long. You \_\_\_\_\_.
6. Don't try that new restaurant. I'm sure you \_\_\_\_\_.
7. I'm having my driving test soon, but I know \_\_\_\_\_. I haven't had enough lessons.

• *Will*: making offers

**Exercise 3.** Make offers with *I'll* for the following situations.

**Example:**

"It's so hot in this room!"

*I'll open the window.*

1. I'm dying for a drink!

---

2. There's someone at the door.

---

3. I haven't got any money.

---

4. I need to be at the station in ten minutes.

*a lift.*

5. My suitcases are so heavy!

---

## TEST YOURSELF E

### I. Listening (2.5 points)

Listen and write down the missing information.

#### GALA CINEMA

Week beginning October 22

##### Studio One

###### VOYAGE TO JUPITER

Programmes at 2.30 and (1) \_\_\_\_\_

Seat prices: \$3 – adults

\$1.50 – children, (2) \_\_\_\_\_ and senior citizens

##### Studio Two

###### THE MARVELLOUS (3) \_\_\_\_\_

Special offer this week only -- all seats (4) \_\_\_\_\_

##### Studio Three

###### MASTER DRAGON

One performance daily at (5) \_\_\_\_\_

### II. Reading (2.5 points)

Read the passage, and then answer the questions.

For many young people in Britain, sport is a popular part of school life, and being in one of the school teams and playing in matches is very important. If someone is in a team, it means a lot of extra practice and often spending a Saturday or Sunday away from home, as many matches are played then.

It can also involve travelling to other towns to play against other school teams and then staying on after the match for a meal or a drink. Sometimes parents, friends and other students will travel with the team to support their own side.

When a school team wins a match, it is the whole school that feels proud, not only the players. It can also mean that the school becomes well-known for being good at certain sports, and students from that school may end up playing for national and international teams so that the school has some really famous names associated with it!

1. What does a student have to do if he/she is in a sport team of the school?

---

2. When are matches often played?

---

3. Why does a sport team have to travel to other towns?

---

4. Do players always go by themselves?

---

5. Who feels proud when a school team wins?

---

### III. Grammar (2.5 points)

● Complete the conversation with **a**, **an**, **the** or **zero** article. (1.25 points)

A: It's a beautiful day today. I'd like to go to the beach.

B: Yes, but the beach is always crowded. I'd like to stay at (1) \_\_\_\_\_ home and sit in (2) \_\_\_\_\_ garden. We can have (3) \_\_\_\_\_ lunch there.

A: Oh no. I'd like to go out. I'm going back to (4) \_\_\_\_\_ school tomorrow and this is (5) \_\_\_\_\_ last day of my holiday.

B: Well, then we'll go out tonight. There's (6) \_\_\_\_\_ good film on at (7) \_\_\_\_\_ cinema, or we could go to (8) \_\_\_\_\_ theatre.

A: OK. But (9) \_\_\_\_\_ theatre is expensive. It's about \$15 (10) \_\_\_\_\_ seat.

● Rewrite the sentences, using **to + infinitive** (1.25 points).

**Example:**

I wanted to find out the time of the performances, so I phoned the cinema.

*I phoned the cinema to find out the time of the performances.*

1. I stayed in because I wanted to watch a film on television.
2. I wanted to thank them for the weekend, so I wrote them a letter.
3. She went to university. She wanted to study engineering.
4. You should go to Britain if you want to improve your English.
5. You should book the tickets well in advance if you want to see that football match.

#### IV. Writing (2.5 points)

Write an announcement for a relief fund to support people in flooded areas, using the cues given below.

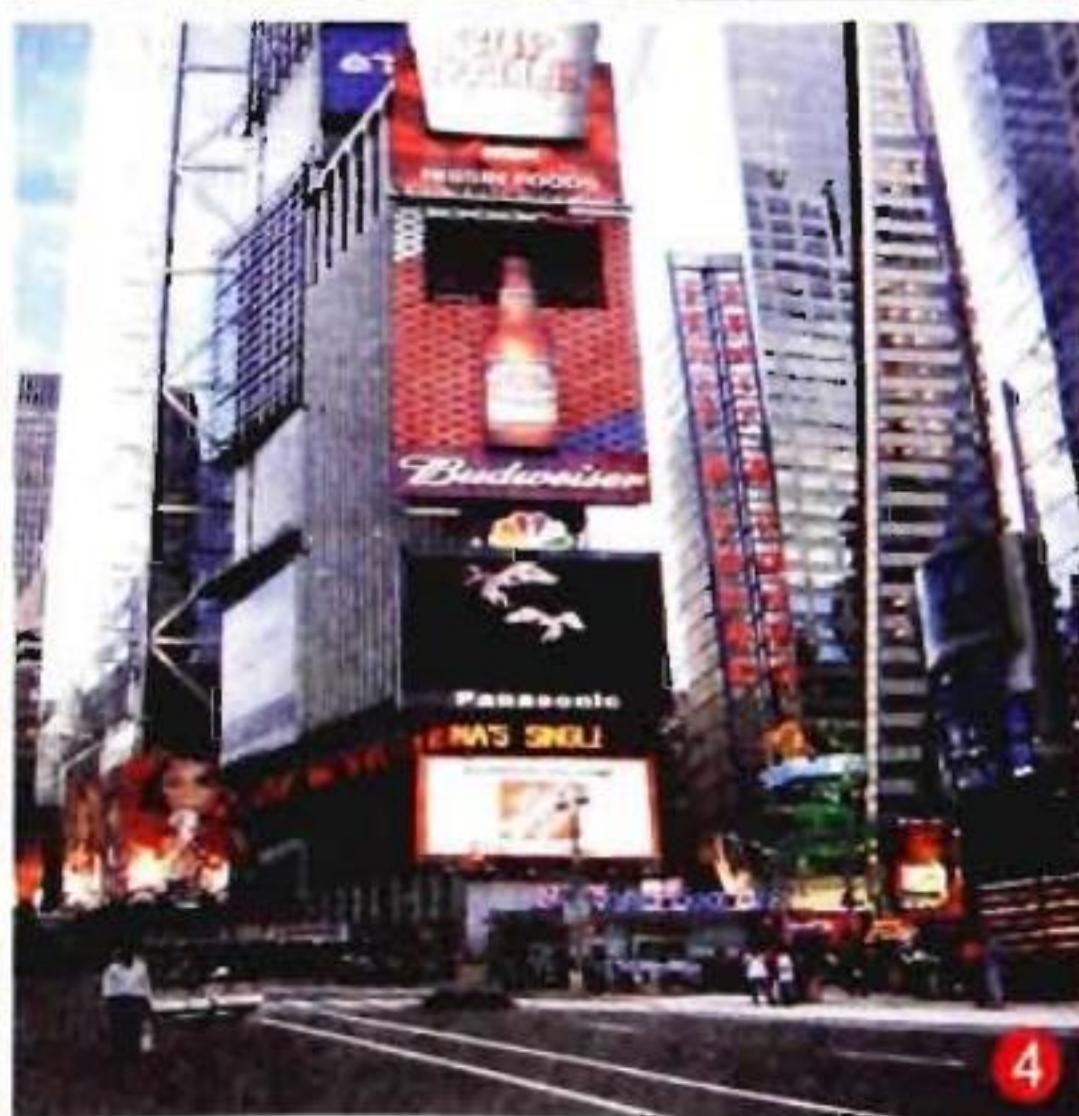
**Announcer:** the monitor of class 10G  
**Event:** the musical performance of class 10G  
to raise money for people in flooded areas  
**Place:** school meeting hall  
**Time:** 7:30 p.m, Thursday 23<sup>rd</sup> November  
**Ticket price:** 5,000 VND



## A. READING

### Before you read

- Work in pairs. Below are some well-known places in New York. Match the names to the pictures.



a. The Empire State Building  
b. The United Nations Headquarters

c. Times Square  
d. Central Park

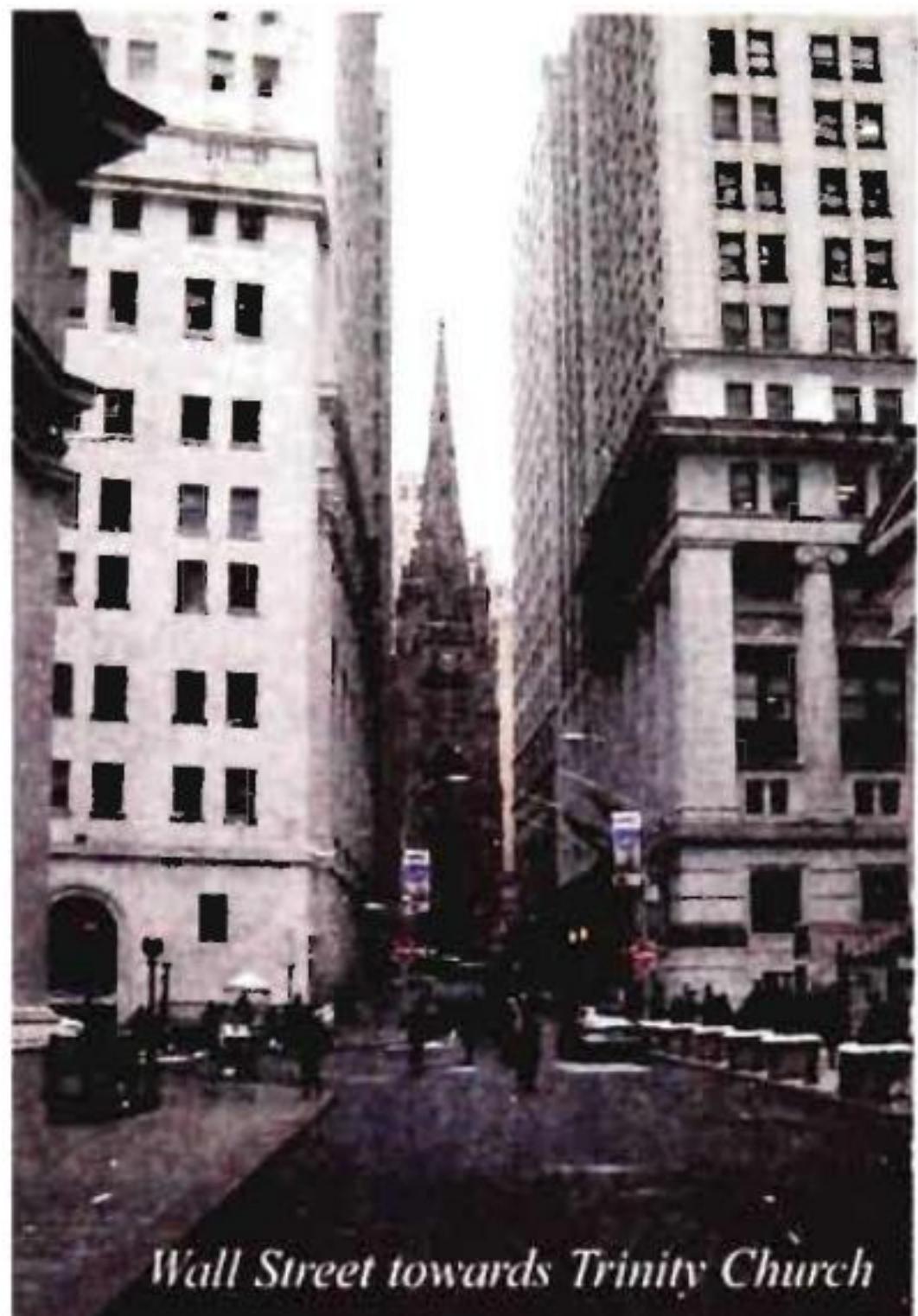
● Answer the questions.

1. Where is New York?
2. What do you know about the city?

### While you read

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

New York City is located in the southeastern part of New York State. It developed at the point where the Hudson and Passaic rivers mingle with the water of the Atlantic Ocean. New York Harbour, which is ice-free in all seasons, is one of the largest and finest in the world. With a population of more than 7 million in the city and 19 million in the whole metropolitan region, and the total area of 946 square km, New York is the largest city in the United States.



*Wall Street towards Trinity Church*

The city was founded by the Dutch in 1624. At first, it was called Fort Amsterdam, and then New Amsterdam. In 1664, the English took over the city and renamed it New York. New York is a very unusual city. Although it is not the capital of the country, it is the home of the United Nations and the centre of global finance, communications, and business. New Yorkers are people who come from all over the United States and many different countries in the world. The city is characterised by its hundreds of tall offices and apartment buildings, some of which are among the tallest buildings in the world. Visitors to New York are all attracted by places such as the Statue of Liberty, the Empire State Building, Wall Street, and the Broadway theatre district. New York is also the place where tourists can visit some world famous art galleries and museums.

 **Task 1.** The words in **A** appear in the reading passage. Match them with their definitions in **B**.

<b>A</b>	<b>B</b>
1. metropolitan region	a. not covered with ice
2. take over	b. mix with
3. unusual	c. get control of
4. ice-free	d. city and large area around it
5. mingle with	e. special

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

	<b>T</b>	<b>F</b>
1. New York is the name of both a state and a city.	<input type="checkbox"/>	<input type="checkbox"/>
2. New York Harbour has a lot of ice in winter.	<input type="checkbox"/>	<input type="checkbox"/>
3. New York is on two rivers.	<input type="checkbox"/>	<input type="checkbox"/>
4. The United Nations Building is in New York.	<input type="checkbox"/>	<input type="checkbox"/>
5. New York belonged to the Dutch when it was founded.	<input type="checkbox"/>	<input type="checkbox"/>

 **Task 3.** Answer the questions.

1. Where is New York City?
2. What is its population?
3. Why was New York originally called New Amsterdam?
4. What makes New York an unusual city?
5. What places in New York are visitors attracted to?

### After you read

*Work in groups.* Discuss the following question.

– If you could visit New York, which place(s) of interest there would you like to see? Why?

## B. SPEAKING

 **Task 1.** Complete each question in **A** with a suitable word in **B**.

A	B
1. When was the city _____?	a. people
2. What is the _____ like?	b. area
3. What are the _____ like?	c. population
4. How many _____ are there?	d. founded
5. What is the _____ of the city?	e. parks
6. What is its _____?	f. transport

 **Task 2.** *Work in pairs.* One reads the information about New York and the other about London. Then ask and answer questions about the two cities.

### New York

Founded: 1624  
Population: 7 million  
Area: 946 square km  
National holidays: 7 days  
Many high buildings  
One big park  
People: friendly, open  
Transport: convenient

### London

Founded: 43 AD  
Population: 7 million  
Area: 1610 square km  
National holidays: 14 days  
Few high buildings  
Five big parks  
People: formal, reserved  
Transport: convenient

### Example:

*A: When was New York founded?*

*B: It was founded in 1624. And what about London?*

*A: It was founded in 43 A.D.*

### Task 3. Read and practise the dialogue.

A: So we've learned a lot about New York and London. Let's make some comparisons between them.

B: All right. First, the area of London is 1610 square km, and that of New York is 946 square km, so London is **larger**.

A: That's right. But its population is **as big as** that of New York. Both cities have a population of 7 million.

B: Yes, but New York has **more high buildings** than London.

*Work in pairs/groups.* Make similar comparisons between London and New York, using the information in Task 2.

### Task 4. *Work in groups.* Tell each other which of the two cities you prefer and give reasons.

**Example:**

*I prefer London to New York because it has more parks, and...*

## C. LISTENING

### Before you listen

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

1. What is it?
2. What does it look like?
3. What has it got on its head?
4. What has it got in its left hand?
5. What is it holding in its right hand?
6. What is it wearing?



## While you listen

 **Task 1.** Listen to the passage and choose the correct answers.

1. The Statue of Liberty is in \_\_\_\_\_.

- A. the centre of New York City
- B. New York Harbour
- C. the suburbs of New York City

2. The Statue was made by \_\_\_\_\_.

- A. the French
- B. Americans
- C. the British

3. The Statue was completed in \_\_\_\_\_.

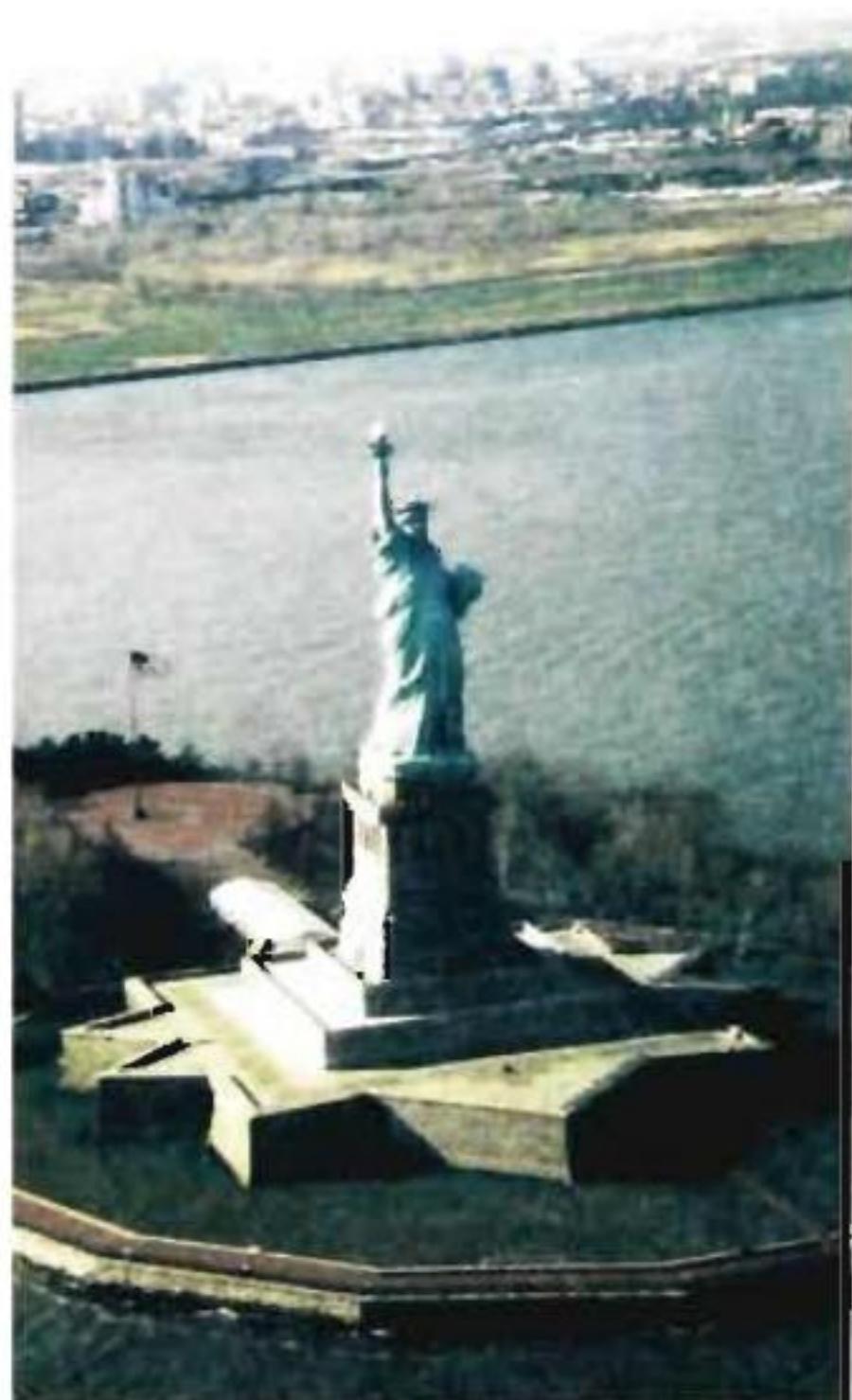
- A. 1886
- B. 1884
- C. 1866

4. The Statue was made because \_\_\_\_\_.

- A. French people wanted to show their friendship with American people
- B. American people wanted to show their friendship with French people
- C. French people wanted to show their friendship with British people

5. Tourists can visit the Statue \_\_\_\_\_.

- A. every day, including Christmas Day
- B. every day, except Sunday
- C. every day, but not on Christmas Day





**Task 2.** Listen again, and fill in the missing information in the table below.

Formal name	<i>Liberty Enlightening the World</i>
Height	
Weight	
Material	
The base	
Opening time	

### After you listen

*Work in groups.* Tell each other what you have learned about the Statue of Liberty, using the information in the table.

## D. WRITING

### Describing a city

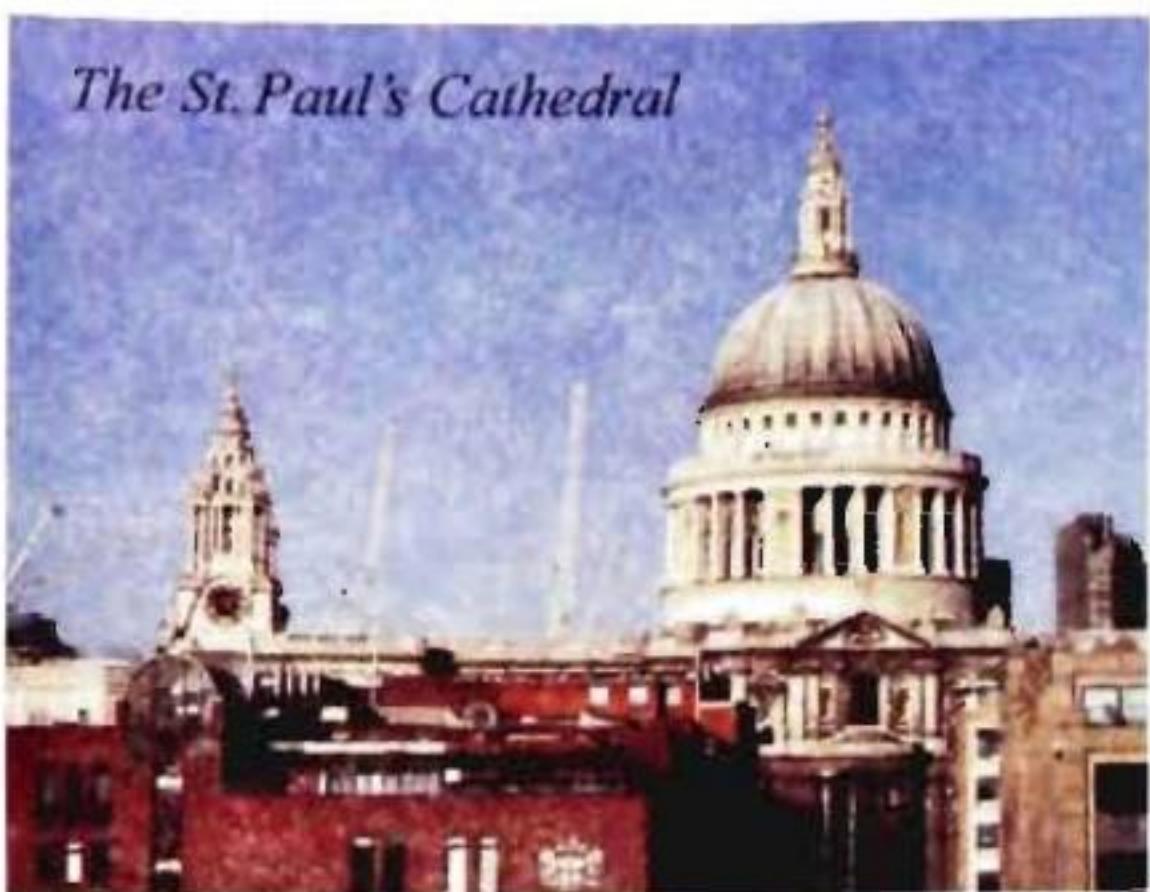
**Task 1.** Read the description of London. Then write the answers to the questions.

London, which is the capital city of the United Kingdom, was founded by the Romans in 43 AD. It has a population of about 7 million. Situated in southern England, on the River Thames, the city covers an area of 1610 square km.

London is famous for many things. Tourists come from all over the world to visit its historic buildings, such as St. Paul's Cathedral, and the Houses of Parliament. They also come to visit its theatres, its museums and its many shops. The most famous shop is Harrods, where you can buy almost anything.

The best thing about London is the parks. There are five of them in the city centre. They cover a large area of the city, and are ideal places for people to get away from the noisy and busy city life, and relax.

*The St. Paul's Cathedral*



*The Houses of Parliament*



*The Tower Bridge on the River Thames*



1. Where is London situated?
2. How big is it?
3. What is its population?
4. What kind of city is it?
5. When and by whom was it founded?
6. What is it famous for?
7. What is best about the city?



**Task 2.** Write a description of a city or a town in Vietnam you know well, using the questions above as suggestions.

## E. LANGUAGE FOCUS

● Pronunciation: / θ / – / ð /

● Grammar and vocabulary:

1. Non-defining and defining relative clauses

2. *Although* to connect contrasting ideas

### Pronunciation

● Listen and repeat.

/ θ /

think      thin  
thought    something  
mouth      birthday

/ ð /

they      then  
those     another  
clothes   brother

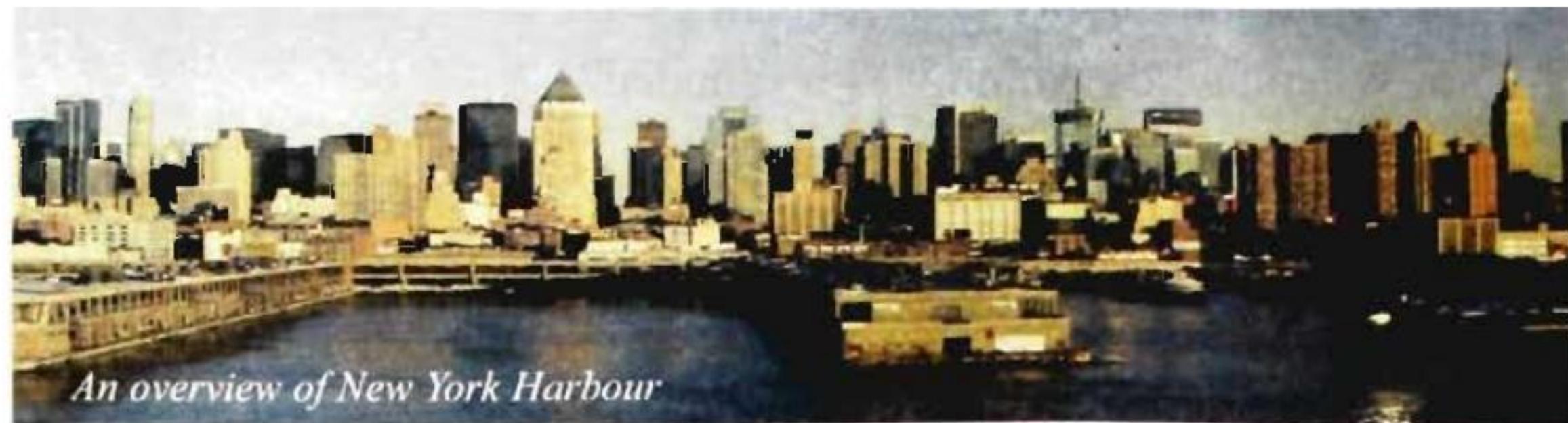
● Practise the sentences.

1. I thought Mr. Smith was thirty-three.
2. But next Thursday will be his thirtieth birthday.
3. Something about him makes me think he is like my brother.
4. The roses that you gave him are beautiful.
5. Look at the clothes on that thin man over there!

### Grammar and vocabulary

● Non-defining and defining relative clauses

*New York Harbour, which is ice-free in all seasons, is one of the largest and finest harbours in the world.*



**Exercise 1.** Underline the relative clauses in these sentences. and indicate if they are defining (D) or non-defining (ND). Add a comma where required.

1. Washington D.C. which is located on the East Coast of the United States has many interesting and historical places to visit.
2. Brasilia which is located on the Granadá River became the capital of Brazil in 1960.
3. Mexico City which has a population of nearly 20,000,000 is the largest metropolitan area in the world.
4. Seoul which hosted the 1988 Summer Olympics is well-known for its shopping centres.
5. Kyoto which used to be the capital of Japan has many temples.

• **Connecting contrasting ideas: *Although***

**Exercise 2.** Combine the following sentences using *although*.

**Example:**

New York is not the capital of the USA. It is the home of the United Nations.

— *Although New York is not the capital of the USA, it is the home of the United Nations.*



1. There is not much to do in the countryside. I prefer living in the countryside.
2. There is a lot of pollution in Los Angeles. It is an ideal place to live.
3. The shops are crowded. People are not buying much.
4. The city is a favourite tourist destination for many people. It has its problems.
5. It is a safe neighbourhood. It is best to be careful.



## A. READING

### Before you read

Work in pairs.

- List some historical places you know in Vietnam.
- Is Van Mieu – Quoc Tu Giam a historical place?
- What do you know about this place?

### While you read

Read the passage and then do the tasks that follow.

Van Mieu – Quoc Tu Giam is a famous historical and cultural site in Hanoi. Originally built in 1070 in the Ly dynasty, Van Mieu was representative of Confucian ways of thought and behaviour. Six years later, Quoc Tu Giam, the first university of Vietnam, was established on the grounds of Van Mieu. Between 1076 and 1779, Quoc Tu Giam



educated thousands of talented men for the country. In 1482, Van Mieu became a place to memorialize the most brilliant scholars of the nation. The names, places of birth and achievements of top students in royal examinations were engraved on stone stelae. These stelae, carried on the backs of giant tortoises, are still standing today and they attract great interest from visitors.



After more than 900 years of existence, Van Mieu is an example of well-preserved traditional Vietnamese architecture. The banyan trees in Van Mieu, which witnessed festivals and examinations during feudal times, continue to flourish. Van Mieu – Quoc Tu Giam is a site of national pride for Vietnamese people.

**Task 1.** Choose A, B, or C that best suits the meaning of the italicised word.



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

T F

1. The construction of Van Mieu took place between 1076 and 1779. ■ ■
2. Quoc Tu Giam is considered to be the first university of Vietnam. ■ ■
3. Thousands of talented men were trained in Quoc Tu Giam from the 11<sup>th</sup> to the 19<sup>th</sup> century. ■ ■
4. Van Mieu has now lost most of its traditional Vietnamese architecture. ■ ■
5. Festivals and examinations used to be held in Van Mieu – Quoc Tu Giam. ■ ■
6. Visitors can still see some trees which have been in Van Mieu for a long time. ■ ■

## After you read

*Work in groups.* Talk about Van Mieu – Quoc Tu Giam, using the suggestions below:

- Why is Van Mieu – Quoc Tu Giam a place of interest?
- When and where were they built?
- What were their functions?
- What is special about the stelae there?



## B. SPEAKING

 **Task 1.** A foreign visitor has taken some notes about President Ho Chi Minh's Mausoleum. Ask and answer questions with a partner, using his notes.

**Example:**

- A: *Where is President Ho Chi Minh's Mausoleum situated?*
- B: *It is situated in Ba Dinh District in Hanoi.*
- A: *When did the construction of the Mausoleum start?*
- B: *It started in September 1973.*

### PRESIDENT HO CHI MINH'S MAUSOLEUM

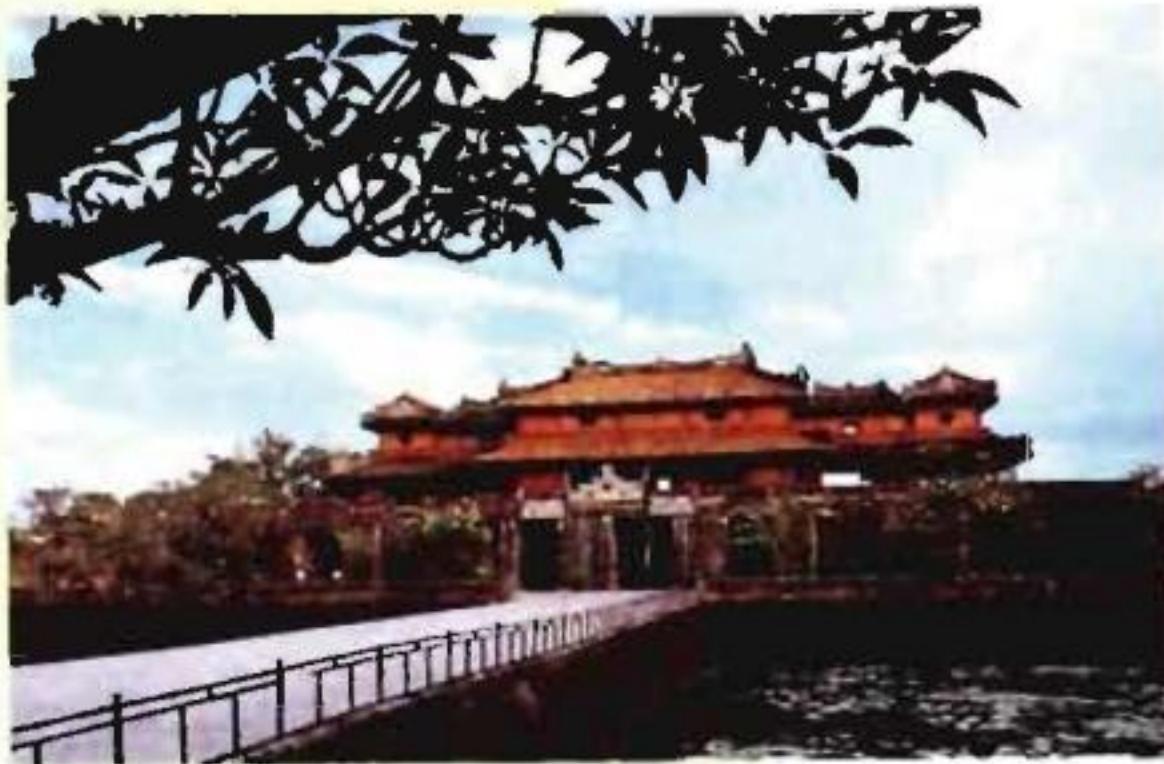
- Place: Ba Dinh District, Hanoi
- Built in September 1973, completed in August 1975
- 1<sup>st</sup> floor: a stand for important meetings organised at Ba Dinh Square.  
2<sup>nd</sup> floor: where the late president is lying, 3<sup>rd</sup> floor: the roof
- Visiting hours: 7:30 – 10:30 a.m. in summer and 8:00 – 11:00 a.m. in winter. Every day except Monday and Friday.
- Usually closed September 5 – December 10 for maintenance
- No photography allowed inside



 **Task 2.** *Work in pairs.* Take turns to act as a tourist guide and give a short introduction to either of the historical places below, using the information given.

## HUE IMPERIAL CITY

- Listed as a World Cultural Heritage by UNESCO in 1993
- In Hue City, 654 km from Hanoi and 1071 km from Ho Chi Minh City
- Construction: started 1805 and completed 1832
- Comprises 3 sections: the Royal Citadel, the Imperial Enclosure and the Forbidden City
- Open daily from 8:00 a.m. to 4:30 p.m.
- Admission fee: 55,000 VND



## THONG NHAT CONFERENCE HALL

- Also called Reunification Hall or Independence Palace
- In District No 1, Ho Chi Minh City, 1,730 km south of Hanoi
- Originally built in 1865 and heavily damaged by an air bombardment in February 1963
- Rebuilt and construction completed in 1966
- Has 5 floors with 100 beautifully decorated rooms and chambers
- Open daily from 7:30 to 11:00 a.m. and from 1:00 to 4:00 p.m.
- Admission fee: 10,000 VND



 **Task 3.** *Work in groups.* Ask other members of the group questions about a historical place they have been to or know about, note down the main information, and then report to the class what you have learnt about that place.

## C. LISTENING

### Before you listen

Work in pairs. Look at the pictures then answer the following questions.

1. What are the names of the places?
2. Which of the places have you been to?
3. Which one would you like to visit most? Why?



- Listen and repeat.

merchant	pillar
carved	destination
vessel	ornamental
heritage	certified



*Assembly Hall of Cantonese Chinese Congregation*



*Tan Ky House*



*Japanese Covered Bridge*

## While you listen

 **Task 1.** Listen and choose A, B, or C that best completes the sentence.

1. Hoi An is located \_\_\_\_\_ kilometres south of Da Nang.
  - A. 13
  - B. 30
  - C. 16
  
2. Hoi An used to be an important trading centre \_\_\_\_\_.
  - A. in Southeast Asia
  - B. in the 19<sup>th</sup> century
  - C. in the Far East
  
3. Hoi An is well-known for its old houses which are \_\_\_\_\_.
  - A. small and thatch-roofed
  - B. narrow and carved
  - C. small and tile-roofed
  
4. The Japanese Covered Bridge was built \_\_\_\_\_.
  - A. in 1855
  - B. in the 18<sup>th</sup> century
  - C. in the 16<sup>th</sup> century
  
5. Tan Ky House was built as a \_\_\_\_\_.
  - A. house for a Chinese merchant
  - B. meeting hall for the Cantonese Chinese
  - C. house for a Vietnamese merchant

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

1. Where is the ancient town of Hoi An situated?
2. What was Hoi An known as between the 16<sup>th</sup> and the 17<sup>th</sup> centuries?
3. What is it now famous for?
4. What are the old houses in Hoi An like?
5. How old is the Assembly Hall of Cantonese Chinese Congregation?
6. When was Tan Ky House built?
7. What is special about this house?
8. When was Hoi An recognised by UNESCO as a World Cultural Heritage Site?

### After you listen

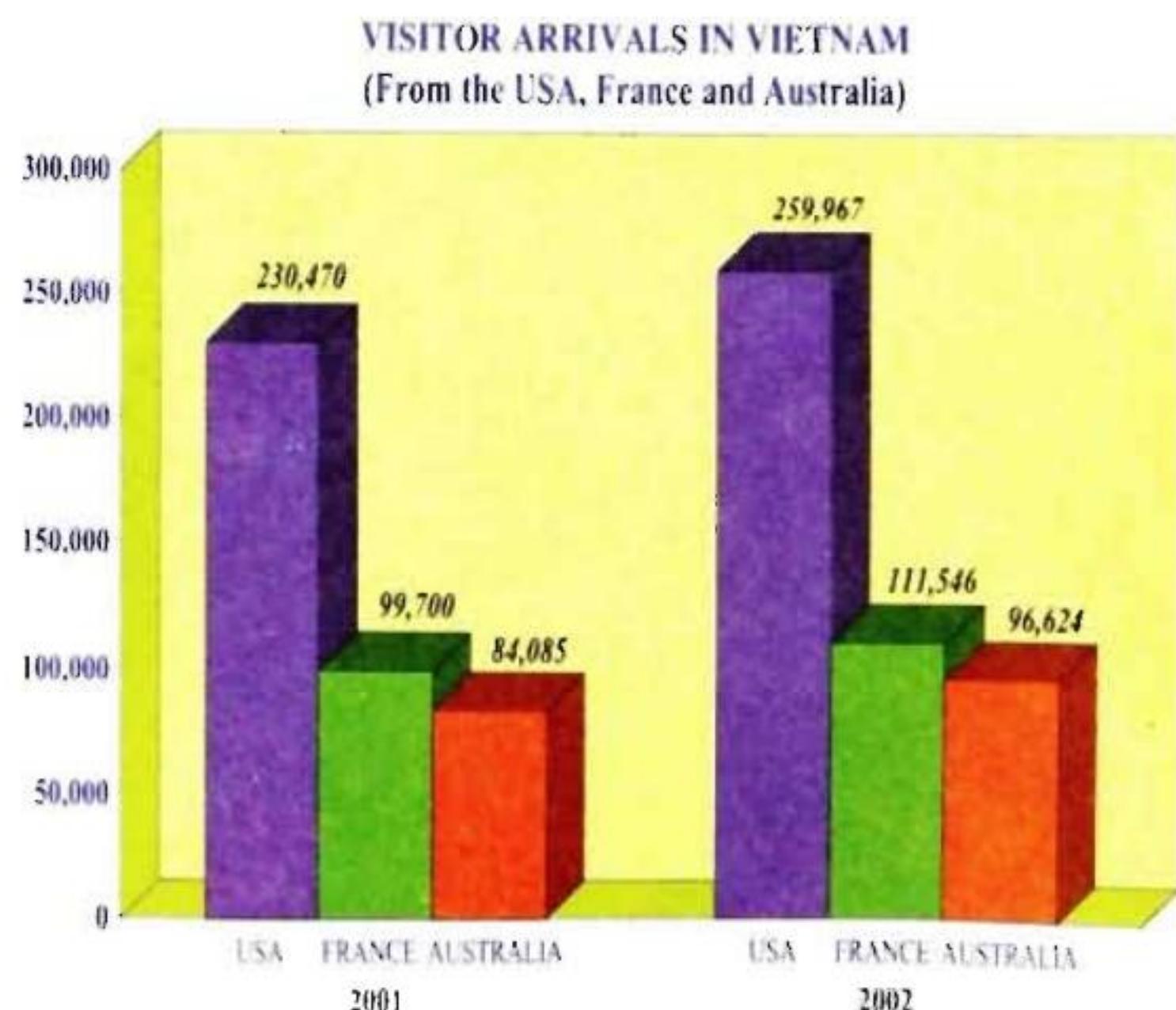
*Work in groups.* Talk about the ancient town of Hoi An, using the following cues.

- its location and roles in the past
- its attractive characteristics at present
- its main tourist attractions and their features

## D. WRITING

### Describing a chart

 Task 1. The chart on the right presents some information about visitor arrivals in Vietnam from the USA, France and Australia in 2001 and 2002. Study the chart and then answer the questions that follow.



(Source: Vietnam National Administration, 2002)

1. According to the chart, which country had the biggest number of visitors to Vietnam in 2001?
2. How many French visitors arrived in Vietnam in 2001?
3. Which country had the smallest number of visitors to Vietnam in 2002?
4. Is the number of Australian visitors coming to Vietnam in 2001 greater than that in 2002?
5. Which country, France or Australia, had more visitors to Vietnam in 2002?
6. How did the number of American visitors to Vietnam in 2002 increase in comparison with that in 2001?

 **Task 2.** Based on the answers to the questions above, write a description of the chart provided in Task 1.

## E. LANGUAGE FOCUS

● **Pronunciation:** / ʒ / – / ʃ /

● **Grammar and vocabulary:**

1. **Comparatives and superlatives**
2. **Making comparisons**

### Pronunciation

- Listen and repeat.

/ ʒ /

television  
pleasure  
measure

Asia  
illusion  
massage

/ ʃ /

shop  
machine  
Swedish

washing  
English  
special

- Practise these sentences.

1. It's his pleasure to visit Asia.
2. You shouldn't have any illusions about television.
3. A massage can be a good measure to help you relax.
4. Does this shop sell washing machines?
5. Is he English or Swedish?
6. Is there anything special on TV tonight?

## Grammar and vocabulary

### • Comparatives and superlatives

Exercise 1. Write the comparative and superlative forms of the adjectives.

Adjective	Comparative	Superlative
1. cheap	<i>cheaper</i>	<i>the cheapest</i>
2. expensive	<i>more expensive</i>	<i>the most expensive</i>
3. young		
4. happy		
5. big		
6. busy		
7. intelligent		
8. beautiful		
9. bad		
10. far		
11. new		
12. dangerous		

Exercise 2. Put the words in the correct order to make sentences or questions.

1. family/the/am/my/in/1/oldest

*I am the oldest in my family.*

2. sister/me/my/than/younger/is

3. class/who/oldest/the/the/in/is/?

4. passenger/plane/used to be/Concord/world/fastest/the/in/the

5. book/interesting/than/my/your/more/is/book

6. bought/expensive/shop/the/in/watch/most/Peter/the

7. cheapest/buy/you/shop/in/the/the/did/watch/?

8. difficult/German/English/is/than/more/much

9. weather/better/today/than/much/is/yesterday/the

### • Making comparisons

**Exercise 3.** Look carefully at each line. Some of the lines are correct, and some have a word which should not be there. Put a tick (✓) for each correct line. If a line has a word which should not be there, write the word in the space.

### *Transport solutions*

First of all, walking is obviously the cheapest means of travelling, and can be the quicker in a city centre. Of course, the further you have to go, the more so tired you will become.

In some ways walking is more healthier than travelling by bus or car, but it can be just as the unhealthy because cities are the much more polluted than they used to be. Cars are faster of course and more than convenient, but as cities become more of crowded, parking is getting harder. Sometimes public transport is better, even though buses don't go as fast as cars do it. Cars are a lot more and convenient but as they cause most pollution, it is the better to avoid using them if possible. In a city the fastest way of travelling is on a bike, which keeps you fitter and is not so that noisy as a motorbike or a car.

.....✓.....

.....the.....

1.....

2.....

3.....

4.....

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15.....

## TEST YOURSELF F

### I. Listening (2.5 points)

Listen and fill each blank with the missing word.

Well, I think that living in Bangkok is very exciting, but I haven't lived here all my life. My family came here when I was (1) \_\_\_\_\_.

But now it is my home. Nearly all my (2) \_\_\_\_\_ live here.

It's our (3) \_\_\_\_\_ city, and very big. From morning till night there are (4) \_\_\_\_\_ of people on the main streets. Some parts of the city are very (5) \_\_\_\_\_. I have a long journey to school every day, but I don't mind because it's so (6) \_\_\_\_\_. There's always something happening in the (7) \_\_\_\_\_. There are all kinds of people selling things – fruits, (8) \_\_\_\_\_, cooked food, clothes – everything you could imagine. I really (9) \_\_\_\_\_ the excitement of the crowded streets and large (10) \_\_\_\_\_ buildings. I love walking around the streets at the weekend with some other boys from my class.

### II. Reading (2.5 points)

Read the passage, and choose A, B, or C that best completes the sentences.

Sydney – the largest metropolitan area in Australia – is located on the southeastern coast of the country. With a population of about 4 million people, it is the capital of New South Wales (NSW), Australia's most populous and economically important state. The city is a dynamic cultural centre with the economy focused on service industries, tourism, manufacturing, and international commerce. Its harbour is one of the leading centres of intercontinental trade in the Asia-Pacific region.

Sydney was founded as a British colony on January 26, 1788. Today, the natural harbour forms the centrepiece of a modern, cosmopolitan city. Sydney's population is diverse with its people coming from many other countries, which results in the city's vibrant cultural life. It is the top Australian destination for tourists from abroad, and tourism is a leading industry in the city. Sydney hosted the 2000 Summer Olympic Games, which boosted its image worldwide as the gateway to Australia.

1. Sydney is \_\_\_\_\_.
  - A. the capital of Australia
  - B. the capital of the Asia-Pacific region
  - C. the capital of New South Wales
  
2. The population of New South Wales is \_\_\_\_\_.
  - A. larger than that of other states of Australia
  - B. smaller than that of other states of Australia
  - C. as large as that of any other states of Australia
  
3. The harbour is \_\_\_\_\_.
  - A. the most important feature of Sydney
  - B. a dynamic cultural centre
  - C. a cosmopolitan city
  
4. Sydney has a vibrant cultural life because \_\_\_\_\_.
  - A. its people come from different parts of the world
  - B. it was founded by the British
  - C. it is the top destination for tourists abroad
  
5. After the 2000 Summer Olympic Games in Sydney \_\_\_\_\_.
  - A. more people come to Australia through Sydney
  - B. fewer people come to Australia through Sydney
  - C. people had a bad opinion of the city

### **III. Grammar (2.5 points)**

Combine the following pairs of sentences, changing the second sentence into a non-defining relative clause, and putting it in the correct place (1.5 points).

#### **Example:**

When I was in town, I met your sister. She was shopping for some clothes.

*When I was in town, I met your sister, **who was shopping for some clothes.***

1. Their house is quite big and modern. It's in the suburb of the city.
2. The new English teacher seems to be very friendly. I met her yesterday.
3. Sandra has got a new job with Capital Insurers. It's a much better company than the last one she worked for.
4. Her latest novel is really good. I read it on holiday.
5. This bag is full of books. I carried it all the way from the station.

- Put the adjectives in brackets into the comparative or superlative form. **(1 point)**

Pam: So how are you enjoying living in the new place?

Debbie: Oh, it's very nice. The house is much (1) \_\_\_\_\_ (big) than the one we had in London, and one of the (2) \_\_\_\_\_ (good) things is being able to walk in the garden.

Pam: So all in all, it's much (3) \_\_\_\_\_ (good) than London, isn't it?

Debbie: Yes, I think so. In London, it's certainly (4) \_\_\_\_\_ (polluted), and (5) \_\_\_\_\_ (stressful). Here it's so much quieter, and that's good for my health.

#### IV. Writing (2.5 points)

Write a description of Taipei, using the cues below.

- capital city of Taiwan
- founded in the 18<sup>th</sup> century
- population: 2.3 million
- country's most exciting city
- weather: humid, not very pleasant
- busy city, crowded streets
- famous for excellent museums

# GLOSSARY

## UNIT 1

air-hostess (n)	/'eə(r) həʊstəs/	nữ tiếp viên hàng không
alternate (v)	/'ɔ:ltəneɪt/	thay phiên, xen kẽ
announce (v)	/ə'nauns/	thông báo
bank (n)	/bæŋk/	bờ
dip (v)	/dɪp/	nhúng, ngâm, đâm xuồng
fasten (v)	/'fa:sn/	thắt, buộc
fasten seat belt	/'fa:sn si:t belt/	thắt dây an toàn
fire brigade	/faɪə(r) bri'geɪd/	dội cứu hỏa
go off	/gəʊ ɒf/	đô chuông (đồng hồ)
harrow (v)	/'hærəʊ/	bừa
plough (v)	/plau/	cày
pump (v)	/pʌmp/	bơm
stare death in the face	/steə(r) deθ in ðə feɪs/	đối mặt với tử thần
stewed	/stju:d/, /stu:d/	(được) ninh, hầm, kho
typical (adj)	/'tɪpɪkl/	diễn hình

## UNIT 2

corner shop	/'kɔ:nə(r) ʃɒp/	cửa hàng ở góc phố
marital status	/'mærɪtl 'steɪtəs/	tình trạng hôn nhân
origin (n)	/'ɒrɪdʒɪn/	nguồn gốc, lai lịch
profession (n)	/prə'feʃn/	nghề nghiệp
semester (n)	/sɪ'mestə(r)/	học kì
stuck (adj)	/stʌk/	bị tắc, bị kẹt

## UNIT 3

ambitious (adj)	/æm'bɪʃəs/	nhiều tham vọng
background (n)	/'bækgraund/	lai lịch
curriculum vitae	/kə,rɪkjələm 'vi:tai/	ban lì lịch
diploma (n)	/dɪ'pləʊmə/	chứng chỉ, văn bằng
ease (v)	/i:z/	lâm dịu đi, giảm bớt
gift (n)	/gɪft/	năng khiếu, năng lực
humane (adj)	/hju:'meɪn/	nhân đức, thương người
humanitarian (adj)	/hju:,mænɪ'teəriən/	nhân đạo
interrupt (v)	/,ɪntə'rʌpt/	tạm ngừng, làm gián đoạn
rare (adj)	/reə(r)/	hiếm, hiêm có
romantic (adj)	/rəʊ'mæntɪk/	lãng mạn
strong-willed (adj)	/,strɒŋ'wɪld/	có ý chí mạnh mẽ
tragic (adj)	/'trædʒɪk/	bí thảm, bí kịch

## UNIT 4

add (v)	/æd/	cộng
deaf (adj)	/def/	điếc
demonstration (n)	/,demən'streɪʃn/	sự thể hiện, sự thuyết minh
determination (n)	/dɪ,tə'mi'neɪʃn/	sự quyết tâm
disabled (adj)	/dɪs'eɪbləd/	tàn tật
dumb (adj)	/dʌm/	cảm
enclose (v)	/ɪn'kləʊz/	gửi kèm theo
exhibition (n)	/,eksɪ'bɪʃn/	cuộc triển lãm
gradually (adv)	/'grædʒuəli/	dần dần
mentally retarded	/'mentəli rɪ'ta:dɪd/	chậm phát triển trí tuệ
opposition (n)	/,ɒpə'zɪʃn/	sự chống đối, phản đối
passion (n)	/'pæʃn/	niềm say mê
photogenic (adj)	/fəʊtə'dʒenɪk/	ăn ảnh, lên ảnh đẹp
photography (n)	/fə'tɔgrəfi/	nhiếp ảnh
require (v)	/rɪ'kwaɪə(r)/	yêu cầu, đòi hỏi
schooling (n)	/'sku:lɪŋ/	sự dạy dỗ (giáo dục) ở nhà trường
sorrow (n)	/'sɒrəʊ/	nỗi buồn
stimulate (v)	/'stɪmju:leɪt/	khuyến khích, thúc đẩy
subtract (v)	/səb'trækt/	trừ
time-consuming (adj)	/'taɪm kənsju:mɪŋ/	tốn nhiều thời gian

## UNIT 5

camcorder	/'kæmkɔ:də(r)/	máy quay video
CD ROM	/,si:di:'rɒm/	đĩa CD dùng để lưu trữ
(Compact Disc Read-Only-Memory)		một khối lượng lớn dữ liệu
central processing unit	/'sentrəl prəʊ'sesɪŋ 'ju:nɪt/	bộ xử lý trung tâm (CPU)
communicator (n)	/kə'mju:nɪkeɪtə(r)/	người giao tiếp
computer screen	/kəm'pju:tə(r) skrɪ:n/	màn hình máy tính
dial (v)	/'daɪəl/	quay số
floppy disk	/'fləʊpi dɪsk/	đĩa mềm
hardware (n)	/'ha:dweə(r)/	phần cứng
insert (v)	/ɪn'sɜ:t/	cho vào, chèn vào
keyboard (n)	/'ki:bɔ:d/	bàn phím
miraculous (adj)	/mɪ'rækjələs/	ki diệu, thần ki
mouse (n)	/maʊs/	chuột (máy tính)
places of scenic beauty	/ plæsɪz əv si:nɪk bɪ:tɪ/	thắng cảnh
press (v)	/pres/	ấn, nhấn
printer (n)	/prɪntə(r)/	máy in
software (n)	/'sɒftweə(r)/	phần mềm
visual display unit (VDU)	/'vɪʒuəl 'dɪspleɪ 'ju:nɪt/	thiết bị hiển thị hình ảnh, màn hình

## UNIT 6

altitude (n)	/'æltɪtju:d/	dộ cao
Botanical Garden	/bətænɪkl ˈga:dn/	
cave (n)	/keɪv/	vườn bách thảo
destination (n)	/destɪ'neɪʃn/	hang, hang động
glorious (adj)	/glɔ:rɪəs/	nơi đến, đích
left-overs (n)	/lef:təʊvəz/	rực rỡ, lồng lẫy
permission (n)	/pə'mɪʃn/	thức ăn còn thừa
persuade (v)	/pə'sweɪd/	sự cho phép
picturesque (adj)	/pɪktʃə'resk/	thuyết phục
resort (n)	/rɪzɔ:t/	dẹp như tranh
site (n)	/saɪt/	nơi nghỉ
		địa điểm, vị trí

## UNIT 7

aurally (adv)	/'ɔ:rəli/	bằng thính giác
cartoon (n)	/ka:tʊ:n/	bằng tai
comedy (n)	/kɒmədi/	hoạt hình
documentary (n)	/dɒkju'mentri/	hài kịch, phim hài
feature (n)	/'fi:tʃə(r)/	phim tài liệu
internet (n)	/'ɪntənet/	đặc điểm, đặc trưng
mass media (n)	/mæs'mi:diə/	mang may tính toàn
orally (adv)	/'ɔ:rəli/	cầu
passive (adj)	/pæsɪv/	thông tin đại chúng
quiz show (n)	/kwɪz ʃəu/	bằng lôi nói
visually (adv)	/vɪzʊəli/	bị động, thụ động
weather forecast (n)	/'weðə(r) 'fo:ka:st/	chương trình đó xin
wildlife (n)	/'waɪldlaɪf/	bằng thị giác, bằng
		mắt
		dự báo thời tiết
		sinh vật hoang dã

## UNIT 8

atmosphere (n)	/ætməsfɪə(r)/	không khí
better (v)	/'betə(r)/	cai thiện, làm cho
brick (n)	/brɪk/	tốt hơn
bumper crop	/'bʌmpə(r) krɒp/	gạch
cash crop	/kæʃ krɒp/	vụ mùa bội thu
crop (n)	/krɒp/	cây trồng thường
farming method	/'fɑ:mɪŋ 'meθəd/	phẩm
		mua mang
flooded (adj)	/flədɪd/	phương pháp canh
holiday resort	/'hɒlədeɪ rɪ'zɔ:t/	tác
		bị ngập lụt
		khu nghỉ, thành phố
		du lịch
last (v)	/la:st/	kéo dài
mud (n)	/mʌd/	bùn, đất ướt nhão
muddy (adj)	/mʌdi/	lầy lội
raise (v)	/reɪz/	nâng lên
resurface (v)	/ri:sə:sfɪs/	trai lại (mặt đường)
shortage (n)	/'ʃɔ:tɪdʒ/	sự thiếu thốn
straw (n)	/strɔ:/	rom rạ
widen (v)	/'waɪdn/	mở rộng

## UNIT 9

at stake	/ət steɪk/	bị đe dọa (doa)
biodiversity (n)	/baɪəʊdɪərɪ'vɪətɪ/	đa dạng sinh học
carnivore (n)	/kɑ:nɪvɔ:(r)/	động vật ăn thịt
dolphin (n)	/dɒlfɪn/	cá heo
entrapment (n)	/ɪn'træpmənt/	sự đánh bẫy, mắc bẫy
gestation (n)	/dʒe'steɪʃn/	sự thai nghén
gulf (n)	/gʌlf/	vịnh
herbicide (n)	/hɜ:bɪsایd/	chất diệt cỏ
jellyfish (n)	/'dʒelɪfiʃ/	con sứa
krill (n)	/krɪl/	loài nhuyễn thể (tôm cua, sò hén nhỏ) mà cá voi ăn
offspring (n)	/'ɒfsp्रɪŋ/	con cái, con đẻ
organism (n)	/'ɔ:gənɪzəm/	sinh vật, cá thể
reveal (v)	/rɪ'veɪl/	tiết lộ, bộc lộ
seal (n)	/si:l/	chó biển, hải cẩu
shark (n)	/ʃa:k/	cá mập
sperm whale (n)	/spɜ:m'weɪl/	cá nhà táng
starfish (n)	/'sta:fɪʃ/	con sao biển
submarine (n)	/sʌbmaɪnɪərɪ/	tàu ngầm
turtle (n)	/tɜ:tɪl/	rùa biển
whale (n)	/weɪl/	cá voi

## UNIT 10

breed (v)	/bri:d/	nuôi, gầy giống
cancer (n)	/kænsə(r)/	bệnh ung thư
conservation (n)	/kɒnsə'veɪʃn/	sự bảo tồn
create (v)	/kri:'eɪt/	tạo ra
damage (n)	/dæmɪdʒ/	thiệt hại, tổn thất
defence (n)	/dɪ'fens/	sự bảo vệ
destruction (n)	/dɪ'strʌkʃn/	sự tàn phá
endangered species	/ɪn'deɪndʒəd spi:ʃi:z/	các loài động (thực) vật có nguy cơ tuyệt chủng

erosion (n)	/ɪ'rəʊʒn/	sự xói mòn
forester (n)	/'fɔ:ristə(r)/	người trông coi rừng, người làm lâm nghiệp

imprison (v)	/ɪm'prɪzn/	bo tú, tống giam
reconstruction (n)	/rɪ:kən'strʌkʃn/	việc xây dựng lại
risky (adj)	/rɪ'ski:/	đáy rủ ropies, nguy hiểm
variety (n)	/və'reiəti/	sự đa dạng
vegetation (n)	/'vedʒə'teɪʃn/	thực vật, cây cối
will (n)	/wɪl/	mong muôn, ý chí

## UNIT 11

abandon (v)	/ə'bændən/	từ bỏ
butterfly (n)	/'bʌtəflai/	bướm
contamination (n)	/kən'tæmɪneɪʃn/	sự ô nhiễm
endanger (v)	/ɪn'deɪndʒə(r)/	gây nguy hiểm
ethnic minority	/eθnɪk'maɪnɔ:rəti/	dân tộc thiểu số
explore (v)	/ɪk'splɔ:(r)/	thám dò
fauna	/'fɔ:nə/	hệ động vật
fine (n)	/fain/	nền phat
flora	/'flɔ:rə/	hệ thực vật

orphan (v)	/'ɔ:fn/	(khiến cho) mồ côi
sub-tropical (adj)	/sʌb'tropikl/	cận nhiệt đới
wilderness (n)	/'wildənəs/	vùng hoang dã, bãi hoang

## UNIT 12

classical music	/'klæsɪkl'mju:zɪk/	nhạc cổ điển
communicate (v)	/kə'mju:nɪkeɪt/	giao tiếp
compose (v)	/kəm'pəuz/	sáng tác, soạn nhạc
composer (n)	/kəm'pəuzə(r)/	nhà sáng tác, soạn nhạc
delight (v)	/dɪ'lart/	làm cho vui vẻ, dẽ chịu
emotion (n)	/ɪ'meʊʃn/	tinh cam
folk music	/fəuk 'mju:zɪk/	nhạc dân gian
funeral (n)	/'fju:nərəl/	dám tang
gentle (adj)	/dʒentl/	nhẹ nhàng, dịu êm
integral part	/'ɪntɪgrəl pa:t/	phản thiết yếu
jazz (n)	/dʒæz/	nhạc jazz
hull (v)	/hʌl/	ru (ngu)
lyrical (adj)	/'lɪrɪkl/	trữ tình
mournful (adj)	/'mɔ:nfl/	tang thương, buồn tham
national anthem	/'næʃnəl 'ænθəm/	quốc ca
powerful (adj)	/'paʊəfl/	mạnh mẽ
rousing (adj)	/'raʊzɪŋ/	khuấy động, hào hứng, sôi nổi
serene (adj)	/sə'rɪ:n/	thanh bình, tĩnh lặng
solemn (adj)	/'sɒləm/	trang nghiêm

## UNIT 13

action film	/'ækʃn fɪlm/	phim hành động
audience (n)	/'ɔ:diəns/	khán giả, cư toạ
cartoon film	/ka:t'u:n fɪlm/	phim hoạt hình
character (n)	/kærəktə(r)/	nhân vật
cinema (n)	/'sɪnəmə/	rạp chiếu phim, điện ảnh
detective film	/dɪ'tektɪv fɪlm/	phim trinh thám
disaster (n)	/dɪ'za:stə(r)/	thảm họa, tai họa
discover (v)	/dɪs'kʌvə(r)/	phát hiện, tìm ra
horror film	/'hɔrə(r) fɪlm/	phim kinh dị
liner (n)	/'laɪnə(r)/	tàu thuy
love story film	/lʌv 'stɔri fɪlm/	phim tâm lí tình cảm
motion (n)	/'məuʃn/	động, sự vận động
movement (n)	/'mu:vmənt/	chuyển động
science fiction film	/'saɪəns 'fɪkʃn fɪlm/	phim khoa học viễn tưởng

## UNIT 14

ambassador (n)	/æm'bæsədə(r)/	đại sứ
champion (n)	/'tʃæmpɪən/	nhà vô địch, quán quân
championship (n)	/'tʃæmpɪənʃɪp/	giải vô địch, chức vô địch
committee (n)	/kə'miti:/	ủy ban
compete (v)	/kəm'pi:t/	đua tài, cạnh tranh
competition (n)	/kəmpə'tɪʃn/	cuộc thi đấu, sự cạnh tranh

defeat (v)	/dɪ'fi:t/	danh thắng, vượt qua
event (n)	/ɪ'vent/	sự kiện
globe (n)	/gləub/	qua địa cầu
goal-scorer (n)	/gəul'skɔ:rə(r)/	người ghi bàn
hero (n)	/hɪərəu/	anh hùng
host (n)	/həʊst/	chủ nhà
postpone (v)	/pə'spəun/	hoãn lại
professional (adj)	/prə'feʃənl/	chuyên nghiệp

elimination games	/ɪ'lɪmɪneɪʃn geɪmz/	các trận đấu vòng loại
runner-up (n)	/'rʌnər'ʌp/	người về (đứng) thứ hai, á quân
score (n)	/skɔ:(r)/	tỉ số
title (n)	/'taɪtl/	danh hiệu (vô địch)
tournament (n)	/'tuənəmənt/	vòng (giai) thi đấu
trophy (n)	/'trəʊfi/	cúp, chiến lợi phẩm
victory (n)	/'vɪktəri/	sự chiến thắng
volunteer (n)	/vɒlən'tɪə(r)/	người tình nguyện

## UNIT 15

attract (v)	/ə'trækt/	thu hút, hấp dẫn
base (n)	/beɪs/	bè
characterise (v)	/'kærəktəraɪz/	đặc trưng hoá
convenient (adj)	/kən'vei:nɪənt/	thuận tiện
crown (n)	/kraun/	vương miện
finance (n)	/'faɪnæns/	tài chính
ice-free (adj)	/'aɪs fri:/	không bị đóng băng
located (adj)	/'ləʊkeɪtɪd/	o vị trí
metropolitan (adj)	/metrə'polɪtən/	(thuộc về) khu đô thị lớn

mingle (v)	/'mɪŋgl/	hoà lẫn, trộn lẫn
open (adj)	/'əupən/	cởi mở
reserved (n)	/rɪ'zɜ:vd/	đè dặt, kín đáo
robe (n)	/rəub/	áo choàng
tablet (n)	/'tæblət/	tấm bang nhô băng
torch (n)	/tɔ:tʃ/	đèn đuốc
unusual (adj)	/ʌn'ju:ʒuəl/	kì lạ, đặc biệt

## UNIT 16

banyan (n)	/'bænʃən/	cây đa
bombardment (n)	/bɒm'bɑ:dmənt/	sự ném bom
categorise (v)	/'kætəgəraɪz/	phân loại
chamber (n)	/'tʃeɪmbə(r)/	phòng lớn
citadel (n)	/'sɪtədəl/	thành luỹ
Confucian (a)	/kən'fju:ʃn/	(thuộc về) nhà nho
Confucius (n)	/kən'fju:ʃu:s/	Không Tứ
engrave (v)	/ɪn'greɪv/	khắc, chạm trổ
flourish (v)	/'flʌrɪʃ/	phát triển
heritage (n)	/'herɪtɪdʒ/	di sản
legend (n)	/'ledʒənd/	truyền thuyết
mausoleum (n)	/,məʊ:sə'li:əm/	lăng, lăng tẩm
memorialize (v)	/mə'mɔ:riəlaɪz/	tôn vinh, tưởng nhớ
merchant (n)	/'mɜ:tʃənt/	nha buôn, thương gia
scholar (n)	/'skɒlə(r)/	học giả
stèle (n), stelae (plural)	/'sti:li:/	bia
tile-roofed (a)	/'taɪlru:ft/	lợp ngói
vessel (n)	/'vesl/	thuyền lớn, tàu lớn

# PRONUNCIATION AND PHONETIC SYMBOLS

## CONSONANTS

/p/	pen	/pen/		/s/	see	/si:/
/b/	bad	/bæd/		/z/	zoo	/zu:/
/t/	tea	/ti:/		/ʃ/	shoe	/ʃu:/
/d/	did	/dɪd/		/ʒ/	vision	/'vɪʒn/
/k/	cat	/kæt/		/h/	hat	/hæt/
/g/	get	/get/		/m/	man	/mæn/
/tʃ/	chain	/tʃeɪn/		/n/	now	/nau/
/dʒ/	jam	/dʒæm/		/ŋ/	sing	/sɪŋ/
/f/	fall	/fɔ:l/		/l/	leg	/leg/
/v/	van	/væn/		/r/	red	/red/
/θ/	thin	/θɪn/		/j/	yes	/jes/
/ð/	this	/ðɪs/		/w/	wet	/wet/

## VOWELS AND DIPHTHONGS

/i:/	see	/si:/		/ʌ/	cup	/kʌp/
/ɪ/	happy	/hæpi/		/ɜ:/	fur	/fɜ:(r)/
/ɪ/	sit	/sɪt/		/ə/	about	/ə'baut/
/e/	ten	/ten/		/eɪ/	say	/seɪ/
/æ/	cat	/kæt/		/əʊ/	go	/gəʊ/
/ɑ:/	father	/'fɑ:ðə(r)/		/aɪ/	my	/maɪ/
/ɒ/	got	/gɒt/		/ɔɪ/	boy	/bɔɪ/
/ɔ:/	saw	/sɔ:/		/au/	now	/nau/
/ʊ/	put	/put/		/ɪə/	near	/nɪə(r)/
/u:/	too	/tu:/		/eə/	hair	/heə(r)/
/ʊ/	actual	/'æktʃuəl/		/uə/	pure	/pjuə(r)/

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HUÂN CHƯƠNG HỒ CHI MINH



VƯƠNG MIỀN KIM CƯƠNG  
CHẤT LƯỢNG QUỐC TẾ

## SÁCH GIÁO KHOA LỚP 10

1. TOÁN HỌC	8. TIN HỌC 10
• ĐẠI SỐ 10 • HÌNH HỌC 10	9. CÔNG NGHỆ 10
2. VẬT LÍ 10	10. GIÁO DỤC CÔNG DÂN 10
3. HOÁ HỌC 10	11. GIÁO DỤC QUỐC PHÒNG - AN NINH 10
4. SINH HỌC 10	12. NGOẠI NGỮ
5. NGỮ VĂN 10 (tập một, tập hai)	• TIẾNG ANH 10 • TIẾNG PHÁP 10
6. LỊCH SỬ 10	• TIẾNG NGA 10 • TIẾNG TRUNG QUỐC 10
7. ĐỊA LÍ 10	

### SÁCH GIÁO KHOA LỚP 10 - NÂNG CAO

Ban Khoa học Tự nhiên :

- TOÁN HỌC (ĐẠI SỐ 10, HÌNH HỌC 10)
- VẬT LÍ 10 • HOÁ HỌC 10 • SINH HỌC 10

Ban Khoa học Xã hội và Nhân văn :

- NGỮ VĂN 10 (tập một, tập hai)
- LỊCH SỬ 10 • ĐỊA LÍ 10
- NGOẠI NGỮ (TIẾNG ANH 10, TIẾNG PHÁP 10, TIẾNG NGA 10, TIẾNG TRUNG QUỐC 10)



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