

BỘ GIÁO DỤC VÀ ĐÀO TẠO

Tiếng Anh

10

NÂNG CAO



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

BỘ GIÁO DỤC VÀ ĐÀO TẠO

TỨ ANH (Tổng Chủ biên)

MAI VI PHƯƠNG (Chủ biên)

PHAN HÀ – HUỲNH ĐÔNG HẢI – HUỲNH THỊ KIM HOA
VŨ THỊ LAN – TRẦN ĐÌNH NGUYỄN LỮ – LƯƠNG THỊ LÝ
NGUYỄN MINH – SONG PHÚC

Tiếng Anh

10

NÂNG CAO

(Tái bản lần thứ bảy)

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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

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LỜI NÓI ĐẦU

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

Sách **Tiếng Anh 10 nâng cao** gồm 16 bài học (*unit*) và 4 bài ôn tập (*consolidation*). Các bài học thể hiện những chủ điểm: *School Talks ; People's Backgrounds ; Daily Activities ; Special Education ; Technology ; School Outdoor Activities ; The Media ; Life in the Community ; Undersea World ; Conservation ; National Parks ; Music ; Theater and Movies ; The World Cup ; The Pacific Rim ; Historical Places*.

– Mỗi bài học (*unit*) gồm:

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

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

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

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

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

Tập thể các tác giả mong rằng sách **Tiếng Anh 10 (chương trình nâng cao)** sẽ giúp cho các em học sinh vui học và thực hành tiếng Anh có kết quả. Chúng tôi rất mong nhận được sự góp ý của các thầy cô giáo và các em học sinh.

CÁC TÁC GIẢ _____

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Abbreviations

Pronunciation Symbols

Book Map

| UNIT | FUNCTION | READING | LISTENING |
|---|---|---|---|
| 1 School Talks | <ul style="list-style-type: none"> – Talking about school activities – Expressing opinions | Team learning: true and false; mapping and filling facts; questions and answers | Listening to school activities: checking true - false; answering questions |
| 2 People's Backgrounds | <ul style="list-style-type: none"> – Talking about people's backgrounds – Discussing famous people's contributions to society | Details about three people's backgrounds: gap filling; questions and answers | Listening to a scientist's background: pointing out mistakes; filling blanks; answering multiple-choice questions |
| 3 Daily Activities | <ul style="list-style-type: none"> – Talking about daily activities | A worker's typical day: scanning for details; completing table; questions and answers; matching | Listening to the interview of a famous person: checking and filling blanks |
| 4 Special Education | <ul style="list-style-type: none"> – Talking about some types of special education – Talking about school life in special education | Life of a famous disabled person: rearranging facts; multiple choice; questions and answers | Listening to a school for the disabled: gap filling; checking true and false |

| SPEAKING | WRITING | LANGUAGE FOCUS |
|--|-------------------------------|--|
| Talking about likes and dislikes | Writing a narrative | <ul style="list-style-type: none"> – Words of the same family – Gerund/ <i>To</i> + base form of verb |
| Talking about people's backgrounds: making questions and answers | Writing a summary | <ul style="list-style-type: none"> – Compound adjectives – <i>Wh</i>-questions |
| Talking about daily activities: interviewing and reporting | Writing a letter of complaint | <ul style="list-style-type: none"> – Nouns functioning as adjectives – Revision of the present simple, present progressive, present perfect, and past simple |
| Giving opinions on problems of disabled children | Filling a registration form | <ul style="list-style-type: none"> – Adjectives used as nouns – Revision of the past simple and the past perfect |

| UNIT | FUNCTION | READING | LISTENING |
|---|---|---|---|
| <p>5</p> <p>Technology</p> | <ul style="list-style-type: none"> - Talking about new technology in daily life and uses of modern inventions | <p>Reading and interpreting facts about life in the future: multiple choice; questions and answers</p> | <p>Listening to the operations of a technical device: matching pictures with information; rearranging pictures</p> |
| <p>6</p> <p>School Outdoor Activities</p> | <ul style="list-style-type: none"> - Talking about school outdoor activities | <p>Reading about camping: checking true and false; finding word meanings</p> | <p>Listening to preparations for an outdoor activity: numbering pictures; checking facts</p> |
| <p>7</p> <p>The Mass Media</p> | <ul style="list-style-type: none"> - Talking about different types of mass media - Talking about advantages and disadvantages of mass media | <p>Reading news headlines: matching paragraphs with subheadings; scanning for details; filling blanks</p> | <p>Listening to a TV talk show: checking facts</p> |
| <p>8</p> <p>Life in the Community</p> | <ul style="list-style-type: none"> - Talking about changes of life in the community - Talking about plans - Giving directions | <p>Reading about markets: matching subheadings with paragraphs; scanning; multiple choice; checking for details</p> | <ul style="list-style-type: none"> - Listening for specific sounds - Listening to changes in a town: checking details, giving short answers |

| SPEAKING | WRITING | LANGUAGE FOCUS |
|--|--|---|
| Giving opinions | Giving instructions | <ul style="list-style-type: none"> – Prefixes – The present perfect passive – <i>Used to</i> + base form of verb |
| Expressing agreement and disagreement | Writing a confirmation letter | <ul style="list-style-type: none"> – Words that go together – <i>Will vs. be going to</i> – The present progressive vs. <i>be going to</i> |
| Expressing likes and dislikes about mass media | Writing about advantages and disadvantages of the mass media | <ul style="list-style-type: none"> – Learning associated words together – Reporting agreements, apologies, promises, suggestions, etc. |
| Giving opinions about plans | Giving directions | <ul style="list-style-type: none"> – Prepositions of directions – Conditional sentences: type 1 – <i>Because of, in spite of / despite</i> |

| UNIT | FUNCTION | READING | LISTENING |
|---|---|--|---|
| <p>9</p> <p>Undersea World</p> | <ul style="list-style-type: none"> – Talking about some types of sea creatures and undersea life – Talking about how to protect sea creatures | <p>Reading about dolphins: checking true and false; finding word meanings</p> | <p>Listening to the song about a whale</p> |
| <p>10</p> <p>Conservation</p> | <ul style="list-style-type: none"> – Talking about national parks and nature conservation – Talking about advantages and disadvantages of national parks – Discussing advantages and disadvantages of ecotourism – Talking about how to protect sea creatures, national parks, and the environment in general | <p>Reading about national parks in Viet Nam: matching subheadings with paragraphs; questions and answers</p> | <ul style="list-style-type: none"> – Listening for specific stress patterns – Listening and gap filling |
| <p>11</p> <p>National Parks</p> | <ul style="list-style-type: none"> – Talking about national parks | <p>Reading about two national parks in the US and in Australia: filling a table; reading graphs to answer questions; gap filling</p> | <p>Listening for specific information about a national park: checking boxes; questions and answers</p> |
| <p>12</p> <p>Music</p> | <ul style="list-style-type: none"> – Talking about different types of music – Talking about history of music – Talking about the roles of music in society | <p>Reading about types and history of music: scanning for details to answer questions; gap filling</p> | <p>Listening to songs: gap filling</p> |

| SPEAKING | WRITING | LANGUAGE FOCUS |
|---|--|--|
| Asking for and giving reasons or explanations | Writing invitations | <ul style="list-style-type: none"> – Formation of compound adjectives – Restrictive relative clauses with <i>who</i>, <i>that</i>, or <i>which</i> – Non-restrictive relative clauses with <i>which</i> |
| Making suggestions about nature conservation | Writing a letter of acceptance or refusal | <ul style="list-style-type: none"> – Word forms – The modal auxiliary <i>should</i> – Conditional sentences: type II and type III |
| Asking for permission and giving reasons for refusal | Interpreting and describing graphs: gap filling; giving answers based on graphs; writing graph interpretation; predicting statistics | <ul style="list-style-type: none"> – Word forms – Reduced relative clauses – The passive voice with different verb forms / modals |
| Expressing attitudes toward types of music: positive / neutral / negative attitudes | Writing a brief profile | <ul style="list-style-type: none"> – Prefix <i>non-</i> – Information questions – <i>It was not until . . . that</i> |

| UNIT | FUNCTION | READING | LISTENING |
|---|---|--|--|
| <p>13</p> <p>Theater and Movies</p> | <ul style="list-style-type: none"> - Expressing attitudes and preferences - Giving the profile of a famous actor / actress | <p>Reading about the causes of the appeal of the theater: scanning for details; gap filling; multiple choice</p> | <p>Listening for specific information about the American motion picture: years; multiple choice; checking true and false</p> |
| <p>14</p> <p>The World Cup</p> | <ul style="list-style-type: none"> - Talking about popular sports in school - Talking about soccer - Talking about the World Cup | <p>Reading about the World Cup: scanning for details; checking true and false; table filling; gap filling</p> | <p>Listening for gist about different sports: matching information with pictures</p> |
| <p>15</p> <p>The Pacific Rim</p> | <ul style="list-style-type: none"> - Giving information about some English-speaking cities - Interpreting statistics | <p>Reading about the diversity and future of the Pacific Rim: matching pictures with paragraphs; scanning for details; table filling, word meanings; questions and answers</p> | <ul style="list-style-type: none"> - Listening for gist about a number of countries: names of countries - Listening for specific information |
| <p>16</p> <p>Historical Places</p> | <ul style="list-style-type: none"> - Talking about historical places | <p>Reading about an ancient city of Japan: skimming; matching sub-headings with paragraphs; scanning for details: word meanings; questions and answers</p> | <p>Listening to a tour guide for specific information: multiple choice; questions and answers</p> |

| SPEAKING | WRITING | LANGUAGE FOCUS |
|---|--|---|
| Expressing preferences: cartoons, love movies, action movies | Writing about a movie: <i>Rain Man</i> | <ul style="list-style-type: none"> – Adjectives of attitudes – Articles <i>a, an, the</i> |
| Describing popular sports: soccer | Writing the announcement of a sports event | <ul style="list-style-type: none"> – Words in soccer – <i>To</i> + base form of verb expressing purposes; – <i>To</i> + base form of verb as modifier |
| Talking about statistics related to big cities: Mexico City, Toronto, Sydney, Tokyo | Writing a postcard | <ul style="list-style-type: none"> – Countries, nationalities, and languages – Making comparisons |
| Giving explanations of an event | Describing information from a table: writing about a city based on given facts | <ul style="list-style-type: none"> – Adjectives ending in <i>-al, -ical</i> – Use of <i>the</i> with geographical names – Sentences with <i>although / even though</i> |

1

School Talks



READING

Before You Read

The following pictures show two ways of learning. Work in pairs to answer the questions.



a



b

Which way of learning do you prefer? Give reasons.

Reading Text

Read the text and do the tasks that follow.

TEAM LEARNING

A. Research has shown that students, especially those in high school and university, can learn as much, or more, from classmates as they do from instructors and textbooks. When students work effectively in a supportive group, experience can be a very powerful way to improve achievement and satisfaction with learning experience. The list below describes important activities that a learning team can work together.

Sharing Class Notes

Get together with other students immediately after class to share and compare notes. One of your teammates may have understood something you missed or vice versa.

Doing Research

Studies show that many students are unfamiliar with doing research, particularly using the library. Forming research teams is an effective way to prepare for class presentation of school social studies such as history, geography, literature, and economics. Working in groups, you could locate and share information to improve your own work.

Reviewing Test Results

After receiving test results, members of a learning team can review their individual tests together to identify their mistakes, and to find out any “model” answers that earned good grades. You can use this information to improve your performance on later tests or assignments.

B. Not all learning teams, however, are equally successful. Sometimes teamwork is ineffective because people do not know how to form a good team. The following suggestions are strategies for maximizing the performance of teamwork.

Seeking Right Teammates

In forming teams, look for classmates who are attentive, active in class, and cooperative while working in groups.

Forming Teams with Both Genders

Membership should include both boy and girl students of different personalities. Such diversity will bring different life experience and different styles of thinking and learning strategies to your

team. However, choose only friends or teammates with shared interests and lifestyles.

Keeping Your Group Size Small

A small group allows for more face-to-face interaction and it is also much easier for you to get together outside of class.

In short, teamwork is one of the most valued activities in schools and today's work world.

(Adapted from *Select Readings* by Linda Lee and Erik Gundersen)

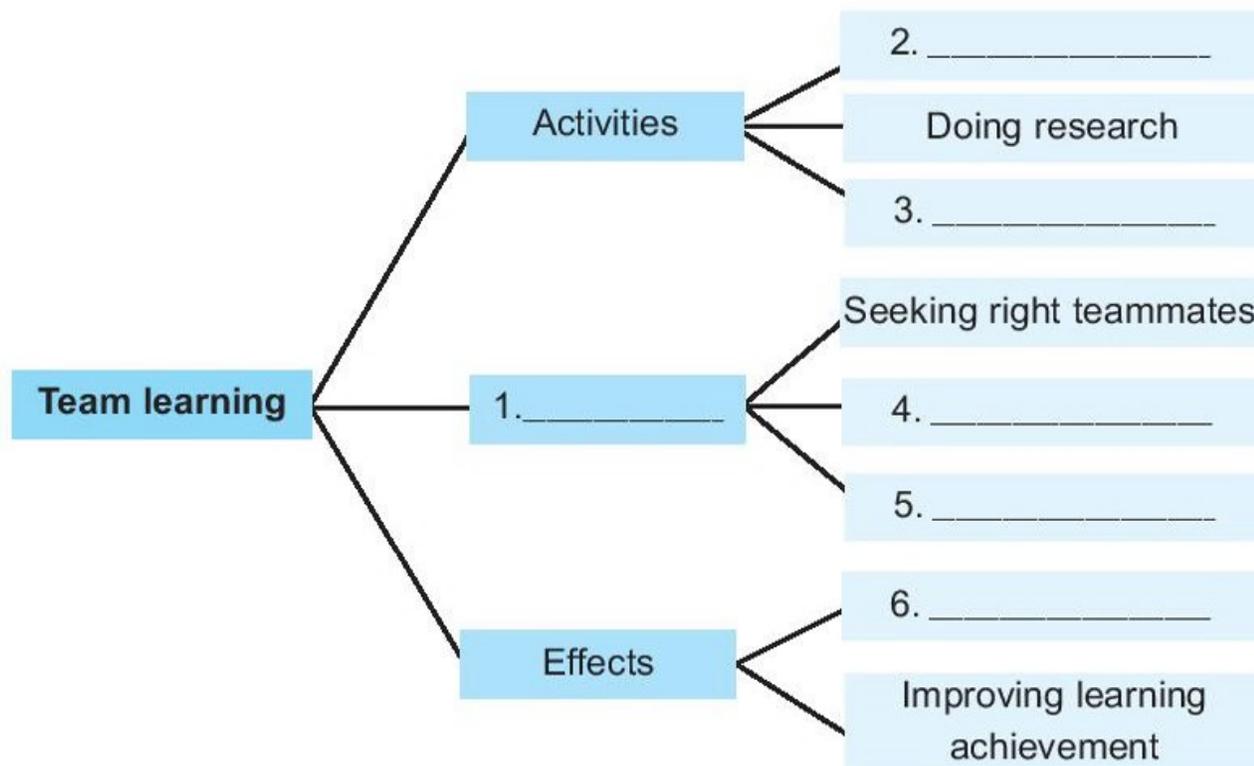
a) The following statements can be true (T), false (F), or not mentioned in the text (NI). Check (✓) the appropriate boxes. Then correct the false statements.

| | T | F | NI |
|---|--------------------------|--------------------------|--------------------------|
| 1. One of the main purposes of the text is to encourage students to study in groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. According to the text, a team that includes both boy and girl students will probably be more effective than one with only boy/girl students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Team learning helps you save time doing your homework. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. It's a good idea to form teams of people who have different interests. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. A team of ten people is better than a team of five. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

b) Answer the following questions.

1. Why is it essential to share notes right after class?
2. How does a small group help?
3. What makes a team successful? Why are some teams more successful than others?
4. Have you taken part in team learning? What do you often do in your team and how often?

c) **Summary Mapping.** Read the text again. Then complete the map below.



LISTENING

a) Complete the sentences with the words and phrases in the box.

recite

left-handed

village school

overslept

strict

hits

1. Our teacher always sticks to rules. He is very _____.
2. Yesterday I missed the school bus because I _____.
3. My father never _____ me with a stick.
4. Jack used to live in the country and go to a _____.
5. He doesn't write with his right hand. He is _____.
6. I always feel nervous when my teachers ask me to _____ my lessons in front of the class.

b) Mr. Ba is talking to his grandson, Nam, about his school days. Listen to their conversation and check (✓) if the statements are true (T) or false (F).

| | T | F |
|--|--------------------------|--------------------------|
| 1. Mr. Ba started school in 1936. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. He studied in a bigger school when he was twelve. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. He is left-handed. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. His teachers allowed him to write with his left hand. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. He had to do a lot of homework. | <input type="checkbox"/> | <input type="checkbox"/> |

c) Listen to the conversation again and give short answers to the questions.

1. How old was Mr. Ba when he started school?

2. Why was he terrified on his first school days?

Because _____

3. How did he go to school in town?

4. Why was he punished by his teachers?

Because _____

5. How was he punished?

He _____



SPEAKING

Talking about Likes and Dislikes

a) Discuss in groups.

- What is an ideal teammate / friend like?
- Give two qualities each should have and two qualities each should not have.

| | Should | Shouldn't |
|-------------------|--|--|
| An ideal teammate | <ul style="list-style-type: none"> • _____ • _____ | <ul style="list-style-type: none"> • _____ • _____ |
| An ideal friend | <ul style="list-style-type: none"> • _____ • _____ | <ul style="list-style-type: none"> • _____ • _____ |

b) *In pairs, tell your partner about the people or the school subjects you like / dislike working with. The information in part a) may help you.*

What kind of people do you like working with?

I like working with people who have something in common with me.

And what else?

Well, I'd prefer someone who has a good sense of humor.

Me too.

| Useful Expressions | |
|------------------------|------------------|
| Likes | Dislikes |
| I like ... | I don't like ... |
| I'd prefer ... | I don't want ... |
| It would be fun to ... | |
| I really like ... | |

c) *Write five sentences about things you like doing most after class.*



WRITING

Writing a Narrative

A narrative is an account of events. It is usually written in the past tense. Events in a narrative often follow time order.

a) *Work in pairs to rearrange the following (parts of) sentences about Mr. Ba's childhood memories when he was at school 30 years ago.*

1. One morning he overslept.
2. he had to walk to school every day.

3. Mr. Ba used to live in a village and his house was very far from school.
4. When he was a fifth grader,
5. After that, he was never late for school again.
6. He hurriedly went to school,
7. Being very tired, Mr. Ba forgot his lesson.
8. but he was 15 minutes late.
9. As a result, the teacher asked him to write 100 times the sentences: “I must not be late for school.” and “I must know my lessons well.”
10. Unfortunately, the teacher asked him to recite the history lesson.

b) Write a story about your school activities.

- Who was involved? (e.g. your teachers, your classmates, ...)
- How many people got involved in the story?
- Where / when did it happen? (in class or in the schoolyard)
- Why did the story take place?
- What did people do?
- What happened first and next?
- Your impression of the event



LANGUAGE FOCUS

Word Study

Pick out two words that do not go with the word TEAM.



Grammar

Gerund / To + Base Form of Verb

1. Verbs that can be followed by gerunds: *love, enjoy, mind, can't stand, etc.*

 Examples

- I *enjoy* swimming.
- Would you *mind* explaining that again?

2. Verbs that can be followed by *to* + base form of verb: *want, decide, fail, pretend, prove, etc.*

 Examples

- She *wants* to become a doctor.
- Tom *decided* to leave early.

3. Verbs that can be followed by object + *to* + base form of verb: *ask, allow, persuade, tell, etc.*

 Examples

- The teacher *asked* Ba to give a report on a book.
- Thanh's parents *allowed* her to go out with her friends.

a) Put the verbs into the correct form.

1. I was very tired. I tried _____ my eyes open but I couldn't. (*keep*)
2. She told him _____ the door. (*lock*)
3. My father allowed me _____ his camera. (*use*)
4. I want _____ the truth. (*know*)
5. When I'm tired, I enjoy _____ television. It's relaxing. (*watch*)
6. It was a nice day, so we decided _____ for a picnic. (*go*)
7. I'm not in a hurry. I don't mind _____. (*wait*)
8. We were hungry, so I suggested _____ dinner early. (*have*)

b) Write a second sentence so that its meaning is similar to the first. Use the verb in parentheses. The first one has been done for you.

1. I wish I hadn't sold my motorbike. (*regret*)

I regret selling my motorbike.

2. Students were eager to see their new teacher. (*wait*)

3. By chance I saw your sister yesterday. (*happen*)

4. Would you like to go for a walk? (*fancy*)

5. I usually arrive at school five minutes early. (*tend*)

6. Peter hates getting up early in winter. (*stand*)

7. My group continued to seek information for our class presentation.
(*carry*)

8. My visit to Ha Long Bay will always stay in my memory. (*forget*)

2

People's Backgrounds

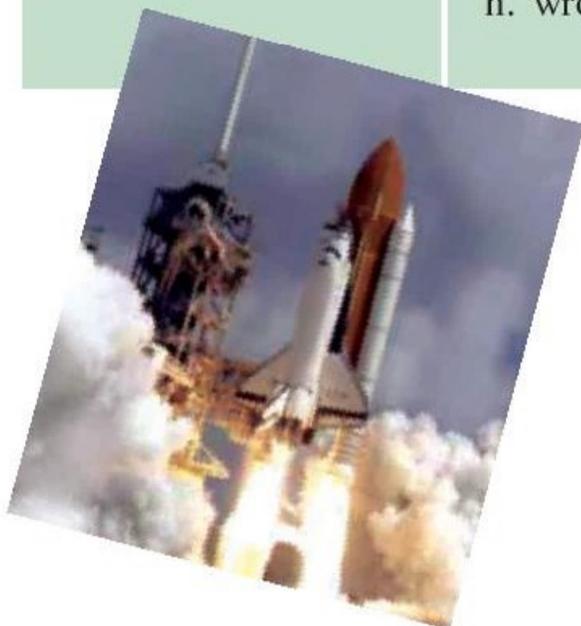


READING

Before You Read

Work in pairs and match the names of people in column A with relevant information in column B.

| A | B |
|---------------------|---|
| 1. Nguyen Huu Canh | a. wrote <i>The Old Man and the Sea</i> . |
| 2. Louis Pasteur | b. was the creator of Mickey Mouse. |
| 3. Yuri Gagarin | c. discovered Da Lat. |
| 4. Ernest Hemingway | d. was the founding father of Sai Gon. |
| 5. Charles Dickens | e. was the first black president of South Africa. |
| 6. Walt Disney | f. was the first man in space. |
| 7. Nelson Mandela | g. developed the vaccine for preventing rabies. |
| 8. Alexandre Yersin | h. wrote <i>David Copperfield</i> . |



Reading Text

Read the text and do the tasks that follow.

WHO IS WHO?

Louis Pasteur is a world-famous French chemist. He invented the process of pasteurization and developed vaccines for several diseases including rabies. By the time of his death in 1895, he had become a national hero and had been honored in many ways. He was given a state funeral at the Cathedral of Notre Dame in Paris. There are Pasteur institutes in some cities in Viet Nam where people can come to receive different kinds of vaccinations.



Ton That Tung was a pioneer in liver surgery. He was also the father of a new technique named after him for operating on the liver. “Ton That Tung method” enables a liver operation to be completed in four to eight minutes instead of three to six hours as before.



Nelson Mandela, an antiapartheid activist, helped form the Youth League of the African National Congress (ANC), which led peaceful mass protests against apartheid.



He also addressed the Conference of the Pan-African Freedom Movement of East and Central Africa, and this was warmly received by senior political leaders in several countries. In 1964, he was arrested and sentenced to life imprisonment but was released in 1990. Three years later he shared the Nobel Peace Prize with F.W. de Klerk. Their combined efforts ended apartheid and brought about a peaceful transition to nonracial democracy in South Africa. In 1994, Mandela became the first black president of South Africa. Five years later, he retired from the presidency at the age of 81.

a) Work in pairs to complete the table below.

| People | Achievements |
|----------------|--|
| Louis Pasteur | <ul style="list-style-type: none"> • Inventing the process of pasteurization • (1) _____ • (2) _____ |
| (3) _____ | <ul style="list-style-type: none"> • Being a pioneer in liver surgery in Viet Nam • Creating a new technique for operating on the liver |
| Nelson Mandela | <ul style="list-style-type: none"> • Forming The Youth League of ANC to fight against apartheid • (4) _____ • (5) _____ • Becoming the first black president of South Africa |

b) Answer the following questions.

1. What did Louis Pasteur do to save people's lives?
2. Dr. Ton That Tung brought about a great change in liver operation. What is this change?
3. How long was Nelson Mandela imprisoned?
4. Why were Nelson Mandela and F. W. de Klerk awarded the Nobel Peace Prize?

c) Work in groups to discuss the contribution of a hero/heroine or a famous person in Viet Nam.



LISTENING

a) Look at the pictures. Ask and answer the following questions in groups.

1. What cities do you think are shown in the pictures?
2. Who discovered the city in picture a?
3. Who founded the Pasteur Institute in Nha Trang?



a



b

b) Listen to part A of the talk about Alexandre Yersin. The following statements can be true (T) or false (F). Check (✓) the appropriate boxes. Then correct the false statements.

| | T | F |
|---|--------------------------|--------------------------|
| 1. Alexandre Yersin was born in France. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. He graduated from a medical school in Paris. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. His home is in Da Lat. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. He built the Pasteur Institute in Da Lat. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. He discovered Da Lat in the 18th century. | <input type="checkbox"/> | <input type="checkbox"/> |

c) What happened to Yersin in the following years?

1888: joined Dr. Louis Pasteur's team

1891: _____

1863: _____

1882: _____

d) Listen to part B of the talk and circle the correct answers.

1. What animal did he raise to use in his research?

| | |
|-------------|------------|
| A. Rats. | C. Cats. |
| B. Rabbits. | D. Horses. |
2. What tree did he introduce to Viet Nam?

| | |
|---------------------|--------------------|
| A. The coffee tree. | C. The mango tree. |
| B. The rubber tree. | D. The tea tree. |
3. In what kind of plantations can quinine be found?

| | |
|------------------------|--------------------------|
| A. Tea plantations. | C. Cinchona plantations. |
| B. Coffee plantations. | D. None are correct. |
4. What did people in Nha Trang think about him?

| | |
|---------------------|--------------------|
| A. He was friendly. | C. He was polite. |
| B. He was humane. | D. He was selfish. |
5. How old was he when he died?

| | |
|--------|--------|
| A. 68. | C. 78. |
| B. 58. | D. 80. |

e) In groups, talk about Yersin's contributions to Viet Nam.



SPEAKING

Talking about People's Backgrounds

a) Make questions about Louis Pasteur.

Louis Pasteur (1822 – 1895)

- Was born in France
- Became a world-famous French chemist and biologist
- Developed vaccines for several diseases
- Received a doctorate in 1847
- Founded an institution for the treatment of rabies in 1888
- Was given a state funeral at the Cathedral of Notre Dame



Examples

- What did Louis Pasteur invent?
- What was he famous for?

b) Ask and answer about your favorite person's background. Use the following suggested questions.

- Where was she/ he born?
- What school did she/ he go to?
- What degree did she/ he get?
- What is her/ his job?
- What could she/ he do in her/ his job?
- Do you admire her/ him? Why?



WRITING

Writing a Summary of a Biography

A summary is a brief statement of the main points of a passage. Writing a summary will help you understand the text better.

Elizabeth Blackwell

Elizabeth Blackwell was born in England in 1821 and emigrated to New York City when she was 10 years old. One day she decided that she wanted to become a doctor. That was nearly impossible for a woman in the middle of the nineteenth century. After sending many applications to medical schools, she was finally accepted by a doctor in Philadelphia. So determined was she to achieve her ambition that she taught at schools and gave music lessons to earn money for her tuition.

In 1849, after graduation from medical school, she decided to further her education in Paris. She wanted to be a surgeon but a serious eye infection forced her to abandon the idea. Upon returning to the United States, she found it difficult to start her own practice because she was a woman. By 1857, Elizabeth and her sister, also a doctor, along with another female doctor, managed to open a new hospital for women and children, the first of its kind in the United States. Besides being the first female physician in the United States who established her own hospital, she was also the founder of the first medical school for women.

a) Read paragraph 1 and answer the following questions.

1. Where and when was Elizabeth Blackwell born?
2. At what age did she emigrate to New York City?
3. What did she want to become?
4. Was it easy or difficult for her to realize her dream in the 19th century?

b) Look at the sample summary made from the answers to the questions in part a). In groups, discuss and make questions on the main ideas of paragraph 2. Then write a summary of it.

Sample Summary of Paragraph 1

Elizabeth Blackwell was born in England in 1821 and emigrated to New York City at the age of ten. She wanted to become a doctor but it was difficult for her to realize her dream in the 19th century.



LANGUAGE FOCUS

Word Study

Compound Adjectives

Noun + Adjective → Compound Adjective

a) Match the nouns in column A with the adjectives in column B to form compound adjectives. Write them in column C. Number 3 has been done for you.

| A | B | C |
|----------------|-------------|------------------------|
| 1. man | a. famous | 1. _____ |
| 2. duty | b. made | 2. _____ |
| 3. world | c. free | 3. <u>world-famous</u> |
| 4. frost | d. friendly | 4. _____ |
| 5. environment | e. free | 5. _____ |

b) Complete the following sentences with the compound adjectives in part a).

1. _____ structures should respect nature.
2. A(n) _____ fridge uses a lot of energy.
3. Shakespeare is a(n) _____ playwright.
4. You can find a(n) _____ shop at the airport.
5. It's time for manufacturers to think of _____ products.

Grammar

Wh-Questions

| Question Word | To Ask about |
|---------------|--------------------------------|
| <i>Who</i> | people |
| <i>What</i> | people, animals, facts, events |
| <i>Where</i> | places |
| <i>When</i> | time |
| <i>Which</i> | choices |
| <i>Why</i> | reasons |
| <i>Whose</i> | possession |
| <i>How</i> | manner, quality |

Examples

- *Who* is your school librarian?
- *What* happened last night?
- *What* did she buy at a store yesterday?
- *Where* did she buy some food yesterday?
- *When* did she buy some food?

a) Write Wh-questions for the underlined words or phrases.

1. Ha Long Bay is one of the most beautiful sights in Viet Nam.

2. This street is 10 km long.

3. He hurriedly answered the phone.

4. They canceled their trip because of bad weather.

5. His new car is red.

b) Write Wh-questions for the following answers. The first one has been done for you.

1. A: Would you give me a toothbrush, please?

B: What color would you like?

A: Yellow.

2. A: _____ ? (your sister)

B: Twenty.

3. A: _____ ? (your school)

B: Ten minutes' walk.

4. A: _____ ? (answer the phone)

B: Hurriedly.

5. A: _____ ? (your boss)

B: Very friendly.

c) What would you say in the following situations? The first one has been done for you.

1. You are talking to a girl at a party. Ask her about her study.

What school do you go to?

2. You want to know when you hand in your assignment. Ask your friend.

3. Your friend is having a party. You'd like to know who he has invited. Ask him.

4. You've forgotten when the English course finishes. Ask your friend.

5. Your mother went shopping. You want to know the amount of beef she bought. Ask her.

3

Daily Activities



READING

Before You Read



a



b



c



d

Work in groups to talk about the routines of one of the people in the pictures – what he / she usually does every day.

Reading Text

Read the text and do the tasks that follow.

A WORKER'S TYPICAL DAY

Yamada is working for Kawada Company and his job is installing pipes in cars. Every morning, he gets up at 5:15 and has a big breakfast with eggs, vegetable soup, rice, and green tea. At 5:55, he leaves his two-room apartment to walk to the commuter train station while his children are still sleeping. He gets on the train at 6:30 and gets off seventy minutes later at Hyogo Station, a few blocks from his factory. Yamada hurriedly walks to the factory to have his card punched five minutes before the bell rings.

Like other workers in the factory, Yamada begins his work at 8:00 with a set of five-minute exercise. At noon, while workers are at work, the bell announces lunch. They stream into the lunchrooms and have lunch with rice, fish, vegetables, and hot tea. Not much of

the noon hour is spent for eating. At 12:20, workers play games such as chess. Yamada sometimes plays badminton or joins a group of workers for talking. He rarely takes a nap after lunch.

Work resumes at 1:00 p.m. with another set of exercise. Yamada's day ends at 5:00 p.m., but sometimes he has an hour or two of overtime.

For his labor, Yamada earns \$1,500 each month and twice a year he receives bonuses. He can count on overtime pay – nearly \$400 in a typical month – to add to that. Yamada is not a college graduate, so there is little chance of promotion. However, he likes his job and the feeling of job security that the company gives to all employees.

a) Work in pairs to complete the chart below.

| Activities | |
|------------|----------------------|
| Morning | • Getting up at 5:15 |
| Noon | |
| Afternoon | |

b) Answer the following questions.

1. How long does it take Yamada to travel to his factory?
2. How much is his annual net income?
3. Do workers in the text make full use of their time? Give examples to support your answer.

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

| A | B |
|--------------|--|
| 1. commuter | a. rely on |
| 2. stream | b. the act of being raised to a higher rank |
| 3. resume | c. fix equipment in position for use |
| 4. bonus | d. a person who travels into a city to work each day |
| 5. promotion | e. payment added to what is usual |
| 6. count on | f. move in large numbers, one after another |
| 7. install | g. continue |

d) College education is not important to Yamada because the company gives him job security. Do you agree with his opinion? Why or why not?



LISTENING

a) Which of the following activities and health habits should a beauty queen acquire or do? Discuss with your partner.

1. Playing sports
2. Eating cakes and candy
3. Eating fruit and vegetables
4. Drinking wine or beer
5. Drinking tea or coffee
6. Smoking

b) Karen is a reporter of "Women's Weekly." She is interviewing Lisa, Miss Venezuela, about how Lisa stays in shape. Listen and check (✓) the things she does.

| | |
|---------------------------|-------------------------------------|
| 1. Going to the gym | <input checked="" type="checkbox"/> |
| 2. Going to a health club | <input type="checkbox"/> |
| 3. Jogging | <input type="checkbox"/> |
| 4. Riding a bicycle | <input type="checkbox"/> |
| 5. Eating fish | <input type="checkbox"/> |
| 6. Eating fruit | <input type="checkbox"/> |
| 7. Eating vegetables | <input type="checkbox"/> |
| 8. Smoking | <input type="checkbox"/> |
| 9. Drinking wine | <input type="checkbox"/> |
| 10. Drinking beer | <input type="checkbox"/> |

c) Listen again and write in the blanks how often she does the activities.

- | | |
|---------------------------|--------------------|
| 1. Going to the gym | <u>once a week</u> |
| 2. Going to a health club | _____ |
| 3. Jogging | _____ |
| 4. Riding a bicycle | _____ |
| 5. Eating fish | _____ |
| 6. Eating fruit | _____ |
| 7. Eating vegetables | _____ |
| 8. Smoking | _____ |
| 9. Drinking wine | _____ |
| 10. Drinking beer | _____ |

d) Work in groups and tell your partners what you often do and eat to keep fit.



SPEAKING

Talking About Daily Activities

a) *Mai is a secretary of a trading company. Work in pairs to complete the conversation between her and a journalist. Practice the dialogue with your partner.*

Journalist: Hi, Mai. May I ask you some questions about your job?

Mai: Yes, of course.

Journalist: What time do you arrive at your office?

Mai: At (1)_____, because I always begin my work at eight o'clock.

Journalist: (2)_____

Mai: I'm very busy in the morning. First of all, I open the mail and answer customers' letters.

Journalist: And then?

Mai: Well, I (3)_____ (4)_____. I have lunch at noon.

Journalist: (5)_____

Mai: In the afternoon, I continue my work at 1:00 p.m.

Journalist: (6)_____

Mai: Yes. I (7)_____ and (8)_____. Sometimes I have to work overtime.

Journalist: You're a busy girl. (9)_____

Mai: Although I have to do the same things every day, I still like my job because I'm working with a good staff.

Journalist: Thank you, Mai. I wish you would get promotion soon.

b) *You are a TV reporter. Interview your partner, a businessman or a singer, and then report his / her routine to your class.*

c) *Write 5 sentences about what you often do on weekends.*



WRITING

Writing a Letter of Complaint

- a) Andrew ordered an English Grammar book from ABC Publisher, but he got the book in poor condition. Here is his letter of complaint. Read the letter and answer the questions below.

Dear Mr. Jackson
Order No. 1468
 I am writing with reference to the above order which I received yesterday. The book was in poor condition - 16 pages missing - 49 to 64.
 I have tried to contact you by phone, but could not get any reply. I hope that you will send me another copy as soon as possible because I really need it. Thank you.
 Yours sincerely
 Andrew

1. What does Andrew complain about?
 2. What does he suggest the publisher do?
- b) Your class took a tour of Ha Long last month but the tour was very poorly run. Write a letter to the travel agency to complain about the tour (the hotel, the meals, the tour guide).

Dear ...

We're students of ...

We'd like to point out a few things about the tour of Ha Long on July 15. First, the transportation is good, but ...

I hope that ...

Useful Expressions

- I'd like to point out...
- You'd better ...
- I am writing to complain about ...
- I hope that ...



LANGUAGE FOCUS

Word Study

Compound Adjectives

Examples

- He is living in a *two-room* apartment.
(He is living in an apartment with *two rooms*.)
- Yamada begins his work with a set of *five-minute* exercise.
(He does exercise in *five minutes*.)

Fill in the blanks with compound adjectives + nouns as in the examples.

1. My parents saw a play in three acts last night.
My parents saw a _____ last night.
2. Peter bought a tool set containing 15 pieces.
Peter bought a _____.
3. Margie has a bookcase with five shelves.
Margie has a _____.
4. These shoes cost twenty dollars.
These are _____.
5. Daisy wrote a report which was ten pages long.
Daisy wrote a _____.

Grammar

Revision of the Present Simple, Present Progressive, Present Perfect, and Past Simple

a) The Present Simple vs. the Present Progressive

Use the correct form of the verb in parentheses to fill in each blank.

1. A: I _____ (think) of buying a new computer.
B: But computers _____ (cost) so much. What's wrong with the one we've got?
A: It _____ (be) out of date now.

2. A: Your new coat _____ (look) nice.
B: Thank you. The problem is it _____ (not, fit) properly.
I _____ (not, know) why I bought it, really.
3. A: What _____ you _____ (do)?
B: I _____ (look) for information about Charles Dickens.
4. A: I _____ (think) this road is really dangerous. Look how fast that truck _____ (go).
B: I _____ (agree). People shouldn't drive so fast.
5. A: I _____ (like) music. And this is a great show, isn't it?
_____ you _____ (enjoy) it?
B: Yes, I am. I _____ (love) every minute of it.
6. A: I always _____ (fall) asleep. I just can't keep awake.
B: What time _____ you _____ (go) to bed?
A: About ten o'clock usually. But it _____ (not, make) any difference.
7. A: Could you mail the parcel to me, please?
B: Yes, certainly.
A: I _____ (stay) at my friend's house at the moment as I _____ (look) for an apartment. So could you send it to my work address?
B: Yes, of course. And you'll get the parcel by the end of the week.
I _____ (promise).
8. A: Why _____ you _____ (want) to change the whole plan?
B: I'm just not happy with it.
A: And I _____ (not, understand) why you _____ (be) so demanding about it.

b) *What would you say in these situations? Use the word time and the present perfect. The first one has been done for you.*

1. You are in Ha Noi for the first time in your life.

This is the first time I've been in Ha Noi.

2. The printer doesn't work. This has happened once before.

3. You are staying in a hotel where you once stayed before.

4. You have missed the bus. You've done the same thing about four times before.

5. You have lost your money. It has happened twice before.

6. You are giving a 15-minute talk in English. You have never done the same thing before.

c) **The Present Perfect vs. the Past Simple**

Use the correct form of the verb in parentheses to fill in each blank.

A: (1) _____ you _____ (hear) the news about Andrew?

B: No. What (2) _____ (happen)?

A: He (3) _____ (have) an accident when he was walking down the stairs, he (4) _____ (fall) and (5) _____ (break) his leg.

B: Oh, how awful! When it (6) _____ (happen)?

A: Yesterday morning. His sister (7) _____ (tell) me about it last night.

B: Last night! You (8) _____ (know) about it last night and why (9) _____ you _____ (not, tell) me?

A: Well, I (10) _____ you last night and I (11) _____ you today, until now. (not, see)

B: I hope he's all right. He (12) _____ (have) lots of accidents, you know. A motorbike (13) _____ (hit) him and he (14) _____ (be) seriously injured three years ago.

4

Special Education



READING

Before You Read

a) *Schools for disabled children are called special schools. Name some special schools you know.*



Example

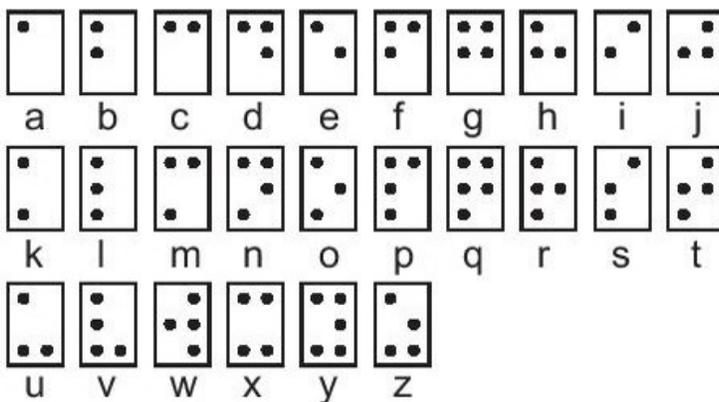
Nguyen Dinh Chieu Special School for the Blind

b)

1. *These two persons are using their fingers to read. Guess their disability.*



2. *The people in the picture are using their hands to express what they mean. Guess their disability.*



3. *These dots represent the alphabet of a language for the blind. What is the name of the language?*

c) Quiz

1. What do you call the people who cannot see? _____
2. What do you call the people who cannot hear? _____
3. What do you call the people who cannot speak? _____

Reading Text

Read the text and do the tasks that follow.

HELEN KELLER (1880 – 1968)



At the age of six, the half-wild, deaf, and blind Helen Keller was taken by her parents to see Dr. Alexander Graham Bell to find some way of helping her. As a result of the visit, she met her first and lasting teacher Anne Mansfield Sullivan a year later, on March 3, 1887. It was Ms. Sullivan, a dedicated and loving teacher, who helped Helen break through her world of silence.

Darkness began to melt from her mind from the day Ms. Sullivan was steadily pumping cool water into one of Helen's hands while repeatedly tapping out an alphabet code of five letters in the other first slowly then rapidly. The scene was repeated again and again as young Helen painstakingly struggled. Suddenly the signals crossed Helen's

consciousness with a meaning. She knew that “w-a-t-e-r” meant something cool flowing over her hand. By nightfall, Helen had learned 30 words. She proved so gifted that she soon learned the fingertip alphabet and shortly afterward to write. In six short months, she knew 625 words.



By the age of 10, Helen had mastered Braille as well as the manual alphabet and even learned to use the typewriter. By the time she was 16, Helen could speak well enough to go to preparatory school and to college. In 1904 she graduated “cum laude” from Radcliffe College. Her beloved and patient teacher stayed with her through those years, interpreting lectures and class discussion to her. Helen Keller, the poor little girl of twenty years before, became one of history’s remarkable women. She dedicated her life to improving the

conditions of the blind and the deaf-blind around the world, lecturing in more than 25 countries on all major continents. Wherever she appeared, she brought new courage to millions of blind people.

a) Put the following events of Helen Keller’s life into chronological order. The first one has been done for you.

- She met Dr. Alexander Graham Bell.
- She graduated from Radcliffe College.
- She gave lectures and traveled to many countries.
- She learned Braille.
- She became blind and deaf.
- 1 She was born in 1880.
- She met Anne Sullivan.

b) Which of the following ideas is not mentioned in the first and second paragraphs?

- A. At six, Helen Keller could not see, hear, or speak.
- B. Her parents took her to an expert to help her.
- C. “Water” was the first word she learned.
- D. She learned more than 600 words in six months.

c) Answer the following questions.

1. What happened to Helen at the age of six?
2. How old was she when she first met Anne Sullivan?
3. What kind of language had Helen Keller learned before Braille?
4. What does the phrase “cum laude” in the third paragraph mean?
5. What was the role of Anne Sullivan during Helen’s years at college?

d) Work in groups to discuss:

1. Helen Keller’s disabilities and her efforts to overcome them
2. The significance of Helen Keller’s success



LISTENING

a) There are 50 states in the USA. Work with a partner to locate the states of New York and Alabama on the following map.

THE UNITED STATES OF AMERICA



b) Listen to the first part of the recording about a special school in the United States and fill in the blanks.

1. Name of school _____
2. Students' disabilities _____
3. Year of foundation _____
4. Year the school name changed _____

c) Listen to the second part of the recording. The following statements can be true (T) or false (F). Check (✓) the appropriate boxes. Then correct the false statements.

| | T | F |
|---|--------------------------|--------------------------|
| 1. The institute's name is Alabama Institute for the Deaf and Blind. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. It was founded in 1898. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. It does not have regional centers. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Disabled children and adults aged 3 – 21 can adjust to a new way of life through special programs particularly developed for them. | <input type="checkbox"/> | <input type="checkbox"/> |

d) Listen to the whole recording again. In groups, discuss and prepare an oral report of each part in front of the class.



SPEAKING

Giving Opinions on the Problems of Disabled Children

a) A and B are talking about B's friend, a visually impaired girl. Read the dialogue and fill in the blanks with necessary words/phrases from the table.

A: What's wrong with your friend in the picture?

B: Well, she has (1) _____ things. She has to use a (2) _____ to go around.

A: Does she go to school?

B: Oh, yes. She attends a special school in her locality.

A: How can she study if she cannot (3) _____?

B: Well, she learns (4) _____.



| | Prompts |
|-------------------|--|
| The blind | <ul style="list-style-type: none"> ● difficulty seeing ● walking stick ● Braille, a pattern of raised dots that are felt with fingers to help the blind read |
| The mute and deaf | <ul style="list-style-type: none"> ● difficulty hearing and speaking ● hearing aids ● Sign language and gestures are used to communicate instead of spoken language |

b) Work in pairs to talk about a mute and deaf student in the same way as the dialogue above.

c) In groups, discuss the problems of the deaf and the mute in their daily life and how they overcome them.



WRITING

Filling a Registration Form



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EXAMINATION REGISTRATION FORM (TOEFL, SAT, GRE, GMAT)
 NB: Please do not use any other name in the course of your studies at THE LANGUAGE CENTER other than the ones you put in No. 1 below. Thank you!

STUDENT'S DATA

1. NAME (LAST, FIRST) _____

2. Date _____

3. SEX: Male Female

4. Age _____

5. Post Office Box No. _____

6. Tel. No. _____

7. Nationality _____

a) *Tran Linh and Linda, a clerk at the registration office of the International School of English, are talking on the phone. Read the dialogue and fill in the form.*

Linda: Good morning. International School of English. What can I do for you, sir?

Tran Linh: Good morning. Well, I would like to register for an English course. Can you give me some information concerning such courses at your school?

Linda: Certainly, sir. There are many courses such as General English, Intensive English, International Business English, TOEFL, IELTS, and TOEIC. Which course are you interested in?

Tran Linh: I'm sorry. Would you say the names of the courses again... slowly, please?

Linda: Sure. General English, Intensive English, International Business English, TOEFL, IELTS, and TOEIC. Which course are you interested in, sir?

Tran Linh: Thank you. I'd like to take the TOEFL. How can I register for this course, please?

Linda: Could you come and get the registration form at the office? Or you can give us your contact address so that we can send it to you.

Tran Linh: That's very kind of you. Would you send the registration form to my address – 555, Nguyen Chi Thanh, Da Nang. My telephone number is 05-8356111.

Linda: Would you say your address again, sir?
... Thank you for calling. Have a good day, sir.

INTERNATIONAL SCHOOL OF ENGLISH REGISTRATION FORM

Personal Details

- Family Name:
- First Name(s):
- Date of Birth:
- Home Address:
- Home Country:
- Telephone:
- Fax:
- E-mail:
- Sex: M F
- Occupation:
- Passport Number:

Course Details

- Check (✓) the course you are interested in.

- GENERAL ENGLISH
- INTENSIVE ENGLISH
- INTERNATIONAL BUSINESS ENGLISH
- ACADEMIC ENGLISH COURSE (SCHOOL)
- TOEFL
- IELTS
- TOEIC

.....

Signature

b) Read the text and complete the questionnaire with information about Nguyen Thi.

Nguyen Thi goes to Le Quy Don High School. She is 16 years old and her birthday is October 21st. There are many evening classes at a school near her home. People can learn a variety of courses, such as music, cooking, home economics, foreign languages, and basic computer programs. Nguyen Thi enrolls in an English class at the school because she needs to improve her English. She plans to get a scholarship to study in an English-speaking country. On the first day of her English class, Nguyen Thi has to fill out a questionnaire handed out by her English instructor.

PHU DONG LANGUAGE CENTER

Name: _____

Date of birth: _____

Why do you take this course? _____

How long have you learned English? _____

Which language(s) do you speak?



LANGUAGE FOCUS

Word Study

Adjectives Used as Nouns

a) Write N in the blanks if the word *blind* is a noun, and A if it is an adjective.

1. There are many blind children around the world. _____

2. In special schools for the blind, educational programs have been developed to help them learn how to adjust to a new way of life. _____

3. Blind students learn how to read or write in Braille. _____

4. New technology can even help the blind break through their dark world. _____

b) Select the proper word to complete each sentence.

1. _____ have a lot of experience of life and can deal with most situations.

old
the old

2. He gets tired of eating the same _____ things for breakfast.

young
the young

3. In my opinion, miniskirts are strictly for _____.

4. The bird flew back to the nest to feed her _____.

5. He was _____ enough to face strong criticism.

brave
the brave

6. _____ have no fear.

disabled
the disabled

7. My uncle is a _____ war veteran.

8. _____ in my neighborhood are well cared for by the authorities.

9. He was found _____ of a heart attack.

dead
the dead

10. The title of the movie is “_____ *Have Returned.*”

Grammar

Revision of the Past Simple and the Past Perfect

 Example

Helen *knew* that “w-a-t-e-r” *meant* something cool flowing over her hand. By nightfall, she *had learned* 30 words.

a) Put the verbs in parentheses into the correct form.

A: What kind of language Helen Keller (1)_____ before Braille?
(*learn*)

B: It (2)_____ a kind of sign language. Do you remember the way Ann Sullivan (3)_____ the alphabet in Helen’s hand to teach her the word “water”? (*be, tap out*)

A: Oh, yeah. And by nightfall Helen (4)_____ 30 words. (*learn*)

B: Exactly. She (5)_____ so gifted that she (6)_____ learn 625 words within six months. (*be, can*)

A: So ... when she (7)_____ Braille? (*learn*)

B: When she (8)_____ ten ... as I remember. (*be*)

b) *Read part of the letter that Mai wrote to Lee, her pen pal in Korea, and fill in the blanks with the correct form of the verbs in the box. One verb can be used twice.*

| | | | | |
|---------------|---------------|-------------|-------------|--------------|
| be | have | plan | take | visit |
| arrive | inform | show | tell | |

Dear Lee

Yesterday we (1)_____ a special school near my neighborhood. We (2)_____ the school principal a week before, so he (3)_____ a special program for our visit. When we (4)_____ at the school gate, a teacher was there to greet us and (5)_____ us to the principal's office. After a briefing, the principal (6)_____ us around the school building, and finally, to the auditorium where an interesting show was waiting for us. We (7)_____ a pleasant surprise and were very touched when hearing and seeing blind students sing and dance. They (8)_____ so good at singing and dancing. The principal (9)_____ us that these students (10)_____ at the school for only six months, yet they are very competent. They have been learning various subjects such as Braille, mathematics, writing, physical education, arts, handicrafts, and walking courses.

.....

Mai

c) Complete the sentences, using the verbs in the past simple or the past perfect.

1. When I was young _____
2. Helen Keller was a gifted and patient woman _____
3. The guest speaker gave a talk _____
4. He had been at this special school before _____
5. After he had finished middle school in his town, _____

Consolidation 1

Units 1 – 4

LISTENING COMPREHENSION

a) Listen to the talk about an institute for special education and answer the questions.

1. When was the school founded?
2. How old are the students of this school?
3. Are there any weekly boarders in this school?

b) You will hear short conversations between two people. After each conversation, you will hear a question about it. After you hear the question, read the four possible answers and check (✓) the best one.

1. A. The computer room is very crowded.
B. Computer science has been applied to many fields.
C. Too many people are studying computer science today.
D. Computer science is developing very quickly.
2. A. She did her homework.
B. She played computer games.
C. She did her housework.
D. She bought computer games.
3. A. The computer needs to be replaced.
B. The woman should check the plug.
C. The woman should use the printer at work.
D. The woman doesn't know how to use the printer.
4. A. Deaf-mute kids are very skillful.
B. He did not believe what the woman said.
C. Deaf-mute kids can't do embroidery.
D. Deaf-mute kids can't make anything.

5. A. Be a teacher.
- B. Study business.
- C. Work part-time.
- D. Own a big store.

VOCABULARY

a) Write the proper form of each word in parentheses in the following exchanges.

 Example

A: Does your grandmother help you with the housework?

B: Yes. She is very supportive to me during my parents' absence.
(*support*)

1. A: Could Ann enter a university last September?
B: No, she couldn't. She studied very hard last year, but she couldn't gain _____ to any university. (*admit*)
2. A: My younger brother can't express himself very well in writing.
B: I think young boys and girls have to learn to write _____. (*effect*)
3. A: Dr. Brown was _____ with an award for his excellent work in the medical profession. (*honor*)
B: I think he deserves the honor.
4. A: Dick performed very well in the speaking contest, and he was _____ first prize. (*award*)
B: Really? I'm glad to hear that.
5. My brother has just graduated from university. He wants a job with good chances of _____. (*promote*)
6. A: Is this a new kind of medicine to cure headaches?
B: Yes. It has been used _____ recently. (*routine*)
7. A: Yesterday the city's authorities laid the _____ stone of a new university in our city. (*found*)
B: That's great!

- A. protection
C. treatment
- B. cure
D. vaccination
16. A: Does that company give your father an annual _____?
B: Yes. About four hundred dollars.
- A. promotion
C. addition
- B. fund
D. bonus
17. A: Does Mr. Tan travel to Ho Chi Minh City to work every day?
B: Yes. He takes a _____ bus.
- A. transportation
C. passenger
- B. commuter
D. daily
18. A: Are there schools for people with _____?
B: Yes. These people can attend institutions that help them lead a normal life.
- A. disabilities
C. poor health
- B. poor performance
D. slow learning
19. My father formed some _____ friendships when he was in high school.
- A. long
C. long time
- B. lasting
D. hard
20. Whenever my father travels by plane, he buys some _____ goods at the airport.
- A. free of charge
C. duty-free
- B. tax-free
D. free of duty

GRAMMAR AND STRUCTURE

a) Put the verbs in parentheses into the past simple, present perfect, or past perfect.

1. A: You ever _____ (hear) of Nelson Mandela?
B: Yes. He _____ (become) the first black president of South Africa in 1994.

2. A: Do you know who _____ (invent) the process of pasteurization?
 B: Yes. The inventor _____ (be) Louis Pasteur. Also, he _____ (develop) vaccines for several diseases including rabies.
3. A: When Pasteur _____ (appoint) Professor of Chemistry?
 B: After he _____ (receive) a doctor of science degree in 1847.
4. A: When the Curies _____ (announce) their discovery of the two new elements: radium and polonium?
 B: In 1898. They finally _____ (obtain) radium from a rock called pitchblende.
5. A: Who _____ (help) Helen Keller break through her world of silence?
 B: It _____ (be) Ms. Sullivan, a dedicated and loving teacher.
6. A: At what age Helen Keller _____ (master) Braille as well as the manual alphabet?
 B: By the age of 10.
7. What programs _____ (develop) in special schools to help blind students read?
8. A: Hi! I _____ (not see) you for ages.
 B: Um. It must be about two months since we last _____ (meet).
9. A: Where you _____ (go) during your last vacation?
 B: I _____ (go) to Hue. You ever _____ (be) there before?
10. A: I have been to Ha Noi three times.
 B: Really? This is the first time I _____ (come) to Ha Noi. It's all new to me.

b) Put the verbs in parentheses into the correct form (-ing form or to + base form).

11. A: Phew! I'm very tired of my heavy work load.
 B: You should stop _____ (work) so hard; or else, you'll get sick soon.

12. A: What do you usually do in your free time?

B: I enjoy _____ (read) novels.

13. A: I work out at the gym every day, trying _____ (keep) fit.

B: I wish I could do some physical exercise as you do.

14. A: Which outdoor activities do you like best?

B: I like _____ (dance and sing) around the campfire.

15. A: How about _____ (play) tennis?

B: I'm not interested in this kind of sport because I can't afford _____ (buy) expensive tennis rackets.

16. A: There's a good movie on at the Rex.

B: You know, I'm not keen on _____ (go) to the movies nowadays.

17. A: Remember _____ (come) to the party tomorrow.

B: Yes, I will.

18. A: Yesterday I forgot _____ (lock) the door when I went out.

B: Really? Did anyone break into your house and steal anything?

A: Luckily, no one broke in.

19. A: My parents plan _____ (take) a trip to Da Lat this summer vacation.

B: Are you going with them?

20. A: Do you consider _____ (buy) life insurance?

B: Yes. I'm going to buy one next month.

READING

Read the text and do the tasks that follow.

A Special Education Teacher

I am an ordinary teacher like many others, but my students are those with severe learning difficulties – some have speech or hearing impairments, while some others have mental problems. There are 15

children in my class, aged between 10 and 12. The teaching team consists of me and two assistants.

Just like any child, my students are good at one thing and poor at another. If you ask for a yellow block, and they'll give you a yellow block, then you can be moved to tears. It seems a very simple task to a 5-year-old kid, but it is really a huge achievement for my children. Looking after each other, being able to use the phone, and being able to buy a loaf of bread – these can only be done after you have been working with them for years.

Every day, I work with my lovely students. We have some specialized equipment such as audiotapes and videotapes to assist their learning. There are always better facilities to wish for, such as a computer with special educational software programs. Our school is not rich, but many others have got less than what we have, so I can't complain. I believe good teachers can do a great deal with very little.

Like many other special education teachers, I am constantly under stress due to heavy work loads. Some of my colleagues gave up and found other jobs, but I won't. I enjoy working with students with disabilities – nothing can compete with the joy I have when my children can perform a difficult task.

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

| | T | F |
|---|--------------------------|--------------------------|
| 1. The writer's students can do simple tasks easily. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. At this special school, students learn basic skills for survival. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. This school has a lot of specialized facilities, including a computer. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. A special education teacher has to work very hard. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Many special education teachers are under stress. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The writer will find another job although he likes his work. | <input type="checkbox"/> | <input type="checkbox"/> |

b) Answer the following questions.

1. What are some examples of specialized equipment to help the children learn better?
2. What is the *huge achievement* of this teacher's students?
3. What does *many others* (paragraph 1) refer to?
4. What does *many others* (paragraph 3) refer to?

WRITING

Work with a partner. Write a summary based on the text below. Be sure to include the important facts contained in the text.

A Man Loving Books

A young man hurried into his town library. He went up to one of the old librarians and said to her eagerly, "Do you remember that you persuaded me to borrow a book about Greek history a week ago?"

"Yes, that's right," answered the librarian.

"Do you remember the title of the book?" the young man asked. The librarian felt very proud because she was always trying to get young people to take out books on Greek history, and she rarely found one who was willing to accept her suggestions.

"Yes," she answered. "Do you want to take it out again? Did you think that it was so interesting?"

"No, of course not," said the young man, "but when I was taking it home, I met a girl on the bus, and I wrote her telephone number in the book. I want to telephone her, so please may I look at the book again?"

5

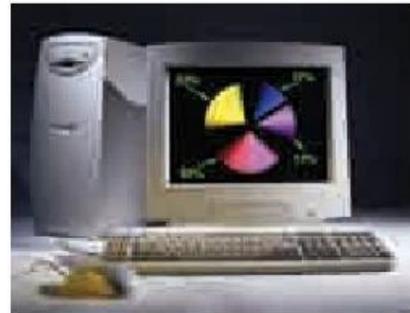
Technology



READING

Before You Read

a) Match the objects with their names.



1. a CT scanner
2. a microwave oven
3. an air conditioner
4. a computer
5. a washing machine
6. a blood pressure monitor
7. a digital audio player
8. a vacuum cleaner
9. a blender
10. a digital camera



b) Work with a partner to answer the following questions.

1. In what ways do the devices above help people? Write the names of these modern devices next to their uses.
 - a. For entertainment _____
 - b. For storing data and images _____
 - c. For recording data and images _____
 - d. For cleaning and washing _____
 - e. For preparing and cooking food _____
 - f. For medical diagnosis _____
 - g. For keeping the air cool _____
2. Do you think people's lives can be enjoyable and comfortable without modern equipment?

Reading Text

Read the text and do the tasks that follow.

Now is the year 2040. My name's Ben and I'm working for ABC Computer. I have to work only three days a week, and I spend the rest of my time doing whatever I like. My grandparents always say they were not as lucky as I am – they used to work six days a week!

A typical day of mine starts at 7. As soon as I wake up, Rosa – my maid robot – is ready with a multifunctional machine which is then placed over my head. Within 3 minutes, the machine brushes my teeth, cleans my face, and combs my hair. After that, Rosa helps me get dressed and tells me that it is time for breakfast.

Bob – my cook robot – is waiting for me in the kitchen with a tester fixed to a scale. I stand on the scale and put my hand on the tester. Instantly, all values of my blood pressure, cholesterol, and weight appear on the LCD screen of the machine. Bob prints out the results on a slip of paper and inserts it into a slot on top of the smart refrigerator nearby. Pretty soon, a long beep sound is heard after all my health values have been checked, and my breakfast comes out of an opening on the left side of the fridge. My meals have always been prepared in this way – just to keep me in good health.

Today is not my working day, so I can do what I like. My favorite pastime is browsing the Web. I just need a screen and touch the icons on it with my fingers. My grandpa is quite envious of all the modern technology I'm enjoying. In his time, a CPU used to be connected to a monitor, a mouse, and a keyboard – unbelievable!

In fact, I'm not as happy as my grandparents think. I have all the machines around me to make my life comfortable, but I don't have many friends to talk to or go shopping with. I envy my grandparents, whose life used to be busy but full of fun.

a) Choose the best title for the reading passage.

1. Home of the Future
2. Living with Modern Technology
3. Future Technology

b) Answer the following questions.

1. What is a multifunctional machine, as described in the passage?
2. What are Ben's health values taken for?
3. What does Ben usually do when he is not working?
4. How does Ben's grandfather feel about modern technology?
5. Pick out words and expressions in the text that depict Ben's grandparents' life in the past.

c) Read the text again and interpret the sections after or between dashes. Choose the appropriate implied meanings given in the box and write them in the blanks.

- the writer's comment or attitude
- apposition to nouns; referring to the previous noun
- an explanation

1. Paragraph 1

“they used to work six days a week”

2. Paragraph 2

“my maid robot”

3. Paragraph 3

“my cook robot”

4. Paragraph 3

“just to keep me in good health”

5. Paragraph 4

“unbelievable”

d) Discuss in groups.

Do you think Ben’s life is enjoyable? Why or why not?



LISTENING

a) Name different parts of a digital camera, using the words and phrases in the box.

power button

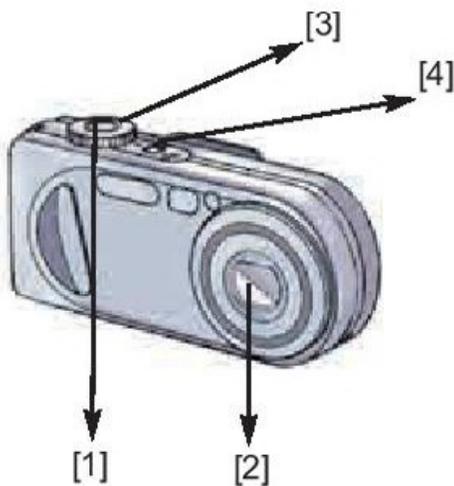
lens

mode dial

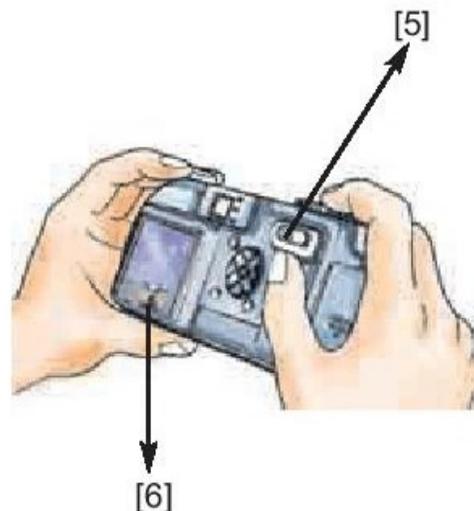
shutter button

zoom button

LCD screen

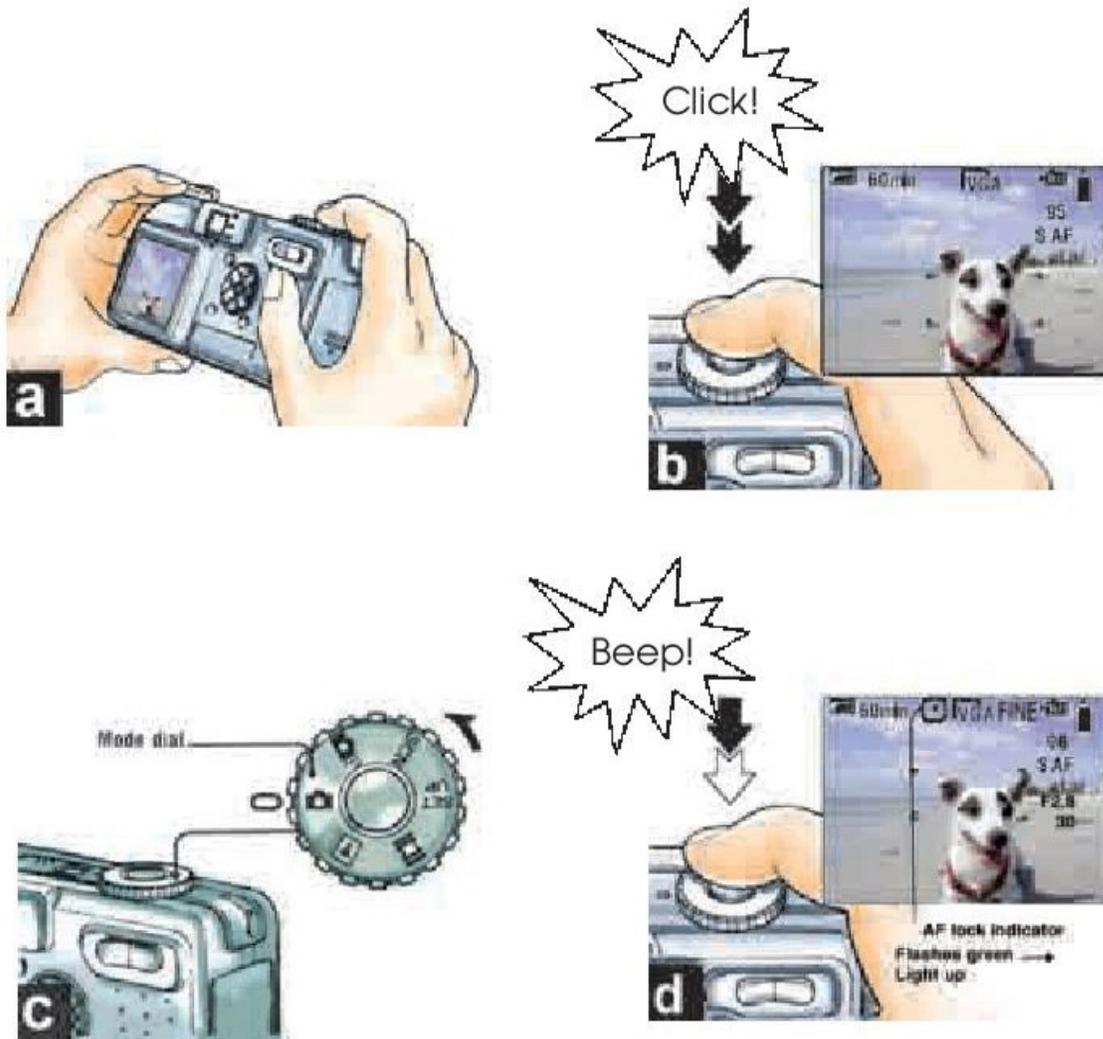


Front



Back

b) Lisa is asking John how to use a digital camera. Listen to their conversation and put the pictures in the order of the steps John suggests.



c) Listen again and answer the following questions.

1. Who gave Lisa the digital camera?
2. Whose photo do Lisa and John want to take?
3. What does John advise Lisa to do before pressing the zoom button?
4. What sound does Lisa hear when the image is recorded?

d) Work in pairs. Look at the pictures again and tell your partner how to take photos.



SPEAKING

Giving Opinions

a) Nam and his friends are talking about modern equipment. Complete the blanks with the words in the box below.

| | | | |
|------|----------|---------------|----|
| see | believe | would | in |
| mind | wouldn't | don't believe | |

_____ my opinion, the microwave oven helps reduce housewives' cooking time.

Nam

To my _____, the washing machine helps lighten women's hard work.

Tuan

As I _____ it, the blender is a necessary appliance in the preparation of soft food (for babies and old people).

Alice

I _____ say that the computer has revolutionized our life.

Hoa

I _____ (that) the digital audio player is good for the ears. People may become deaf if they play music too loud.

Peter

I _____ say the air conditioner is not good at all. It makes people sick!

Nga

b) Work with a partner. Talk about other kinds of devices, using the prompts below.

1. cell phone / convenient / make phone calls / small and portable
2. cell phone / annoying / speak too loud / in public
3. digital camera / record / happy moments / friends' and relatives' images

4. electronic calculator / do calculations / quickly and accurately
5. washing machine / not suitable / *ao dai's* and men's suits

c) *Think of a device (e.g. refrigerator, TV set, fax machine, ...) and tell your partner your opinion on its use.*

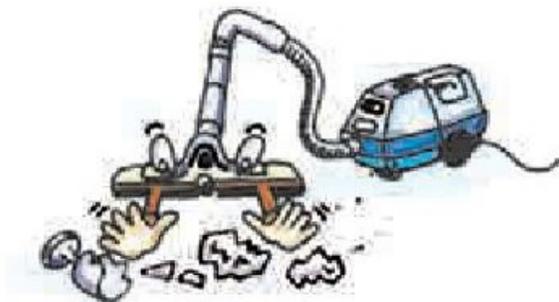


WRITING

Giving Instructions

a) *Kim borrowed a vacuum cleaner from Carol, her roommate, who was away for a month. Carol left a note on how to use it. Put the sentences in the correct order.*

1. Start cleaning the floor and furniture.
2. Don't forget to remove large or sharp objects from the floor to avoid damage to the machine.
3. Make sure to unplug the unit after use.
4. My vacuum cleaner is very easy to use.
5. Plug in the unit and turn the power button on.



b) *Insert the following expressions in Carol's note where appropriate.*

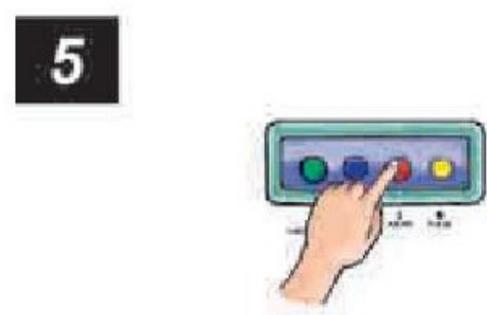
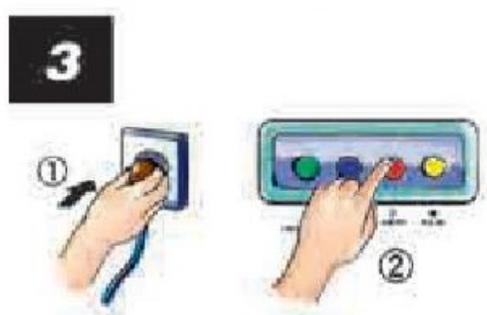
First, ...

Next, ...

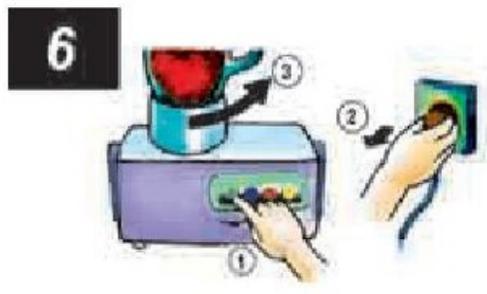
Then ...

Finally, ...

c) Look at the following pictures and write the instructions on how to use a food blender. Use the prompts below.



1. place / container / base / turn / clockwise
2. put / food / container / cover / cap
3. plug in / select low speed button / press higher speed button
4. remove cap / add sugar or salt / cover / cap
5. press / low speed button / mix / ingredients
6. press stop button / unplug / turn / container / counterclockwise / remove



d) Write the instructions on how to use an electrical device you have at home (or at school).



LANGUAGE FOCUS

Word Study

Prefixes

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

| A | B |
|-------------|----------------|
| 1. multi- | a. clockwise |
| 2. counter- | b. believable |
| 3. un- | c. functional |
| | d. plug |
| | e. lock |
| | f. media |
| | g. comfortable |

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

1. _____ shoes will make your feet painful.
2. Many schools now have _____ rooms to help students study foreign languages better.
3. Don't forget to _____ the vacuum cleaner after use.
4. Turn the key clockwise to lock the door and turn the key _____ to _____ it.
5. Your story is _____. Did you make it up?
6. This _____ device can operate as a blender, juicer, and grinder.

Grammar

a) The Present Perfect Passive

Examples

- My meals *have* always *been prepared* in this way.
- A long beep sound is heard after all my health values *have been checked*.

Make meaningful sentences from the cues, using the appropriate active or passive verb form. The first one has been done as an example.

1. bridge / damage / last week, and it / not repair / yet.
That bridge was damaged last week, and it hasn't been repaired yet.
2. I / not find / digital camera. It / steal.
3. old buildings / just / knock down / build / new supermarket / here.
4. washing machine / not work / yesterday / but / OK / now. It / repair.
5. An unknown actor / choose / star / a new movie.
6. new employee / always / tell / not / play games / at work, but / he / not seem / change.

b) Used to + Base Form of Verb

Examples

- They *used to work* six days a week.
- In his time, a CPU *used to be connected* to a monitor, a mouse, and a keyboard.
- *Did* they *use to wear* clothes made from animal skin?

Make meaningful sentences about people around a hundred years ago, using the cues below. The first one has been done as an example.

1. Vietnamese men / wear / *ao dai's* / formal occasions / one hundred years ago
Vietnamese men used to wear ao dai's on formal occasions one hundred years ago.

2. travel / horses

3. work very long hours / a week / but / get / low pay

4. grind rice / stone grinder / make / rice flour

5. build houses / mud and straw / because / not have / cement

6. Vietnamese women / dye / teeth / black



School Outdoor Activities



READING

Before You Read

- a) Look at the pictures. What do you think the people in the pictures are doing? Where are they?
- b) Read what some people say about some activities. Then match each of them with one of the pictures.



a



b



c



d

1. My legs are tired now though I have a good pair of hiking boots and a walking stick. Unfortunately, I forgot the map. If I had it now, we could take a shortcut back.
2. The ball attracts us all. It's most fun when you have a soccer game with other people. If I were not busy now, I would go and play soccer immediately.
3. We were enjoying dancing and singing around the campfire when it began to rain. If it hadn't rained, we would have stayed up all night.
4. We can enjoy a lot of water games and services there. The most thrilling game is the slide through the pipes. We will go to that park next week. If we start early, we will have more time for other exciting games.

c) Which of the activities mentioned above would you like to take part in?
Why?

Reading Text

Read the text and do the tasks that follow.

CAMPING

Camping is an activity in which people live outdoors temporarily. Campers participate in fishing, hunting, swimming, wildlife watching, plant study, and nature photography. It provides physical benefits when it involves hiking to, from, and around a campsite, and many people believe that camping makes youngsters feel more confident.

People throughout the world enjoy hiking to wilderness campsites. This activity is called backpacking because it involves carrying a backpack which contains such essential camping gear as a tent, a sleeping bag, food, and clothing. Backpacking is best suited for those who are in good physical condition as it may require walking several miles.



The key to any enjoyable camping trip is planning. A decision on where to camp depends on personal preference, but planning the trip before leaving helps campers avoid regrettable accidents. Many unpleasant situations – bad weather, possible injury, or simply a crowded campsite – will be less disappointing if campers are prepared.

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

| | T | F |
|--|--------------------------|--------------------------|
| 1. Camping helps people enjoy outdoor activities and nature. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The only purpose of camping is to have pleasure. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Camping not only strengthens your health but also makes you feel confident. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. One form of camping is called backpacking because it involves hiking to wilderness campsites. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Backpacking is suited for everyone. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Careful planning can help campers avoid trouble. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. A crowded campsite is good for all campers. | <input type="checkbox"/> | <input type="checkbox"/> |

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

1. for only a limited period of time _____
2. animals, birds, and plants that live in natural conditions _____
3. the activity of walking for long distances in the countryside _____
4. completely necessary _____
5. the equipment or clothing needed for a particular activity _____
6. the most important thing that helps you achieve something _____
7. a feeling of liking something better than something else _____
8. not as good as you hoped for or expected _____

c) Discuss in groups.

What benefits does camping bring to you?

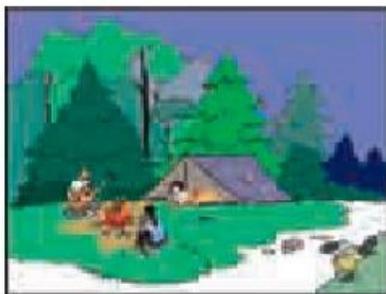


LISTENING

a) Listen to some students getting ready for some outdoor activities. Check (✓) what you think they are going to do. The first one has been done for you.

- | | | | |
|--------------------|-------------------------------------|-----------------------|--------------------------|
| 1. play soccer | <input checked="" type="checkbox"/> | 4. go swimming | <input type="checkbox"/> |
| play tennis | <input type="checkbox"/> | go on an excursion | <input type="checkbox"/> |
| 2. go swimming | <input type="checkbox"/> | 5. go on a boat trip | <input type="checkbox"/> |
| go on a boat trip | <input type="checkbox"/> | go climbing | <input type="checkbox"/> |
| 3. go for a picnic | <input type="checkbox"/> | 6. go to a theme park | <input type="checkbox"/> |
| go camping | <input type="checkbox"/> | go hiking | <input type="checkbox"/> |

b) Listen to some students talking about the things they have done. For the first listening, number the pictures from 1 to 6. The first one has been done for you.



a. _____



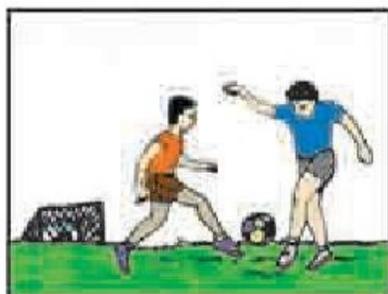
b. _____



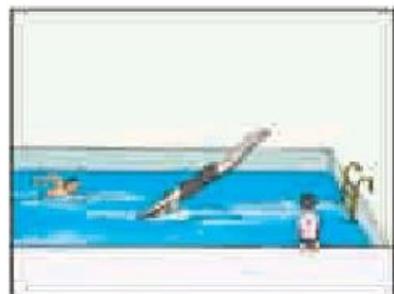
c. _____ 1 _____



d. _____



e. _____



f. _____

c) Listen again. Write the names of the activities and check (✓) the appropriate boxes. The first one has been done for you.

| Activities | All was fine. | Not all was fine. | Nothing was fine. |
|-----------------------|-------------------------------------|--------------------------|--------------------------|
| 1. going to the beach | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

d) Tell your partner about an outdoor activity you have recently taken part in and how much you enjoyed it.



SPEAKING

Expressing Agreement and Disagreement

a) Work in groups. You are planning an excursion. Discuss where to go, how long to stay there, what to bring, and what to do there.

 Example

A: What about going to Cuc Phuong National Park this weekend?

B: That's a good idea! What will we bring with us?

C: We will need camping gear and a lot of food. We will camp and go hiking for 3 days.

D: Yes, but I think 2 days is enough. Oh, don't forget your raincoats in case it rains.

Useful Expressions

Making suggestions

- What about ...?
- Why don't we ...?
- Shall we ...?
- We could

Expressing agreement

- That's a good idea.
- Yes, let's do that.
- Great!

Expressing disagreement

- Yes, but ...
- That's a good idea but ...

b) Discuss what five essential things to bring with you on an overnight camping trip. Give reasons why you think they are necessary.

 Examples

- I think we should bring a knife to prepare our food.
- We need some matches for lighting the stove and making the campfire.
- A first-aid kit is necessary in case someone feels ill.

c) What school outdoor activities do you suggest for the coming weekend?



WRITING

Writing a Confirmation Letter

a) Read the following letters. Match them with the replies for confirmation.

Hi, Lam

How about a swim this afternoon?
Can you make it 2 o'clock? Let's
meet at the school gate.

See you then

Tan

a

Dear Linh

It's about the picnic next Sat. Don't
forget our lunches. Come and pick me
up. Let me know what time to start.
Is 6:30 a.m. OK?

See you

Hoa

b

Dear all

Prof. Wilson, visiting instructor, will be speaking on the topic
of camping and forest fires from 8:00 to 9:00 a.m. in the
auditorium on November 5. All tenth graders are cordially
invited. Attendance needs to be confirmed for our
arrangements.

I hope you all will come.

Nguyen Thi Mai

Secretary of the Youth League

c

1. Dear Mai

Thank you very much for your invitation. All of us will be very happy to come. We think the talk will be useful for our camping trip next month. We look forward to meeting you all on November 5 at 8:00 a.m.

Yours

Class 10A3

2. Hi, Tan

That sounds great! I sure come. Why don't you come and pick me up? I'll be home then.

Cheers

Lam

3. Hi, Hoa

I won't forget to bring our lunches but can't pick you up. My bike is out of order. Let's meet at school at 6:30 a.m. We'll go by bus.

See you soon

Linh

b) Rearrange the following sentences to make a reply to an invitation letter.

1. Nam

2. Dear Vinh

3. I am sure we will have a great time.

4. With best wishes

5. I will certainly come.

6. Thank you very much for inviting me to your birthday party.

7. I am looking forward to meeting you soon.

c) You have received a letter from your friend inviting you to go camping at Nam Cat Tien National Park next weekend. Write a confirmation letter.



LANGUAGE FOCUS

Word Study

Words That Go Together

a) Circle one word or phrase that does not go with the verb in each box below.

| | | |
|---------|-------------|----------|
| | sightseeing | |
| camping | GO | hiking |
| soccer | | swimming |

| | | |
|--------|-------|-----------|
| | games | |
| tennis | PLAY | skiing |
| cards | | the piano |

| | | |
|---------|---------|-----------|
| | the way | |
| the bus | LOSE | the match |
| weight | | money |

| | | |
|---------|---------------|---------------|
| | a soccer game | |
| a medal | WIN | a competition |
| a race | | John |

Find more combinations with the verbs above.

b) Complete the sentences with the verbs provided. Make changes where necessary.

lose beat play miss go win

1. Shall we go and _____ soccer?
2. We _____ skiing in the French Alps last year.
3. Our team _____ a gold medal at the Olympics.
4. I _____ 5 pounds when I was sick.
5. I was late for school because I _____ the bus.
6. Simon always _____ John at tennis.
7. If you don't do it soon, you are going to _____ the opportunity.
8. The musician _____ time with his hands and feet.
9. Do you like _____ cards?
10. He scored four of the goals but _____ a penalty.
11. Maybe they have just _____ shopping.
12. I don't think he will _____ the election.

Grammar

a) Will vs. Be Going to

Examples

- A: We're *going to* have a picnic on Saturday. Would you like to join us?
- B: I *will* go with you.
- Look at the sky. Don't go out because it's *going to* rain.
- Your talk *will* be useful for our camping trip next month.

Complete the sentences using will or be going to, as appropriate.

1. According to the weather forecast, it _____ be sunny tomorrow.
2. A: Why did you buy this big bag?
B: I _____ spend two weeks at a music camp.

3. A: We need a big tent.

B: I _____ bring it.

4. A: We _____ go to the science museum this afternoon. What time will we meet?

B: I think we _____ meet at school at 1 p.m.

5. A: What will we bring with us?

B: Camping gear and a lot of food are what we _____ need.

b) The Present Progressive vs. Be Going to

Examples

- We *are visiting* his village at 9:00 a.m. next weekend.
- I *'m going to wait* at the school gate until you come.

Complete the sentences using the present progressive or be going to, as appropriate.

1. Before I go to England next year, I _____ (learn) some English.
2. They _____ (leave) for Ho Chi Minh City at 6:30 p.m. tomorrow.
3. I don't understand this exercise, so I think I _____ (see) our English teacher this afternoon.
4. What you _____ (do) next when you have finished this job?
5. We _____ (have) a party at eight o'clock tonight. Can you come?
6. Viet Nam _____ (play) Thailand in today's final.
7. I have to get up early tomorrow. I _____ (have) an important English test at 7:00 a.m.
8. I'm very tired. I _____ (not/ work) anymore today.

c) Choose the correct answer to fill in each blank.

1. A: Let's go swimming this afternoon.

B: Great! I expect it _____ fun.

A. will be

B. is

C. is being

2. A: Have you decided to apply for that job?

B: Yes, I did last week. I _____ for that job tomorrow.

A. will apply

B. am going to apply

C. am to apply

3. A: I can't do this exercise.

B: I _____ you.

A. help

B. will help

C. am going to help

4. A: What _____ tonight?

B: Nothing special.

A. are you doing

B. will you do

C. do you do

5. A: Could I have a word with you, please?

B: Sorry. My train _____ in five minutes.

A. is going to leave

B. leaves

C. will leave

7

The Mass Media



READING

Before You Read

a) Name the things you see in the following pictures.



b) Read the following text and answer the questions.

Newspapers, magazines, and books are print media. Newspapers are one of the main sources for spreading news and events throughout the world.

Radio and television deliver information and entertainment to the public. Movies are not only for entertainment but also for educational purposes.

Multimedia computer programs help students learn about particular topics in a variety of ways. When we use the Internet, we can give and get information very quickly.

1. What are some examples of print media?
2. Which daily newspaper do you like reading?
3. What are your favorite radio and television programs?

4. What kind of movie do you like?
5. What does a computer help you do?

c) *How often do you do these things?*

1. Read a newspaper.
2. Watch television.
3. Listen to the radio.
4. Use a computer.

Reading Text

a) *Read the following headlines. What do you think they tell us about?*



1. BACK IN THE AIR?
2. BACK ONSTAGE
3. BEAUTY OR CLOTHES
4. JOURNEY INTO SPACE
5. POP SUPERSTAR MAKES GUINNESS BOOK OF WORLD RECORDS
6. SEEK BUSINESS OPPORTUNITIES
7. TAKE IT WITH YOU

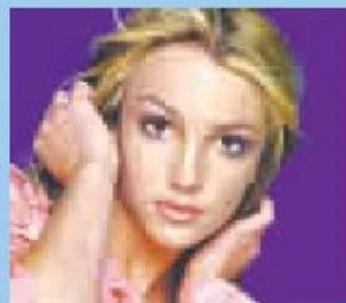
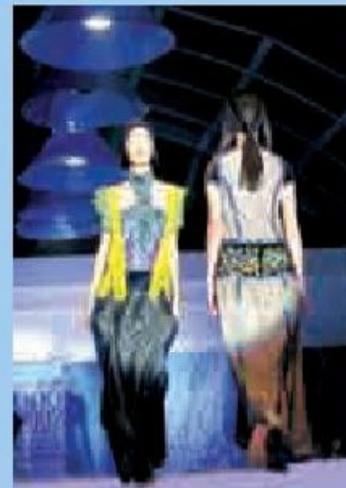
b) *Match five of the headlines above with the following pieces of news.*

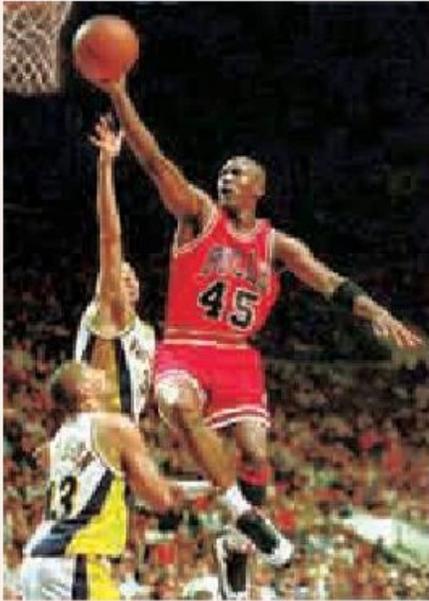
A. _____

Many TV fashion shows and contests have put more emphasis on introducing the beauty of models rather than their clothes. However, fashion designers insist that all models place their beauty behind.

B. _____

Britney Spears had two entries in the *Guinness Book of World Records*. She scored in the famous record book as the best-selling teenage artist and the fastest-selling female artist in the world with *Oops!... I Did it Again*, moving a record-breaking 1.3 million copies in its first week. Her fans urged her to release a live album of her last live show.





C. _____

Rumors have become red-hot that Michael Jordan is returning to basketball. The world's greatest basketball player walked away from the game eighteen months ago. Yesterday, he refused to reveal his plan to reporters. Will he take to the air once again?

D. _____

A meeting discussion on international investment took place at the New World Hotel yesterday. Visiting investors discussed investment opportunities in the economies all around Asia.



E. _____

You are constantly on the go and you want to carry all your documents. Instead of carrying your laptop, just get our smart phone (167 g). Once your documents are in the phone, you can view them, e-mail them to others, and transfer them to another device.

c) Match the above pieces of news with five of these themes.

- | | |
|--------------|------------------|
| 1. ECONOMY | 5. TECHNOLOGY |
| 2. EDUCATION | 6. FASHION |
| 3. MUSIC | 7. ADVERTISEMENT |
| 4. SPORTS | |

d) Read the pieces of news again and answer the following questions.

1. Why do fashion designers insist that all models place their beauty behind?
2. How many copies of *Oops!... I Did it Again* did Britney Spears sell in its first week?
3. When did Michael Jordan stop playing basketball?
4. Why did investors meet at the New World Hotel yesterday?
5. What are the advantages of the smart phone?

e) Fill in the blanks with the words from the extracts.

- A 1. Crazy about clothes, she buys all _____ magazines.
 2. I worked as an artist's _____ for a while when I was a student.
- B 3. He ran the 100 meters in 9.91 seconds and broke the world _____.
 4. It is a _____ magazine for young people between the ages of 13 and 19.
 5. Her books are extremely popular. She's a _____ author.
 6. It is a _____ kitten. It isn't a male as we thought.
- C 7. A _____ is going round about why the teacher left her previous school.
 8. It is _____ news that she's divorcing her husband.
- D 9. The new tax policy will attract foreign _____.
 10. The _____ of Southeast Asia have been growing rapidly.
- E 11. Fashion is _____ changing but this kind of shirt never goes out of fashion.
 12. You should save the _____ before closing your computer.



LISTENING

a) You are going to hear part of a TV talk show. Jenny and Mike, two American teenagers, are going to tell us what they think about TV programs. Listen and check (✓) the TV programs mentioned in the show.

| | | | |
|----------------------|--------------------------|--------------|--------------------------|
| Movies | <input type="checkbox"/> | Fashion | <input type="checkbox"/> |
| Cartoons | <input type="checkbox"/> | Music | <input type="checkbox"/> |
| Police shows | <input type="checkbox"/> | Quiz shows | <input type="checkbox"/> |
| Educational programs | <input type="checkbox"/> | Environment | <input type="checkbox"/> |
| Sports | <input type="checkbox"/> | Game shows | <input type="checkbox"/> |
| Documentaries | <input type="checkbox"/> | Comedies | <input type="checkbox"/> |
| Commercials | <input type="checkbox"/> | News reports | <input type="checkbox"/> |

b) Listen again and check (✓) the TV programs each of the guests likes.

| | Jenny | Mike |
|--------------|--------------------------|--------------------------|
| Movies | <input type="checkbox"/> | <input type="checkbox"/> |
| Police shows | <input type="checkbox"/> | <input type="checkbox"/> |
| Sports | <input type="checkbox"/> | <input type="checkbox"/> |
| Commercials | <input type="checkbox"/> | <input type="checkbox"/> |
| Music | <input type="checkbox"/> | <input type="checkbox"/> |
| Quiz shows | <input type="checkbox"/> | <input type="checkbox"/> |
| Game shows | <input type="checkbox"/> | <input type="checkbox"/> |
| News reports | <input type="checkbox"/> | <input type="checkbox"/> |

c) Work in groups. Report what Jenny and Mike think about the TV programs.



SPEAKING

Likes and Dislikes about Mass Media

a) Make questions and answers about the mass media.

Work with a partner. Use the prompts given below.

Example

A: What do you think about our TV programs?

B: Well, I think that they're terrific.

Prompts

| | |
|--|---|
| What do you think about How do you feel about What's your opinion of | our TV programs? the movies on TV? our local newspapers? our radio programs? |
| Well, I think that I'd say that In my opinion, | they're terrific. pretty good. pretty bad. terrible. |

b) *Work in groups. Ask and answer the following questions.*

1. What kinds of mass media do you often watch, listen to, or read?
2. What do you like or dislike about them?

Example

I read the *Tuoi Tre* Newspaper every day. Their news reports are usually interesting. I also like their sports pages. But sometimes their news is not hot. What newspaper do you often read?

| Prompts | |
|--|---|
| Mass Media newspapers magazines movies TV programs radio programs sports programs news reports computer games ... | Adjectives to Describe terrific fantastic exciting beautiful interesting good all right boring poor bad |

c) *Report to the whole class on a movie, a TV program, a story, or a book you have recently watched or read.*



WRITING

Advantages and Disadvantages of Mass Media

a) Read the following paragraph about the advantages of television. List the four advantages mentioned in the paragraph.

Almost everyone likes watching television. There are certainly many advantages in watching television. First of all, many television programs can be educational, and children can learn a lot from these programs. In addition, television can help us learn more about the world we live in and see interesting things. Moreover, television is a popular kind of entertainment. It helps us relax after a day of hard work. And finally, television is good for old people living alone. It stops people feeling lonely.

1. _____

2. _____

3. _____

4. _____

b) Read the following paragraph about the disadvantages of television. Fill in each blank with one of the following words or phrases in the box.

First of all / Firstly
In addition / Moreover / Furthermore

As a result / Therefore
Finally / At last
On the whole

There are some disadvantages of watching television. (1)_____, there is too much violence in TV programs nowadays. Therefore, it is not good for children. (2)_____, watching television limits people from talking to each other. This can create problems in the family. Watching television may discourage people from taking exercise or playing sports. (3)_____, many people gain weight when they watch too much TV. (4)_____, watching too much television is bad

for the eye. (5) _____, watching television is sometimes not good for us if we cannot decide which programs to watch and how much time to spend on them.

c) Write a paragraph about the advantages or disadvantages of computers.



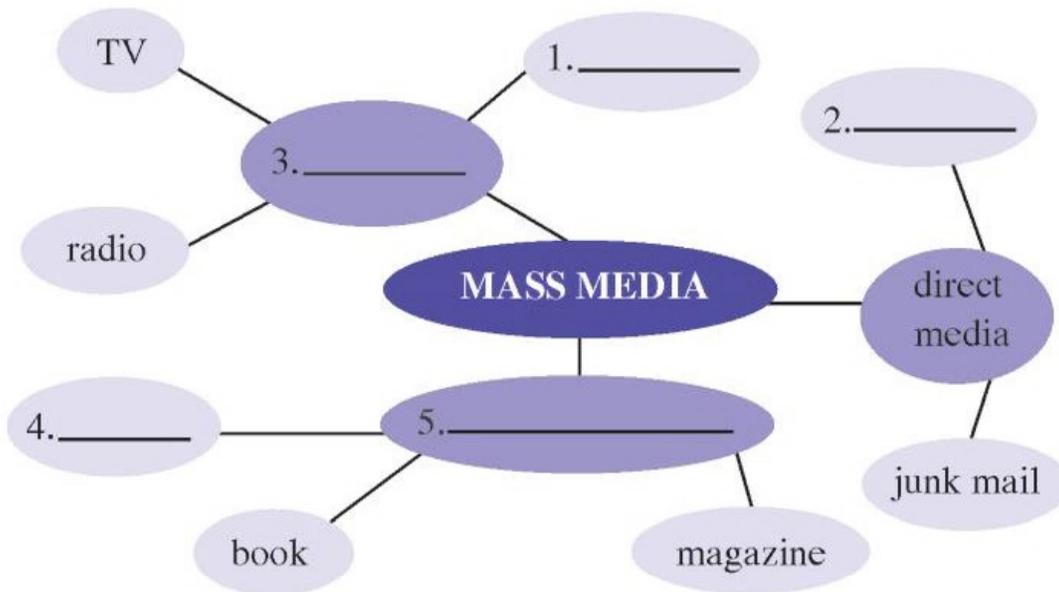
LANGUAGE FOCUS

Word Study

Learning Associated Words Together

a) Put the following words into the bubble network.

print media computer billboard newspaper electronic media



b) Fill in the blanks of the following sentences with the words from the bubble network.

1. A _____ is a very large board on which posters are displayed.
2. _____ is advertisements that we receive through the mail which we have not asked for.
3. Newspapers, magazines, and books are _____.
4. Television, radio, and computer are _____.
5. Junk mail and billboards are _____.

Grammar

Reporting Agreements, Apologies, Promises, Suggestions, etc.

Examples

- “All models must place their beauty behind,” say fashion designers.

Fashion designers insist that all models place their beauty behind.

- “You must release a live album of your last live show,” they said to her.

They urged her to release a live album of her previous live show.

- “I can’t reveal my plan to you,” he said to reporters yesterday. He refused to reveal his plan to reporters yesterday.

a) Complete the sentences to report what someone said.

1. “You should set up a fan club in this city.”
Reporters advised that famous singer _____.
2. “I’m sorry for not releasing a live album of the tour.”
She apologized to her fans _____.
3. “Would you like to go to the musical with us tonight?”
They invited me _____.
4. “I can’t give you the name of my latest album now.”
She refused _____.
5. “Yes. I’ll lend you that CD tomorrow.”
She agreed _____.
6. “Sure. I’ll stage my live show next year.”
He promised _____.
7. “Why don’t we go to the movies tonight?”
He suggested _____.
8. “I’ll help you with the housework before the game show on TV.”
She promised _____.

b) Read the following text and say what you think the speakers actually said.

Nam asked his classmates if they could recommend a good place for the class picnic. Mai recommended Dam Sen Park. Nam asked everyone to bring their lunches to the picnic, but Lan suggested going to a restaurant. Nam objected to the idea because he thought eating in a restaurant was expensive. Lan offered to pay for the meal in a restaurant, but everyone advised her to save money.

 Example

Nam asked, “Can you recommend a good place for the class picnic?”

8

Life in the Community



READING

Before You Read

Look at the pictures of some kinds of markets in Viet Nam. Match each type of market with the appropriate picture.



a



b



c

1. supermarket
2. highland market
3. floating market
4. countryside market



d

Reading Text

Read the text and do the tasks that follow.

MARKETS IN VIET NAM

- A.** A market is a trading place, but many markets are not only about buying and selling. They reflect the life of the community. In Viet Nam, a traditional market is a social gathering point for people of all ages and from all walks of life. It is a new and exciting experience for children, a special taste for rural laborers, a trading place for local craftsmen, and a chance for young people to meet. People go to the market not only to buy and sell things but also to eat, drink, play games, and socialize. Bargaining is part of the fun for everyone.
- B.** There are different kinds of countryside markets. Fairs used to be held periodically. Vendors brought local products and necessities such as fruit, vegetables, oil, and salt to the fairs four or five times a month. In the highlands, people wear their nicest clothes and spend all day long at the market. They buy things, play the flute, dance, or sing. This is also a time to meet, make friends, or look for lovers. That is why this kind of gathering is also called “love market.” Some countryside markets in the Mekong Delta are held on boats. Most of the goods are sold at a floating market, and trading may continue all day. The most exciting time is in early morning, when boats arrive loaded up with agricultural produce and craftsmen’s products.
- C.** Nowadays, people can buy all kinds of agricultural and industrial products in markets in small towns and in supermarkets in big cities. Will the supermarket replace the cozy traditional market that has been part of Vietnamese life for centuries? Despite the rapid development of supermarkets in most cities, many people believe that traditional markets will continue to exist as part of the wider culture.

a) Match each heading with a corresponding paragraph. (There is an extra heading.)

- | | |
|-------------------------|-------------|
| 1. Market Diversity | Paragraph A |
| 2. Today's Markets | Paragraph B |
| 3. Functions of Markets | Paragraph C |
| 4. Supermarkets | |

b) Choose the answer that corresponds to the meaning of each underlined word or phrase.

- The traditional market bears the characteristics of its community.
 - a group of people of the same race
 - the society and people in it
 - a small area of a town
- Rural laborers love their land and hate to move.
 - of those who work on the land
 - connected with a simple way of living
 - connected with the countryside
- People from all walks of life go to the community market.
 - people from various parts of the country
 - people of different positions in society
 - people who often take a walk
- People in mountainous areas often go to the market to socialize.
 - spend time with people in a friendly way
 - give help and advice to people
 - buy local products
- At a countryside market, we can buy fresh local produce.
 - something made at home
 - things grown on a farm
 - things made by craftsmen

6. Agricultural produce is brought to markets every day.
- A. connected with rural areas
 - B. connected with the practice of farming
 - C. of rivers and lakes
7. We can find many floating markets in the Mekong Delta.
- A. staying or moving on the river
 - B. moving suddenly towards a place
 - C. always moving around
8. The supermarket is not as cozy as the traditional market.
- A. cool and fresh
 - B. convenient and warm
 - C. friendly and pleasant

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

| | T | F |
|--|--------------------------|--------------------------|
| 1. Several features of a region are found in the local market. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Fairs are held every day. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Only farm products are sold at a floating market. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Highlanders go to a market to have a good time while buying things. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. In a traditional market, sellers have friendly attitudes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. In many cities, supermarkets will soon replace all traditional markets. | <input type="checkbox"/> | <input type="checkbox"/> |

d) *In groups of four, go to a market or supermarket in your neighborhood to observe people's activities, take notes, and give a report to the class.*



LISTENING

- a) What kind of market do you often go to?
- b) Listen and write the words you hear in the appropriate columns according to the pronunciation of their -ed ending sounds.

| /t/ | /d/ | /ɪd/ |
|-------|----------------|-------|
| _____ | <u>changed</u> | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

- c) Listen to Lien and Mrs. Brown, Lien's former English teacher, talking about the changes in Lien's hometown. The following statements can be true (T) or false (F). Check (✓) the appropriate boxes. Then correct the false statements.

Lien's hometown at present as compared with ten years ago

| | T | F |
|--------------------------------|--------------------------|--------------------------|
| 1. The town is quieter. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. There is more traffic. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The town is older. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. There are more stores. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. There is a small market. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. There is a floating market. | <input type="checkbox"/> | <input type="checkbox"/> |

- d) Listen again and give short answers to the following questions.

1. When did Mrs. Brown first come to Lien's hometown?

_____.

2. Why does the town look more beautiful?

_____.

3. Why does Mrs. Brown like shopping in a traditional market?

_____.

4. Where are they going next week?

_____.

5. How does Mrs. Brown feel about going there?

_____.

e) *In pairs, talk about the changes in your neighborhood or town. Are the houses and the roads better or worse than before?*



SPEAKING

Giving Opinions about Plans

a) *Some people in Minh's neighborhood are giving their opinions on the town's plan of building a supermarket in the place of a small market. Discuss and write down the advantages and disadvantages that the plan may bring to the people in the town and on nearby farms.*

Useful Expressions

- I agree / disagree with you because ...
- That's a good idea. Moreover, I feel ...
- You may be right. However, I think ...
- Do you think so? I don't think ...
- It may cause ...
- What will happen to ... ?

b) *In pairs or in groups of four, use the useful expressions above to talk about the effects of building a supermarket to replace a small traditional market in your neighborhood.*

Prompts

| Arguments for | Arguments against |
|---|--|
| <ul style="list-style-type: none"> ● A clean / cool place for shopping ● No bargaining ● Time saving ● Wide choice of products ● Clean and safe products | <ul style="list-style-type: none"> ● Vendors' loss of business ● Local farmers' lack of chance to sell products ● Lack of cozy atmosphere |

 Example

A: It's a good idea to build a supermarket here.

B: I agree with you. If there is a supermarket, we will have a nice, cool place for shopping. You know, the ground at the market in my neighborhood is always wet. And if it rains, it is very muddy.

C: Well, I think it is comfortable walking around in a cool place while doing the shopping.

D: You all may be right. But er..., then the farmers on nearby farms don't have a place to sell their produce...

c) Tell your partner(s) whether you like shopping in a small traditional market or in a large modern supermarket. Give reasons for your preference.



WRITING

Giving Directions

During his short stay in the States with his uncle, Minh was invited to Jack's house in a small town. As Minh didn't know the way around, Jack wrote Minh a letter in which he gave directions for Minh to get to the place.

a) Read Jack's letter, the map, and the useful expressions below.

Useful Expressions

- Turn right/ left on X Street.
- Go straight ahead for two blocks, then turn left.
- Walk past the ..., then look on your right/ left.
- It's opposite the ... You can't miss it.
- Keep walking until you reach ...
- It's right behind the ...
- It's just around the corner.

104 Park Road
 Rochester IL 61256

March 15, 20_

Dear Minh

It's great to have you here with us next weekend. Since this is the first time you come to my hometown, you may have some difficulty finding the way to my house. I'll give you some directions with the map enclosed.

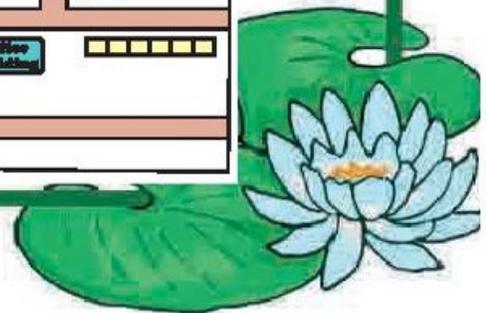
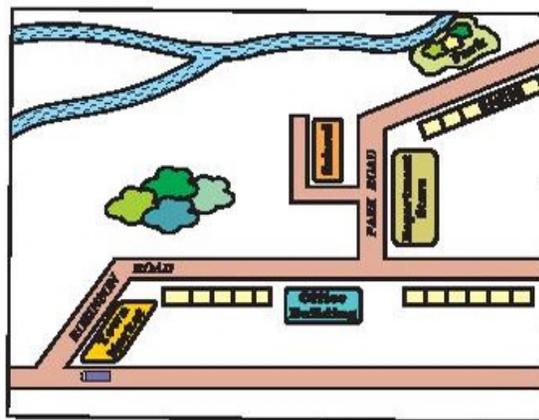
After you get off the bus near Town Market, walk into Robinson Road. Keep walking past the market and the office building. When you reach Park Road, turn left and walk past the school on your left and the mall on your right.

My house is toward the end of Park Road, opposite a small park.

It'll take you about fifteen minutes to walk to my house from the bus stop. If you have any trouble getting to my place, call me at this phone number: 501 21405.

Well, see you on the weekend.

Jack



- b) Write a letter to a new friend of yours to invite him/her to your home for the weekend. Give him/her directions and include a map so that he/she can get to your house easily.



LANGUAGE FOCUS

Word Study

Prepositions of Directions



Examples

- Go straight ahead and then turn right *into* Park Road.
- My house is *toward* Park Road.

Complete the exchanges below with the words or phrases from the box.

across in front of to as far as above next

- A: Excuse me. Is there a drugstore near here?
B: Go straight ahead. It's on the left, _____ to the supermarket.
- A: Did you go very far to find a restaurant yesterday?
B: No. I just walked _____ the bridge.
- A: I'm looking for a Japanese restaurant.
B: Don't you see it? It's right _____ you.
- A: Where can I find a hotel with a beautiful view, sir?
B: Well, the Hoa Sen is situated high _____ the bay.
- A: How far is the airport from here, miss?
B: Keep straight on for two miles. It's _____ your right. You can't miss it.
- A: Excuse me! Is there a post office around here?
B: Yes. It's _____ the street from the supermarket.

Grammar

a) Conditional Sentences: Type 1



Example

If we *have* a supermarket here, we *will have* a nice, cool place for shopping.

Work with a partner. Complete the exchanges below using the appropriate form of the verbs in parentheses.

1. A: I don't think we can catch the bus.
B: Well, if we _____ (hurry), we _____ (catch) one.
2. A: Are you going to the new mall?
B: I _____ (go) if I _____ (finish) this work in the afternoon.
3. A: Why did you quit your job?
B: I wanted to find another one. I _____ (have) more free time if I _____ (work) on a different job.
4. A: Linda never saves her money.
B: Really?
A: You know, if she _____ (have) some money, she _____ (spend) it all on clothes.
5. A: I don't like this neighborhood.
B: Why not?
A: The ground here is very low. If it _____ (rain), the place _____ (be) flooded.

b) Because of, In Spite of / Despite

Examples

- *Because of* the heavy rain, the place is flooded.
- *Despite/In spite of* the rapid development of supermarkets, traditional markets may continue to exist.

Work with a partner, fill in the blanks with because of or in spite of / despite.

1. We don't like to take a walk on this street _____ hideous litter on the sidewalk.
2. _____ her poor health, Ann works very hard for the exam.
3. My mother didn't buy anything _____ the big sales at the shopping mall.
4. There have been a lot of accidents on this road _____ the dangerous potholes on it.

5. _____ the multilane highways, traffic jams seldom occur in this part of the town.
6. _____ his successful business, he encourages his children to work hard and earn their own living.
7. Mrs. Brown is very happy _____ her son's success in the exam.
8. _____ his low income, Mr. Ba tried to send his four children to university.

c) *Combine these pairs of sentences, using because of or in spite of. The first one has been done for you.*

1. I couldn't go to the park yesterday afternoon. It rained heavily.
I couldn't go to the park yesterday afternoon *because of the heavy rain.*
2. The people in our community lead a happy life. They lack modern conveniences.
3. There was a car crash last night. The road was slippery.
4. The inhabitants here don't want to leave their village. They love their beautiful age-old tradition.
5. They're going to build a casino in this area. The townspeople protest.
6. The children were swimming for hours. The water was cold.

Consolidation 2

Units 5 – 8

LISTENING COMPREHENSION

a) Listen to the talk about the Internet and then complete the following statements.

1. More than _____ people use the Internet.
2. They can use the Internet for transferring data, _____, socializing with other computer users, and sending e-mails.
3. Whenever you are using one of the on-line services such as e-mail or the _____, you are in cyberspace.
4. Computer users can _____ through a network.
5. A network uses phone lines, _____, and fiberoptic lines.

b) You will hear short conversations between two people. After each conversation, you will hear a question about it. After you hear the question, read the four possible answers and check (✓) the best one.

1. A. A journalist.
B. A secretary.
C. A teacher.
D. A student.
2. A. Swimming, fencing, hiking.
B. Cycling, hiking, swimming.
C. Shooting, swimming, cycling.
D. Fishing, shooting, hiking.
3. A. She didn't know that they had changed plans.
B. Their change in plans didn't affect her.
C. She didn't tell them when she changed plans.
D. She didn't know that they had changed the schedule of the plans.

4. A. The woman hasn't seen the movie.
 B. The movie was dull.
 C. The woman didn't like the movie.
 D. The woman saw the movie and found it funny.
5. A. 30.
 B. 13.
 C. 12.
 D. 42.

VOCABULARY

a) Choose the word or phrase from the box that could best complete each sentence or exchange.

| | | | |
|------------------|---------------------|-----------------------|--------------------|
| gear | instructions | browse the Web | thrilling |
| operate | temporary | excursion | documentary |
| socialize | commercials | | |

1. A : Do you often _____?
 B: Yes. Looking for information on a computer is my favorite pastime.
2. A: I have a terrible headache. Can I use this medicine?
 B: You should read the _____ carefully before you use it.
3. A: Could you show me how to _____ this blood pressure monitor?
 B: Well, fit this cuff round the arm, then press this button.
4. A: Should we bring some cooking _____ on our backpacking trip next week?
 B: I think we should. We'll have to cook some food on the way.
5. A: We went hiking in the mountains last weekend.
 B: I guess it was a(n) _____ experience.

6. *Tour guide:* Before you leave Ho Chi Minh City, you'll go on a(n) _____ to Lai Thieu to enjoy some tropical fruit.

Tourists: That would be very exciting!

7. A: Where did your brother work last summer?

B: He had a(n) _____ job in an advertising company.

8. A: What do you often watch on TV?

B: Well, _____ movies with interesting factual reports. These have always attracted me.

9. A: My younger brother and sister are often fascinated by colorful _____ on TV.

B: And children often ask their parents to buy things advertised on TV, you know.

10. A: People living in a big city don't _____ with their neighbors as much as those who live in the countryside.

B: Well, I agree with you. Life in a big city is rather impersonal.

b) Choose the word or phrase that best completes each sentence or exchange.

11. A: What is this device used for?

B: Well, it is used for the _____ of cholesterol levels in blood.

A. lightening

B. examination

C. measurement

D. treatment

12. With this microwave oven, it's _____ to heat food.

A. useful

B. warm

C. time-consuming

D. convenient

13. A: The fire in our neighborhood last night burned down about twenty houses.

B: It's _____ that the fire department was not informed in time.

A. regrettable

B. inconvenient

C. alarming

D. unsuited

20. A: What do you think about people who live in rural _____?

B: Well, I think most of them are friendly and hospitable.

A. districts

B. neighborhoods

C. regions

D. communities

GRAMMAR AND STRUCTURE

a) Write the correct form of the verbs in parentheses in the following sentences or exchanges.

1. A: Are you going to Ann's birthday party this weekend?

B: *I haven't been invited* (not invited) yet.

2. A: My motorcycle broke down many days ago.

B: _____ (it / repair) yet?

3. There used to be a small market in this place, but it _____ (move) to another place last month.

4. A: _____ (they / use) to build their houses with mud and straw?

B: Yes, but most of the houses here are now built of brick.

5. A: It seems that you work harder than you used to.

B: You're right. I _____ (not use) to work long hours two years ago.

6. A: Do you plan to go to Ha Noi by plane?

B: I _____ (not fly). A friend of mine will take me to Ha Noi in his car.

7. A: It's hot in here. Could you give me a glass of water?

B: I _____ (get) you one.

8. A: Your parents wanted to buy a new house. _____ (they / buy) one yet?

B: The house they wanted to buy _____ (sell).

b) Complete the sentences to report what someone said.

9. "You should have a sense of fair play in sports."

Our teacher advised us to have a sense of fair play in sports.

10. "Would you like to go out to dinner with us?"

They invited me _____.

11. "I'm sorry for not going to class yesterday."

The student _____.

12. "I'll help you with the homework if you have trouble with it," my friend said to me.

My friend _____.

13. "Why don't we go camping on our next vacation?"

Minh _____.

14. "I'm sorry I can't lend you my dictionary. I need it right now," Lan said to me.

Lan refused _____.

c) Complete the exchanges with the prompts in parentheses.

15. A: Why did they cancel their camping trip? (heavy rain)

B: Because of the heavy rain. / Because it rained heavily.

16. A: This computer isn't good. Why did you buy it? (cheap)

B: _____.

17. A: Why doesn't your mother travel much? (poor health).

B: _____.

18. A: Why do you like these people? (hospitality)

B: _____.

19. A: Why didn't Lam play for his soccer team last week?

(injured legs)

B: _____.

20. A: Why are there so many traffic jams here? (narrow road)

B: _____.

READING

Read the text and do the tasks that follow.

Cell Phones

Cell phones have been popular in Japan since the early 1990s, but it was not until 1999 that their use really took off. The age of cell phones has emerged, but with it come problems.

Cell phones are used on buses and trains, in restaurants, and in all areas of life. They cause problems when they ring during meetings, concerts, weddings, or even funerals. What's more, people speak loudly in public, and students read and text messages during lessons. More seriously, when a cell phone is used near a person using a pacemaker to regulate his heartbeat, its radio waves may interfere with the functioning of the pacemaker.

Now, something is being done to solve these problems. In many places, new technology is being used to block cell phone calls. Airline passengers are requested to stop using cell phones while on board. Concert halls ask their audience to switch their phones to the silent mode. However, phone users fear that if they do not answer their phones, they will lose valuable business opportunities. That's why many do not turn off their phones even when they are asked to.

a) *The following statements can be true (T), false (F), or not mentioned in the text (NI). Check (✓) the appropriate boxes. Then correct the false statements.*

| | T | F | NI |
|---|--------------------------|--------------------------|--------------------------|
| 1. Cell phones have been popular in Japan since 1999. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. You can play games on cell phones. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Some cell phones can receive and send e-mails. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Cell phones can be dangerous for some people's health. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Using a cell phone in public is considered rude. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. There are no ways to interfere with cell phone calls. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. People don't always switch off their cell phones when they are asked to. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

b) Find in the text words or expressions with the following meanings.

8. became successful or popular very fast _____
9. control, adjust _____
10. prevent something from happening _____
11. where you can listen to music or songs _____
12. an electronic device to help one's heart
beat regularly _____

WRITING

Writing a Confirmation Letter

You have just received a letter of invitation from your friend. He / She wants you to confirm that you can join the picnic next Saturday and agree on departure time (6:30 a.m.).

Now write a letter of confirmation to him / her.

9

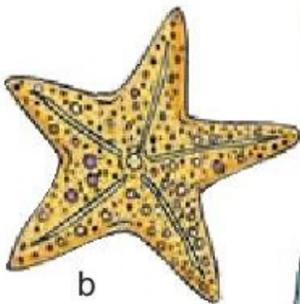
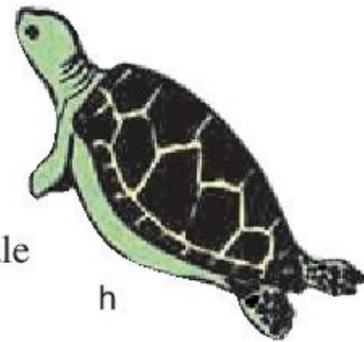
Undersea World



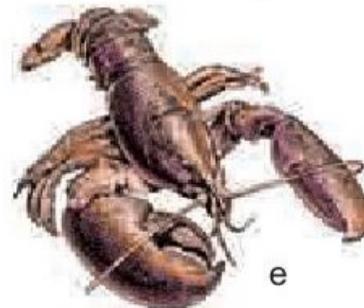
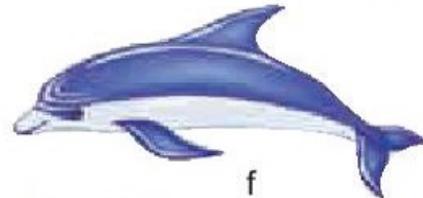
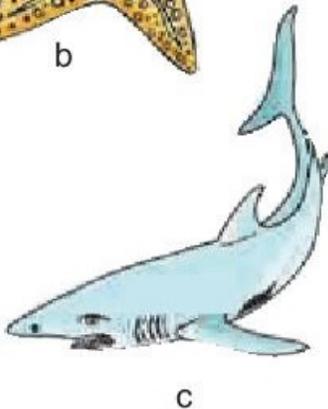
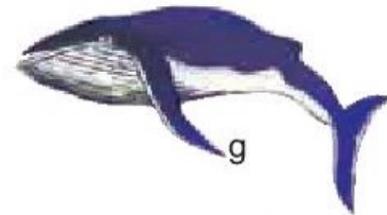
READING

Before You Read

a) Match the pictures with the names of some sea creatures.



1. a humpback whale
2. a dolphin
3. a shark
4. a lobster
5. a sea turtle
6. a sea horse
7. a crab
8. a star fish



b) Which of them are in danger and need to be protected now?

Reading Text

Read the text and do the tasks that follow.

DOLPHINS

Dolphins live in the sea like fish, but they are not fish – they are warm-blooded mammals like us. Dolphins are fascinating to many people. Stories of dolphins helping people have been reported. For example, dolphins off the coast of Australia and Africa helped fishermen in fishing efforts or occasionally rescued victims of shipwrecks at sea.



Since 1988, dolphins at Dolphin Research Center in Australia have been assisting people in another special way. People with health problems – cancer, hearing or vision impairment, or stress – take part in a program to improve their life quality and strengthen their

spirit. Children with Down's syndrome, which is a condition when people do not develop in a normal way, also show improvements after the program. Besides medical treatment, patients may spend time with dolphins. They may touch dolphins' backs, have their feet kissed by dolphins, and play games with the animals. Hence, patients feel more positive and are able to forget about their stressful situations, learn new behaviors, and communicate more effectively with other people.

Despite the good things dolphins have brought to humans, many specialists are against using dolphins for entertainment, medical treatment, or any other purposes. They say dolphins are really wild animals that should be treated with caution because contact with people changes their behavior. Their natural habits to protect themselves from danger in the wild are lost. Dolphins are considered people's friends, but they may harm people. When we give them food, dolphins may take the easy way out. They learn to beg for a living, lose their fear of humans, and can do dangerous things. While swimming with wild dolphins, we are disturbing these animals, which may get angry and bite the hand that feeds them. In short, whether friendly or not, dolphins should be left to live in their natural habitat.

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

| | T | F |
|--|--------------------------|--------------------------|
| 1. Fish are cold-blooded animals. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Dolphins are fascinating animals because they are intelligent. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Dolphins may help reduce stress. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Patients playing with dolphins may get better without using medicine. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Frequent contact with people is good for dolphins. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Dolphins are friendly, so they do not harm people. | <input type="checkbox"/> | <input type="checkbox"/> |

b) Answer the following questions.

1. In stories about them, what did dolphins do to help people?
2. What is the purpose of the program set up by Dolphin Research Center?
3. What improvements can patients with Down's syndrome make after the program?
4. When can dolphins get angry and become dangerous?
5. Why should dolphins be left to live in their natural habitat?

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

1. animals that give birth to babies, not eggs _____
2. choose an easy way of finding food, though it's not the right way _____
3. upset or worry (someone) _____
4. communication _____
5. do bad things to people who have been good to them _____
6. carefulness, attention to avoid danger _____

d) *Discuss in groups.*

Many people are against training dolphins to perform in the circus because it may injure these animals. Do you agree or disagree? Why?



LISTENING

a) *These are pictures of harpoons and a harpoon gun. What do fishermen use them for?*

harpoons



harpoon gun



b) *Listen to the song about a whale and complete the blanks.*

The Song of the World's Last Whale

By Pete Seeger

1. I heard the song of the world's last whale,
As I rocked in the moonlight and reefed the sail.
It'll happen to you also without fail,
If it happens to me – sang the world's last whale.
2. It was down off Bermuda, early last (1)_____
Near an underwater mountain where the humpbacks sing.
I lowered the microphone a quarter mile down,
Switched on the (2)_____ and let the tape spin round.
3. I didn't just hear grunting; I didn't just hear squeaks.
I didn't just hear bellows; I didn't just hear shrieks.
It was the musical (3)_____ and the passionate wail,
That came from the (4)_____ of the world's last whale.

4. Down in the Antarctic, the (5)_____ wait.
 But it's up on the land, they decide my fate.
 In London Town, they'll be telling the tale,
 If it's life or (6)_____ for the world's last whale.
5. So here's a little test to see how you (7)_____.
 Here's a little test for this Age Of The Automobile.
 If we can (8)_____ our singers in the sea,
 Perhaps there's a chance to save you and me.
6. I heard the song of the world's last whale,
 As I rocked in the moonlight and reefed the sail.
 It'll happen to you also without fail,
 If it happens to me – sang the world's last whale.
 Sang the world's last whale. Sang the world's last whale.

c) Discuss in groups.

- Which sections of the song are assumed to be spoken by the songwriter and which by the humpback whale?
- Does this song have a happy or sad tune? Why do you think so?



SPEAKING

Asking for and Giving Reasons or Explanations

Useful Expressions

To ask for reasons or explanations

Why should people treat dolphins with caution? They are so friendly.

People should treat dolphins with caution. *Why?* They are so friendly.

To give reasons or explanations

Because they are really wild animals and may harm people.

'Cause they are really wild animals and may harm people.

How come people shouldn't disturb wild dolphins?

'*Cos* dolphins may get angry and do dangerous things.

People shouldn't disturb wild dolphins. *How come?*

Because of the danger dolphins may cause to them.

a) *Look at some suggested activities below and decide if you want to do them or not. You can add to the list your own reasons / explanations for doing or not doing them.*

| Activities | Why? | Why not? |
|--|---|--|
| to eat seafood or fish | <ul style="list-style-type: none">● seafood – not fatty● good for one's health● | <ul style="list-style-type: none">● allergic to seafood● fish – lots of bones● |
| to fish with a fishing rod | <ul style="list-style-type: none">● character-building – patience● | <ul style="list-style-type: none">● boring● |
| to keep goldfish as pets | <ul style="list-style-type: none">● goldfish – not noisy● | <ul style="list-style-type: none">● waste time● |
| to explore the bottom of the sea | <ul style="list-style-type: none">● know more about sea life● | <ul style="list-style-type: none">● too dark there● |
| to go to the circus to see dolphins' performance | <ul style="list-style-type: none">● dolphins – very clever● | <ul style="list-style-type: none">● dolphins – work too hard● |

b) Work with a partner and talk about these activities.

 Example

A: I like eating seafood 'cause it's not fatty. How about you?

B: I don't.

A: You don't like seafood! Why not?

B: Because I'm allergic to it.

c) Work with a partner and describe what is happening in each picture.
You can use the prompts to talk about these pictures.



1. crab / get out / old shell / too small

A: A crab's getting out of its old shell. Why?

B: 'Cos the old one is too small for it.

2. whales / blow water up / exhale
air through their blowholes



3. clean up the beach / oil slick



4. bury sea turtle eggs / protect / eaten by other animals



5. fish die / polluted sea water

d) Work in pairs. Take turns to ask for and give reasons (or explanations) for the given situations.

1. You were late for class today.
2. Your neighbor broke his leg.
3. Some of your classmates failed the English test.
4. You fell asleep in class yesterday.
5. You look rather unhappy today.

 Example

A: Why were you late for class today?

B: Because I got stuck in a traffic jam.



WRITING

Writing Invitations

a) Read the following four invitations and complete the table with words and phrases from them.

1

Hi!

Sorry not to find you at home.

How about going to the movies tonight? It's Jurassic Park at the Diamond Plaza.

I'm at home this afternoon. Give me a call.

Sheryl

2

Jimmy

We're going to Tri Nguyen Aquarium this Saturday. Do you feel like joining us?

Carol and Tuan will go there, too. Phone me to confirm. OK?

Mai

Dear Dan

This is just a quick note to ask if you're free this weekend.

Ann and John are passing through on their way to China. Can you come to dinner on Sunday?

Leave me a note before Saturday. Don't call me - my phone line has been cut!

Thank

3

Dear Prof. Wilson

We are arranging a get-together at the Swiss Café to welcome back Prof. Ali after his stay in Thailand.

I should very much like you, as our advisor, to join us.

The date I have in mind is June 20. Would this be suitable for you?

With best wishes

Le Thi Ngoc

4

| | Letter 1 | Letter 2 | Letter 3 | Letter 4 |
|--|-----------------------|---|------------------------------------|----------|
| Reason for invitation | – going to the movies | | | |
| Statement of invitation + suggestion (time, date, place) | | – Do you feel like joining us? – this Saturday | | |
| Request for reply | | | – Leave me a note before Saturday. | |

b) Combine the fragments below to form two letters of invitation. Which one is informal? Which one is formal?

- (1) With love
- (2) Dear Laura
- (3) If you can come, just drop us a line to say when you'll arrive.
- (4) As the vacation is coming, it'd be nice to see you here with my family.
- (5) Kerry
- (6) Sorry we've been out of touch for so long.
- (7) Rosa and Carol will be here, too. So we all can go scuba diving together to explore the sea near my house.

- (1) Two possible dates which we can offer are February 25 and March 15.
- (2) Thank you for your letter of January 20.
- (3) Dear Mr. Lee
- (4) Could you please let us know if one of these is suitable for you?
- (5) In view of your interest in our school and students, we are extremely happy to welcome your visit.
- (6) Nguyen Thi Van
- (7) Yours sincerely

c) Choose one topic and write a letter of invitation.

1. You are the secretary of your school's Youth League.
 - Invite Mr. Dean Brown, Chair of the Green Peace Association, to give a talk to students in your school about how to protect endangered sea animals.
 - Give possible date / time.
2. Your class plans to spend the whole Sunday morning cleaning the beach.
 - Your friend from Australia is visiting Viet Nam, but she's not in when you drop by. Write a short letter to invite her to join your class.
 - Say when and where you plan to meet.



LANGUAGE FOCUS

Word Study

Formation of Compound Adjectives

Fill in the blanks with appropriate compound adjectives. The first one has been done for you.

1. Dolphins have warm blood. They're *warm-blooded* mammals like us.
2. He has fair hair. He is a _____ man.
3. I don't like a man that has a bad temper. _____ men are difficult to deal with.
4. That girl has blue eyes. Do you like _____ girls?
5. A giraffe is a(n) _____ animal. It has quite a long neck.
6. Talking to such a(n) _____ man is boring. I suppose his head is empty of interesting ideas.
7. That cruel man has a cold heart. He's a(n) _____ person that has no sympathy for others.

Grammar

a) Restrictive Relative Clauses (with *Who, That, or Which*)

Examples

- They say dolphins are really wild animals *that/ which should be treated with caution.*
- The date *(which) I have in mind* is June 20.

Join the sentences with who, that or which.

1. Chinese people have a very special kind of soup. This kind of soup is made from shark's fin.
2. A lot of fish die every day. They live in the polluted sea.
3. We have a new teacher. I really like her.
4. Many people get sick or die every year. These people eat puffer fish, a very poisonous species.
5. She'll tell you a story. That story will surprise you.

b) Non-restrictive Relative Clauses (with *Which*)

Examples

- While swimming with wild dolphins, we are disturbing these animals, *which may get angry and bite the hand that feeds them.*
- Children with Down's syndrome, *which is a condition when people do not develop in a normal way,* also show improvements after the program.

Join each sentence in column A with the most suitable one in column B, using which.

| A | B |
|---|---|
| 1. The Nile is the home of a great variety of fish. | a. It is one of the most dangerous sea creatures. |
| 2. Yesterday I visited Tri Nguyen Aquarium. | b. The Nile is in Egypt. |

- | | |
|---|---|
| <p>3. The movie <i>Harry Potter</i> is coming soon.</p> <p>4. Then he was caught in the mouth of a white shark.</p> <p>5. The most beautiful park is opposite my house.</p> | <p>c. It has a lot of big trees.</p> <p>d. I'm longing to see it.</p> <p>e. It has various species of fish.</p> |
|---|---|

c) The Passive Voice (Revision)

Examples

- Dolphins *are considered* people's friends.
- Stories of dolphins helping people *have been reported*.
- A lot of whales *were hunted* last year.

Put the following sentences into the passive.

1. We clean the garage every day.
2. They have found and buried hundreds of sea turtle eggs today.
3. Why don't people classify dolphins as fish?
4. We exported tons of shellfish to Japan last year.
5. People send lots of junk mail to our office every day, which really annoys us.
6. Does contact with people affect dolphins' lives?

10

Conservation



READING

Before You Read

Look at the pictures showing environmental damage. Match the solutions with the pictures.

a. Water pollution

b. Forest destruction

c. Wildlife extinction

Solutions

1. Control the cutting down of trees
2. Ban wildlife poaching and trading
3. Clean up beaches

Reading Text

Read the text and do the tasks that follow.

NAM CAT TIEN NATIONAL PARK

- A.** Conserving human heritage proves to be an act of great cultural value and of an advanced lifestyle. A large mosaic of forest and a diversity of wildlife in Nam Cat Tien have been protected by Nam Cat Tien National Park since it was established by the central government in 1992. If there had not been that establishment, most of the area's ecosystem would have been greatly damaged. At present, Nam Cat Tien National Park is exploited as an ecotourism site because of its beauty and its economic development.
- B.** This park has a wide diversity of species. There is a total of 1,610 flora species with seven different habitat types. The forest types and geographical sites are home to unique tropical fauna: species of mammals, reptiles, amphibians, birds, fish, and insects.
- Ecotourists like traveling there because they can both enjoy the beautiful landscape and contribute to the conservation of the natural environment.
- C.** As an ecotourism site, it can provide tourists with beautiful landscape in the biosphere reserve. Tourists can trace wild animals and watch them hunting their prey at night. Also, they can go boating along Dong Nai River to Bau Sau to view peacocks' graceful dances.
- D.** At present more and more visitors come to Nam Cat Tien National Park on their ecotour. Thanks to this, the economy in the local area is flourishing. This makes local authorities more interested in developing ecotourism there because it can promote the economy and provide more funds for conservation.

a) Match the headings with the appropriate paragraphs.

- | | |
|-------------------------|-------------|
| 1. Tour Discoveries | Paragraph A |
| 2. Benefits of the Park | Paragraph B |

3. Nam Cat Tien National Park as an Ecotourism Site Paragraph C
 4. Significant Biological Diversity Paragraph D

b) Match the words or phrases in column A with their appropriate meanings in column B.

| A | B |
|----------------------|---|
| 1. ecotourism site | a. use something fully and effectively |
| 2. diversity | b. the protection of animals, plants, forests etc., to prevent them from being spoiled or destroyed |
| 3. exploit | c. a natural area where people can visit and learn about it in a way that will not hurt the environment |
| 4. biosphere reserve | d. a piece of land in which animals and plants can live |
| 5. conservation | e. a range of different things |

c) Give brief answers to the following questions.

1. Why is Nam Cat Tien National Park exploited as an ecotourism site?
2. Name different species found in this national park.
3. What do local authorities develop ecotourism there for?
4. What's the writer's viewpoint on the development of ecotourism in this national park?



LISTENING

a) In groups of four, make a list of some activities that cause harm to the natural environment. The first one has been done for you as an example.

1. Hunting rare animals
- 2.
- 3.
- etc.

b) Listen to a class discussion about ecotourism held by Miss Linh and fill in the blanks in the sentences below.

1. This is the class's first trip to a _____.
2. Students will be able to watch _____ in their natural habitat.
3. In an ecotour, tourists shouldn't _____ or _____ animals because these actions may harm animals' health.
4. Ecotourists learn that wild animals have their own _____ and habits.
5. Being friendly with nature means not doing harm to species of _____.
6. Ecotourism has its _____ purpose.
7. Littering, _____ young trees, and killing _____ or wild animals in a national park are not proper actions of ecotourists.
8. Every tourist should contribute to the _____ of the natural environment.

c) In groups, write a list of what you shouldn't do as ecotourists. Give reasons.



SPEAKING

Making Suggestions About Nature Conservation

a) Work with your partner. Take turns using the expressions in the box below to make up answers to these questions. The first one has been done for you as an example.

Useful Expressions

- It might be a good idea to ...
- I think you / we / they should ...
- It would be better if ...
- One thing you / we / they could do is ...

Nam

Mai

Have you ever thought of recycling?

Well, (1) I think we should recycle things such as bags, cans, and bottles.

Don't you think it might be a good idea to conserve nature?

Er, (2) _____

Why don't people save energy?

Well, (3) _____

Don't you think it might be a good idea to reduce water pollution?

Er, (4) _____

Have you ever thought of protecting wildlife from extinction?

Um, (5) _____

b) *Work with your partner. Use the expressions above and the prompts below to make up exchanges about environmental damage and their solutions.*

Prompts

| Environmental Damage | Solution |
|--|--|
| <ul style="list-style-type: none"> ● wildlife extinction ● deforestation ● littering ● forest fire | <ul style="list-style-type: none"> ● Keep rare animals in their natural habitat. ● Control the burning of forests. ● Control the cutting down of trees. ● Don't use disposable products. ● Use environment-friendly products. ● Don't build campfires in national parks. |

c) *In pairs, think of a camping trip. Make a list of some do's and don'ts tourists should follow.*



WRITING

Writing a Letter of Acceptance or Refusal

When writing a letter of acceptance or refusal, you might follow the format below.

FORMAT

- Date
- Salutation
- Thanking for the invitation
- Stating the

| |
|----------------------------------|
| acceptance politely with delight |
| refusal politely with regret |
- Closing

a) Read the invitation letter and reply letters below. Underline the language used to express acceptance and refusal in the reply letters.

1. Invitation letter

Dear Linh and Laura

As vacation is coming near, it'd be nice to see you here with my family, and we'll spend a few days on a camping trip in Cuc Phuong National Park, which is just two kilometers away from my house.

Please let me know if you can come on July 15.

With love

Van

2. Reply letters

Letter of Acceptance

June 15, 20 _____

Dear Van

Thank you very much for your invitation. I'd be very happy to come. It'll be great fun going camping in this national park.

See you on July 15.

Yours

Linh

Letter of Refusal

June 25, 20 _____

Dear Van

Thank you for your invitation, but unfortunately I'm quite unable to come. I have to go back to my hometown to see my parents and attend my sister's wedding.

I'm sorry but I can't make it.

Yours

Laura

Note that you might use the following language in writing your letter.

| ACCEPTANCE | | | |
|---|------------------------|----|-------------------------|
| Thank you for your invitation. | | | |
| I'd be | very pleased | to | come. |
| | delighted | | accept your invitation. |
| | very happy | | |
| Your invitation to ... | is welcome. | | |
| | was a lovely surprise. | | |
| REFUSAL | | | |
| Thank you for your ..., but unfortunately ... | | | |
| It's not possible for me to ... | | | |
| I'm quite unable to ... | | | |
| I'm terribly sorry to have to refuse. | | | |
| I'm very sorry but I can't make it / come. | | | |

b) Suppose you are asked to join a volunteer work to conserve nature.

1. Write a letter of acceptance if you can go.
2. Write a letter of refusal if you can't.



LANGUAGE FOCUS

Word Study

Word Forms

Complete the following sentences, using appropriate forms of the words in parentheses.

1. Ecotourism helps provide funds for _____. (*conserve*)
2. Burning forests will lead to the _____ of wildlife habitat. (*destroy*)

3. An ounce of _____ is better than a pound of cure. (*prevent*)
4. Poachers should be kept away from national parks for the _____ of rare animals. (*protect*)
5. Road construction and hotel building in national parks for ecotourism purposes will lead to forest _____. (*reduce*)

Grammar

a) The Modal Auxiliary *Should*

 Example

A: Have you ever thought of recycling?

B: Well, we *should* recycle things such as bags, cans, and bottles.

Write answers to the following questions with should and the prompts in parentheses.

1. A: What should we do to reduce water pollution?
B: I think _____. (treat toxic chemicals / discharge / river)
2. A: What should we do to prevent rhino poaching?
B: _____. (not use horns / associated products)
3. A: What should we do to conserve forests?
B: _____. (control / deforestation)
4. A: What should we do to prevent global warming?
B: _____. (reduce / smoke / exhaust gas)
5. A: What should you do to prevent forest fires?
B: _____
6. A: What should you do to reduce air pollution?
B: _____
7. A: What should you do to save energy?
B: _____

b) Conditional Sentences: Type 2

 Example

A: What *would happen* if people used gas without control?

B: They *would suffer* from a shortage of natural gas.

Write answers to the following questions.

1. A: What would happen if dwellers in this city didn't save energy?

B: _____

2. A: What if local authorities didn't control dynamite fishing?

B: _____

3. A: What if oil tankers leaked?

B: _____

4. A: What if poachers killed polar bears for fur?

B: _____

5. A: What would happen if more and more people used motorbikes and cars ?

B: _____

6. A: What if the Earth were hit by a large comet?

B: _____

7. A: What if more hotels were built in national parks?

B: _____

c) Conditional Sentences: Type 3

 Example

If there *had not been* the establishment of Nam Cat Tien National Park, most of the area's ecosystem *would have been* greatly *damaged*.

Complete the following sentences, using appropriate forms of the verbs in parentheses. The first one has been done for you.

1. If chemical factories hadn't discharged toxic chemicals, city dwellers *would not have suffered* three days without running water. (*suffer*)
2. If hunters had stopped poaching rare animals for commercial purposes, and felling trees for wood, nature _____. (*conserve*)
3. The sea creatures there wouldn't have been killed if factories in this city _____ sewage into the sea. (*discharge*)
4. Global warming would have been prevented if people _____ exhaust fumes. (*reduce*)
5. If more garbage _____ into the sea, people would have suffered from sea pollution. (*dump*)
6. If humans had been more friendly with nature, they _____ natural disasters. (*endure*)
7. If people _____ more environment-friendly products, they would not have worried about global warming. (*use*)
8. If local authorities had controlled hotel building in this national park well, the forests there _____. (*destroy*)

11

National Parks



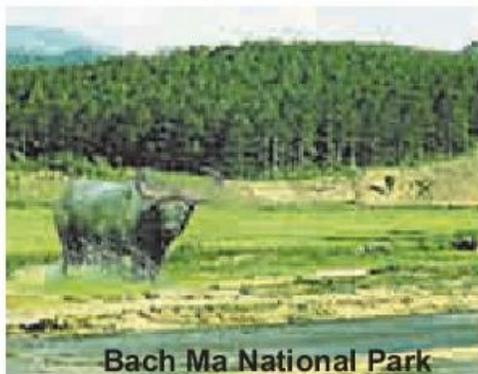
READING

Before You Read

Look at the pictures of some national parks in Viet Nam. Match each national park with the appropriate extract.



Cuc Phuong National Park



Bach Ma National Park



Nam Cat Tien National Park

Extract A

This national park is in Central Viet Nam, only 20 km from Canh Duong Beach. This park is home to some endangered species such as the white ox and the wild buffalo.

Extract B

This national park is in northern Central Viet Nam. It is 45 km from Ninh Binh. This park is home to a unique species of tree called *kim giao*, whose wood was used to make chopsticks for kings and noble people in ancient times.

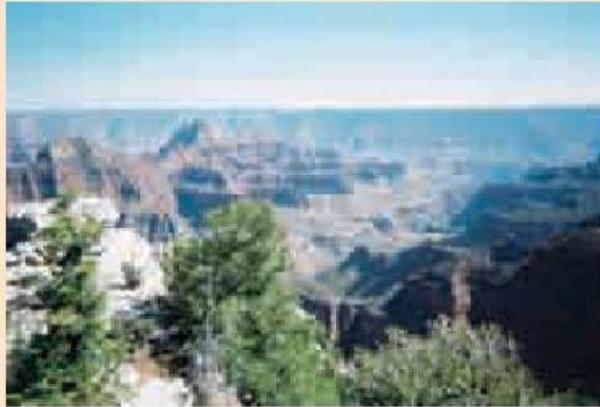
Extract C

This national park is in the Central Highlands. It is 240 km from Ho Chi Minh City. This park is home to the wild ox (the gaur) as an endangered species.

Reading Text

a) Read the following texts and complete the chart that follows.

Grand Canyon National Park (USA), established in 1919, covers 4,931 square kilometers in northwestern Arizona. The north rim of the canyon has an average annual rainfall of about 660 millimeters while the south rim has only about 400 millimeters. The north rim has much colder temperatures than the south rim does because it is 365 meters higher than the south rim.



Grand Canyon National Park



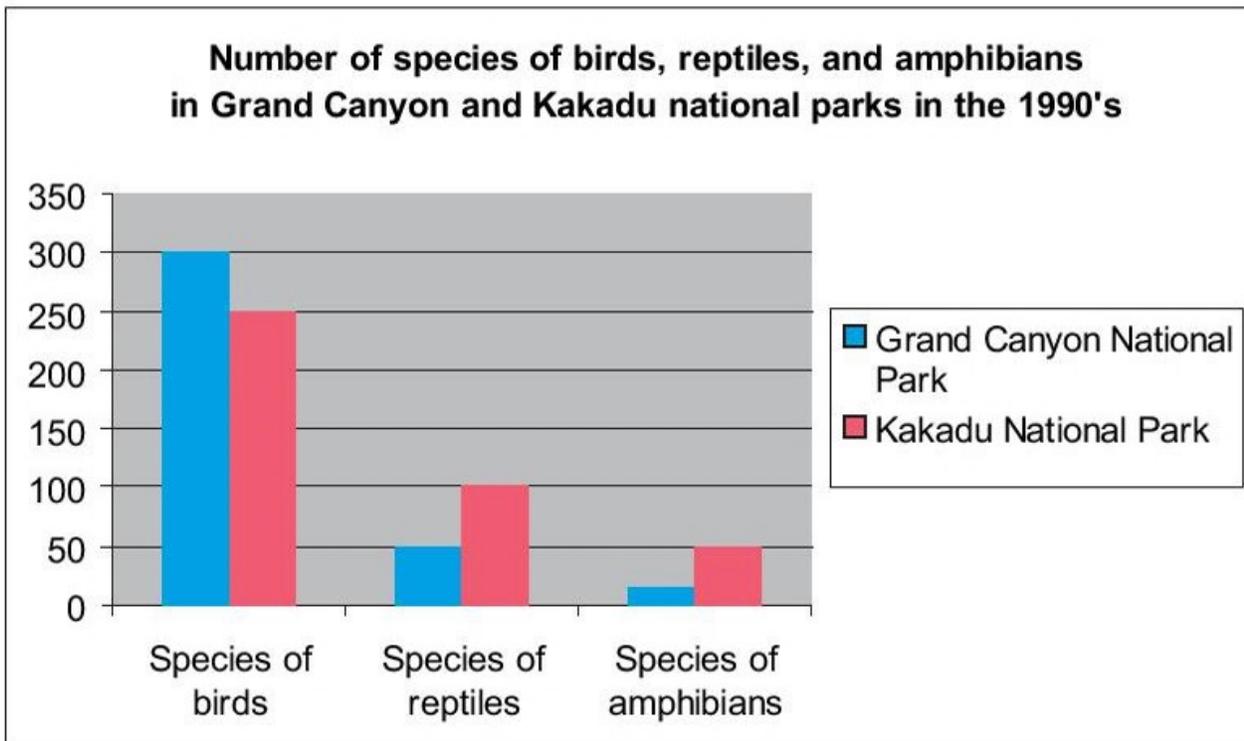
Kakadu National Park

Kakadu National Park (North Australia) covers an area of 12,432 square kilometers in northern Australia. The park was established in 1979 to preserve the culture of the Aborigines and maintain a good balance in ecology. The warm tropical climate provides good conditions for different species of fauna and flora to develop.

At present, there are about 300 Aborigines living in Kakadu National Park. A number of them are trained to become caretakers and managers of this park.

| National Park | Year of establishment | Country | Area (square km) |
|---------------|-----------------------|---------|------------------|
| Grand Canyon | | | |
| Kakadu | 1979 | | |

b) Below is the graph that provides more information about Grand Canyon National Park and Kakadu National Park.



Answer the following questions with the information found from the graph.

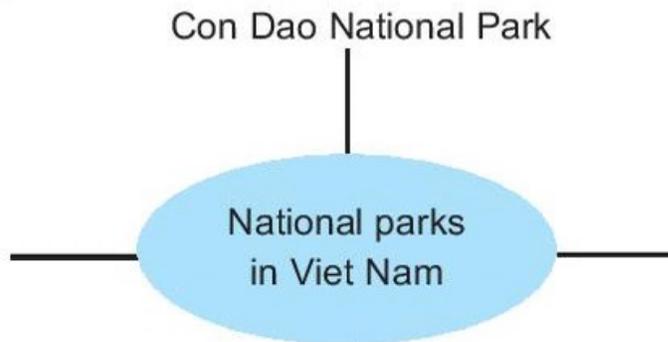
1. How many species of reptiles live in Kakadu National Park?
2. How many species of amphibians live in Kakadu National Park?
3. What is the total number of species of birds, reptiles, and amphibians in Grand Canyon National Park?

Fill in the missing information about the comparison between the two national parks.

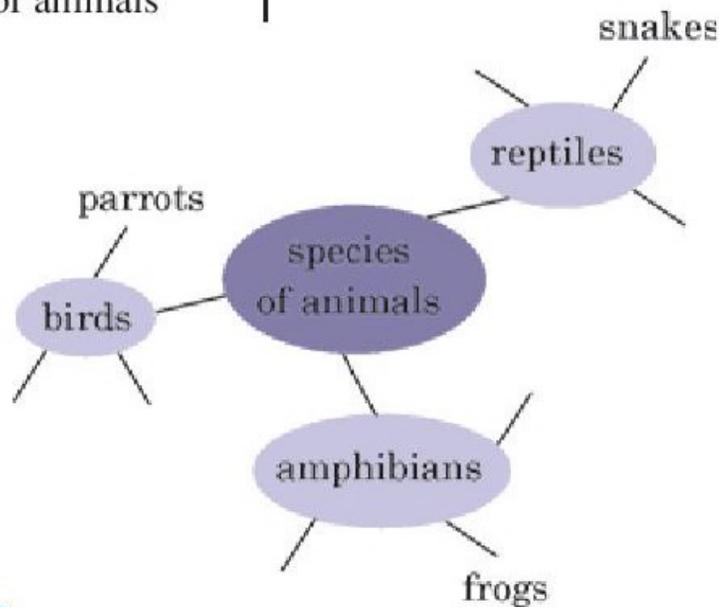
1. The number of species of _____ in Kakadu National Park is twice as large as that in Grand Canyon National Park.
2. There is a difference in _____ species of amphibians between the two national parks.
3. _____ National Park has more species of birds.

c) In groups of four, complete the following spidergrams.

1. National parks in Viet Nam



2. Some species of animals



LISTENING

a) In pairs, discuss the following.

Have you ever been to a national park in Viet Nam? If yes, what did you and tourists do there? If no, guess what tourists can do there.

b) Van and Nam are at the cafeteria. They are talking about where to go during the weekend. Listen and check (✓) the boxes next to the correct information you hear from their conversation. You can check more than one box.

In Nam Cat Tien National Park, tourists may

1. go short or long trekking around the forests.
2. go camping.
3. go fishing.
4. see various kinds of animals and plants.

c) Listen again and answer the following questions.

1. Where will Nam go on the next long weekend?
2. Which place is Van planning to go to?
3. What is Nam's opinion about environmental conservation there?

d) In groups of four, suggest some measures to conserve the environment of national parks.



SPEAKING

Asking for Permission and Giving Reasons for Refusal

a) Fill in the missing information in the bubbles below, using the suitable prompts provided.

Is it all right if tourists
shoot animals in national
parks?

1. _____

2. _____

I'd rather they didn't;
the thing is, this will
pollute the water.

Would it be all right if people
use more and more motorbikes
and cars instead of bicycles and
public transportation?

3. _____

Prompts

- a. Well, the thing is, they will suffer from air pollution because smoke from these vehicles pollutes the air they breathe.

- b. It's sort of complicated, but you see, this practice will lead to wildlife extinction in the long run.
- c. Anybody mind if tourists throw garbage into the lakes?

b) Work with a partner. Use the suggested expressions and prompts below to make up exchanges about ways to preserve the natural environment.

Useful Expressions

Asking for permission

- Is it all right if...?
- Would it be all right if...?
- I wonder if...
- Anybody mind if...?

Giving reasons

- Well, you see...
- The reason is...
- It's sort of complicated, but you see...
- ... and that's why I'd like to...
- Well, the thing is,...
- It's because...

Prompts

Things that could destroy the natural environment

- felling trees for wood
- shooting wild animals
- making a campfire
- dumping trash

Ways to preserve the natural environment

- growing trees for wood
- preserving rare animals from extinction
- preventing forest fires
- keeping waterways clean

You might follow this pattern.

A: Would it be all right if we felled some trees for wood?

B: I'd rather you didn't; the thing is, this would destroy the forest. We must grow more trees instead.

A: I see.

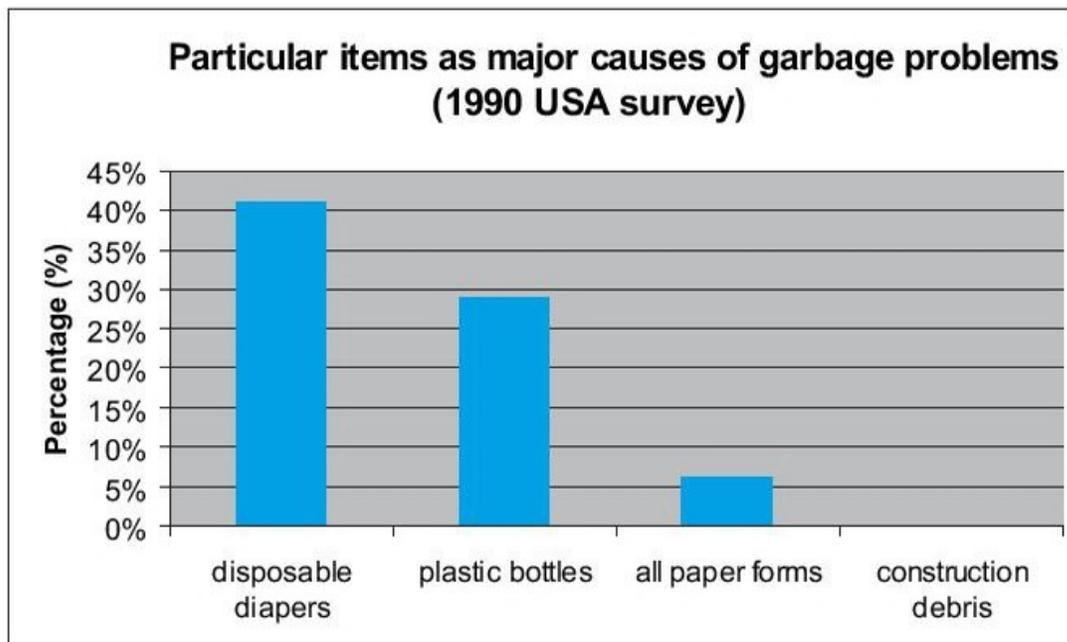
c) *Work with your partner. Take turns asking for permission and giving reasons for refusal on other issues related to environmental protection (in the park, in the schoolyard, on the beach, etc.)*



WRITING

Interpreting and Describing Graphs

a) *Look at the following graph and fill in the missing information.*

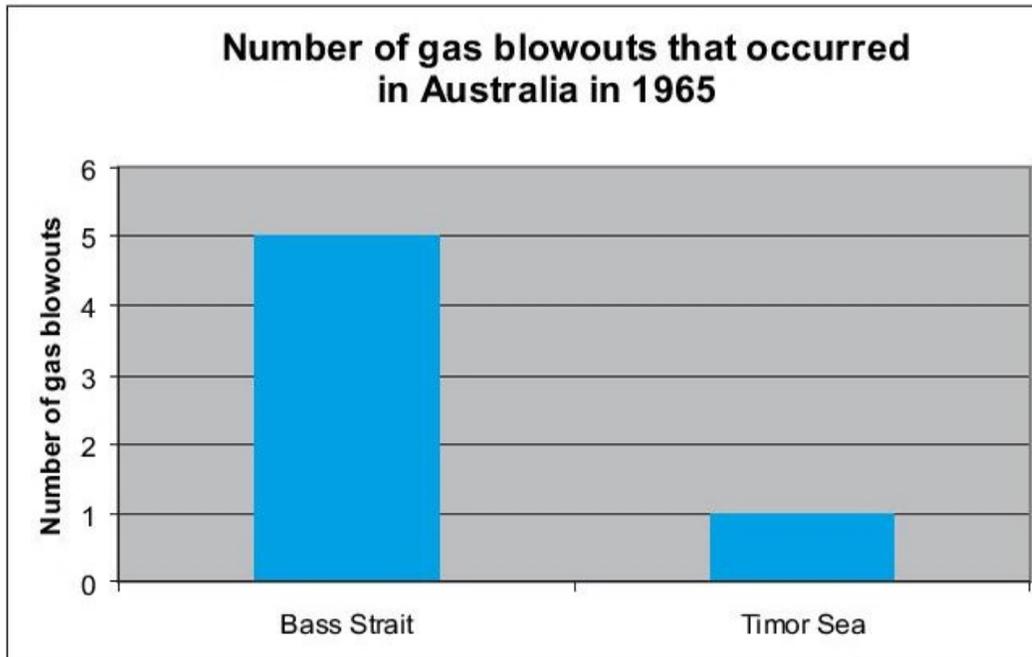


In the graph, the particular items considered as major causes of garbage problems are shown.

According to the graph, (1)_____ were identified by 41 percent of the survey respondents, (2)_____ by 29 percent, (3)_____ by 6 percent, and (4)_____ by zero percent.

In summary, the graph reveals that disposable diapers were identified as a major cause of garbage problems and construction debris has no effect on garbage problems.

b) Look at this graph.



1. Give brief answers based on the graph.

- When did the gas blowouts occur?
- In what country did the gas blowouts occur?
- According to the graph, how many gas blowouts occurred in total?
How many in Bass Strait? And how many in Timor Sea?

2. Write a short paragraph to interpret the graph based on the answers above.

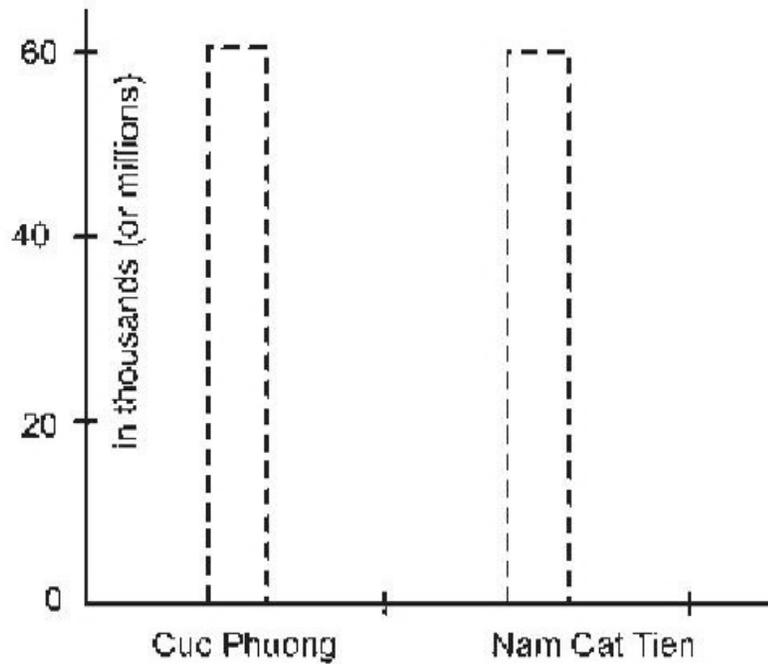
In the graph, _____

According to the graph, _____

In sum, _____

c) In groups of four, predict the number of visitors to Cuc Phuong National Park and Nam Cat Tien National Park in 2010.

- Draw a graph to show your prediction of the number of visitors to these national parks.



2. Based on your prediction shown in the graph, write a short paragraph to interpret it.



LANGUAGE FOCUS

Word Study

Preserve vs. Reserve

preserve (v.) keep something in its original state or in good condition

reserve (v.) keep something so that it cannot be used by any other person or for any other reason

preservation (n.) the act of keeping something in its original state or in good condition

reservation (n.) an arrangement for a seat on a plane or in a restaurant, a room in a hotel, etc. to be kept for you

reservation (*countable noun*) an area of land in the United States that is kept separate for Native Americans to live in

Complete the following sentences, using the appropriate forms of the words in parentheses.

1. The paintings in this gallery are in an excellent state of _____.
(*preserve / reserve*)

2. We have always tried to _____ peace with our neighbors.
(*preserve / reserve*)
3. These seats are _____ for special guests. (*preserve / reserve*)
4. I'll call the airline and make a _____ for my trip to Ha Noi next week. (*preserve / reserve*)
5. In the nineteenth century, American Indians were forced to live in the _____ in the southern states. (*preserve / reserve*)

Grammar

a) Reduced Relative Clauses

Examples

- Vietnamese people try to protect species of fauna and flora which are living in Nam Cat Tien National Park from extinction.

Vietnamese people try to protect species of fauna and flora living in Nam Cat Tien National Park from extinction.

- We should participate in the movements which are organized to conserve the natural environment.

We should participate in the movements organized to conserve the natural environment.

Rewrite each of the underlined clauses to create a reduced clause.

1. The police are making great efforts to arrest those who kill and purchase wild animals.
2. People should change their inappropriate lifestyle that causes destruction to natural reserves.
3. There should be some measures to protect the humpback whale, which is considered an endangered species.
4. Poachers still try to kill rhinos that are kept in protected areas because of big profit.
5. Wild animals which are living in their natural habitat will have a better and longer life than those which are kept in protected areas.

b) The Passive Voice with Different Verb Forms and with Modals

 Examples

- A: Are humpback whales an endangered species?
B: Yes, they *are considered* an endangered species.
- A: Is it all right if rare animals *are kept* in protected areas?
B: Well, the thing is, they *should be kept* in their natural habitat so that they can live longer.

Write answers to the following questions, using the passive verbs as directed.

1. A: What do you think of the purchase of wild animals?
B: It _____ (ban / *Use the modal auxiliary "must."*)
2. A: What should be done to conserve the natural environment in the coming years?
B: More activities _____ (organize / *Use the modal auxiliary "will."*)
3. A: How were the Aborigines in Australia treated years ago?
B: They _____ to live in reservations. (force / *Use the past simple.*)
4. A: What shouldn't tourists do in national parks?
B: They _____ to make campfires there. (not allow / *Use the present simple.*)
5. A: What happens to the natural environment of Phu Quoc Island for the time being?
B: It _____ because of excessive litter thrown by tourists and local people. (destroy / *Use the present progressive.*)
6. A: Why are you still here? You _____ on the flight to London. (be / *Use the modal auxiliary "must" and the perfect aspect.*)
B: Well, my flight was canceled due to heavy snow there.



READING

Before You Read

a) Listen to these music extracts and work in groups to match them with the appropriate styles.

| Extract No. | Music Style |
|-------------|--------------------|
| 1 | a. classical music |
| 2 | b. folk |
| 3 | c. pop |
| 4 | d. rock-'n'-roll |

b) Which style do you like the most?

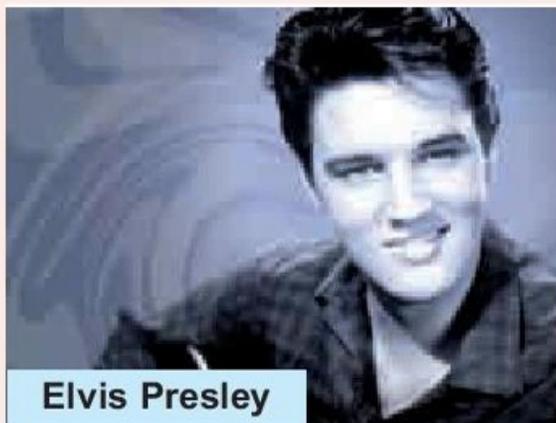
Reading Text

Read the text and do the tasks that follow.

Music, which plays an indispensable part in human life and is loved by almost everyone, is an arrangement of sounds that are played on instruments and/or sung. Different people, however, will prefer different kinds of music.

Classical music is mainly for a learned and serious audience. Compared with romantic music, it depends more on formal appeal than emotional stimulation. One of the best-known composers of classical music is Mozart (1756 – 1791), whose symphony No. 40 in G Minor has been loved worldwide.

Pop music, in contrast, usually refers to a nonclassical type of music emerging in the early 1900s. Pop music is popular with a great variety of people because it consists of short songs with a strong beat and simple tunes easy to remember. Generations of pop music lovers will perhaps never forget sweet pop songs like *Papa* by Paul Alka.



Elvis Presley



The Rolling Stones

Rock-'n'-roll, a type of popular music developed from jazz (rooted in the musical traditions of African-Americans) and country music (the southern / western folk music of rural United States), had not appeared until the 1950s. With hits like *Heartbreak Hotel*, Elvis Presley (1935–1977) was known as the “King of Rock-'n'-Roll.”

From rock-'n'-roll, it was not until the 1960s that rock developed. *Satisfaction* by The Rolling Stones is an example of this modern music with a very strong beat, based on a solo voice and (mainly) electric guitars.

Unlike those types of music, folk music, transmitted orally, often has unknown composers. A folk song usually has several versions. An example of folk songs is *Auld Lang Syne*, traditionally sung at midnight on New Year's Eve in Britain.

a) Answer the following questions.

1. Who are the listeners of classical music?
2. What is the key difference between classical music and romantic music?

3. Why is pop music so popular with many people?
4. Why does a folk song usually have several versions?
5. When was rock-'n'-roll born?
6. How successful was Elvis Presley with rock-'n'-roll?
7. Where does rock come from?
8. What is the key musical instrument that rock is played on?

b) Fill in the gaps with the missing information.

| Music Type | Description | Example |
|---------------|---|---|
| Classical | for a (1)_____ audience; dependent more on formal appeal | Symphony No. 40 |
| Folk | transmitted orally, (2)_____ composers, has several versions | (3)_____ |
| Pop | nonclassical type of music, emerging in (4)_____; short songs with a strong beat and simple tunes (5)_____ | <i>Papa</i> by Paul Alka |
| Rock-'n'-roll | developed from (6)_____ music in the (7)_____ | (8)_____ by the "King of Rock-'n'-Roll" |
| Rock | developed in the 1960s from (9)_____, strong beat, based on a solo voice and electric guitars | <i>Satisfaction</i> by (10)_____ |

c) "Music plays an indispensable part in human life." Do you agree? How important to our lives do you think music is? Discuss with your friends to find out the roles of music in society.





LISTENING

a) Work in groups to circle song titles, names of artists – composers and/or singers – and music types.

| | a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | |
|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | B | E | | | | | | | | | | | | E | D | |
| 2 | A | L | H | | | | | | | | | | S | N | L | |
| 3 | U | R | O | E | | | | | | | | | I | I | R | |
| 4 | L | F | O | W | L | | | | | | V | W | P | T | O | |
| 5 | D | C | O | C | I | L | | | | | L | E | O | S | N | W |
| 6 | L | L | | L | K | N | O | | E | H | P | Y | | E | E | |
| 7 | A | A | | | K | B | I | I | T | S | R | | | M | H | |
| 8 | N | S | | | | C | L | N | E | T | | | | E | T | |
| 9 | G | S | | | | | O | U | N | | | | | L | L | |
| 10 | S | I | | | | | | | | | | | | C | A | |
| 11 | Y | C | | | | | | | | | | | | S | E | |
| 12 | N | A | | | | | | | | | | | | O | H | |
| 13 | E | L | | | | | | | | | | | | N | T | |

b) Put your findings in the correct columns.

| Song Title | Artist's Name | Music Type |
|------------|---------------|------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

c) Now listen to one of those songs. Fill in the gaps with the words in the box.

| | | | |
|---------------|-----------------|-------------|---------------|
| seas | wind | see | cry |
| strike | mountain | sky | deaths |
| banned | free | ears | died |

Blowin' in the Wind

Bob Dylan

1. How many roads must a man walk down
Before they call him a man?
How many (1)_____ must a white dove sail
Before she sleeps in the sand?
How many times must the cannonballs (2)_____
Before they're forever (3)_____?
Chorus: The answer, my friend, is blowin' in the (4)_____.
The answer is blowin' in the wind.
2. How many years must a (5)_____ exist
Before it is washed to the sea?
How many years can some people exist
Before they're allowed to be (6)_____?
How many times can a man turn his head
And pretend that he just doesn't (7)_____?
(Back to chorus)
3. How many times must a man look up
Before he can see the (8)_____?
How many (9)_____ must one man have
Before he can hear people (10)_____?
How many (11)_____ will it take 'til he knows
That too many people have (12)_____?
(Back to chorus)

d) In groups of four, sing any of the songs you have found out from the table in b).



SPEAKING

Expressing Attitudes Toward Types of Music

a) *With the information given in the Reading Text and your own experience, match the types of music with their descriptions.*

| Description | Music Type |
|--|------------------|
| 1. modern and popular among young people, touches various things of life | a. rock |
| 2. a type of pop music with a very strong beat | b. pop |
| 3. strong rhythms, slow, nostalgic, sad tunes | c. folk |
| 4. traditional in a particular country, melodious | d. rock-'n'-roll |
| 5. serious and traditional in style; not everyone can enjoy it | e. rap |
| 6. a strong beat to which words are spoken rather than sung; very exciting | f. classical |

b) *Now, work in pairs and talk about the music type(s) you love or dislike. The prompts in the boxes and expressions that follow will help you.*

Positive Attitudes

I | love | his guitar.
| like |

The audience felt very | pleased | with their | duet | performance.
| excited | | chorus |

I find it really | lovely | to ...
| intriguing |
| moving |

Neutral Attitudes

Yeah, it's not so bad.

Well, I don't know. It's

| | |
|-----------|----------|
| OK | with me. |
| all right | for me. |

I'm not so interested in this type of music.

Maybe I'll learn to like it.

Negative Attitudes

We

| | |
|------------|-------------|
| don't like | the lyrics. |
| dislike | |

The performance is (really)

| |
|----------------|
| annoying. |
| awful. |
| disappointing. |

We

| | |
|-----------------|--------------|
| are so tired of | such a song. |
| can't bear | |

Example

Daddy: (tapping on the daughter's shoulder) Hey, my little lady. Are you going to blow up this house?

Daughter: ... (listening to some rap music) Come on, Daddy, it can't be so bad.

Daddy: (turning down the volume) It's too late now, dear. Won't you ever feel tired of such noisy stuff?

Daughter: My daddy, you dislike rap, don't you? You can never learn to appreciate it then.

Daddy: How do you find rap so exciting?

Daughter: I feel energized listening to it. The rhythm is fantastic.

Daddy: But it's speaking, not singing!

Daughter: Calm down, Daddy. Please try this one... There you go... How do you like it?

Daddy: Well, it's not so bad. Maybe this one is soft enough for me. I'll learn to understand more about my princess.

Daughter: No one compares to you, Daddy! You'll soon see why we all like it.

c) *Who is your favorite singer / composer? What do you think is the most interesting about him / her?*



WRITING

Writing a Brief Profile

a) *Have a look over this snapshot of the singer and composer of the song in the listening activity.*

Bob Dylan (1941-)

- musician & author of protest music in the 1960s
- born in Minnesota, the United States
- traveled throughout the United States, singing about the poor
- mid-1960s, played the electric guitar – showed rock influences
- 1962: released *Blowin' in the Wind*
- 1966: style turned more toward country music; late 1970s: his works reflected his religious interest
- 1995: released a CD-ROM product, *Highway 61 Interactive*
- Recognized as folk and rock legend with 44 albums
- “How many times can a man turn his head and pretend that he just doesn't see?”

And this is a sample of profile writing about him.

Bob Dylan, an American musician and composer, was born in 1941 in Minnesota, the United States. He traveled throughout the United States singing about the poor. During the mid-1960s, he began playing the electric guitar, and his music showed rock influences. In 1962, his song *Blowin' in the Wind* was released and soon became an anthem of the civil rights movement. In 1966, Dylan's style turned more toward country music, and by the late 1970s his works showed his religious interest. In

1995, he released a CD-ROM production, *Highway 61 Interactive*. With his songs of social protest associated with the civil rights movement in the United States, Bob Dylan has become a legend in contemporary folk music and rock music. Many music fans find him unforgettable with the thought-provoking question, “How many times can a man turn his head and pretend that he just doesn’t see?”

Notes

1. When you write a brief profile, your paragraph should have the following information:
 - Who the person is/was
 - Where and when he/she was born
 - What he/she is well-known/famous for
 - What his/her important achievements are (*albums/songs/shows*)
 - (*if not alive*) When he/she died
2. Paragraphs of this kind are usually organized in time order.
3. You can spice your writing with a striking remark by the person himself/herself.

b) Now write a one-paragraph profile of Trinh Cong Son or some artist of your own.

Trinh Cong Son (1939 – 2001)

- composer and singer, most known for love songs and antiwar songs, “Viet Nam’s Bob Dylan”
- born in Dac Lac; grew up in Hue (from 1943)
- 1958: wrote *Uot Mi* – first song, soon became famous
- 1972: won the Japanese Golden Disc with *Ngu Di Con*
- Huge legacy of more than 500 songs: *Noi Vong Tay Lon, Toi Se Di Tham, Ha Trang, Mot Coi Di Ve, Chiec La Thu Phai, Hay Yeu Nhau Di.*
- “There is merely love and human condition in this life. Human condition is finite, whereas love is infinite. We should thus try our best to nourish love so that it could accordingly save condition on the cross of Life.”


LANGUAGE FOCUS
Word Study**Prefix *Non-***

Example

Pop music, in contrast, usually refers to a *nonclassical* type of music emerging in the early 1900s.

Combine non- and the appropriate words from the box to complete the following sentences. Don't forget to make necessary grammatical changes. The first item has been done for you.

| | | | | |
|-----------------|--------------|----------------|------------------|---------------|
| profit | smoke | alcohol | fat | refund |
| violence | stop | renew | negotiate | |

1. Do you like nonstop music?
2. This is a _____ room, isn't it?
3. You may not play on-line games all day like that. This is a _____ regulation!
4. If you order these songs to be recorded on this high-quality disk, you should pay a _____ deposit.
5. Many great artists are wholehearted activists for _____ organizations.
6. More and more people choose to buy _____ drinks and _____ foods.
7. Environmentalists are urging people not to use _____ fossil fuels.
8. Do you think music is a very effective _____ way of protest?

Grammar

a) Information Questions

We often begin our questions with one of these six Wh-words to find out information about something.

| Wh-word | Example |
|-----------|--|
| Who...? | Who is the writer of our national anthem? |
| What...? | What is your favorite music style? |
| When...? | When was <i>Blowin' in the Wind</i> released? |
| Where...? | Where is the best place to go to a concert in this town? |
| Why...? | Why are those songs timeless? |
| How...? | How much is a ticket to Dang Thai Son's recital? |

Write information questions so that the underlined words or phrases are the answers. The first one has been done for you.

1. *Blowin' in the Wind* was released in 1962.
When was *Blowin' in the Wind* released?
2. Luu Huu Phuoc – one of Viet Nam's greatest composers – wrote many great patriotic songs such as *Len Dang*, *Hon Tu Si*, and *Lanh Tu Ca*.
3. Van Cao's *Tien Quan Ca* was adopted as the national anthem of the Democratic Republic of Viet Nam on August 13, 1945.
4. Trinh Cong Son wrote as many as five or six hundred songs in his lifetime.
5. The keynote composer is sitting in the first row, to your left.
6. I love revolutionary songs because I always find them inspiring.
7. No matter how different, various music types have one thing in common: They touch the hearts of the listeners.
8. We were all very deeply moved when our former homeroom teacher sang *Con Duong Den Truong* at our yearly class reunion.

b) *It Was not Until ... That ...*

Example

Rock began to develop from rock-'n'-roll in the 1960s.

It was not until the 1960s *that* rock began to develop from rock-'n'-roll.

Rewrite the following sentences with It was not until ... that ... Make changes, if necessary. The first one has been done for you.

1. Rock-'n'-roll had not appeared until the 1950s.
It was not until the 1950s *that* rock-'n'-roll appeared.
2. In *Papa*, the children came to actually understand their father's love for their mother only after she had passed away.
3. Elvis Presley's popularity did not really come to its height before he had left the army.
4. The electric guitar was developed for popular music in the 1930s.
5. The Beatles started to be internationally known at their performance on the *Ed Sullivan Show*.
6. He had not had a chance to come back to his beloved Phan Boi Chau High School until the homecoming last year.

Consolidation 3

Units 9 – 12

LISTENING COMPREHENSION

a) You will hear a talk about the Amazon rain forest. After you hear the talk, read the questions and the four possible answers to each question. Then check (✓) the best answer.

1. Where is the Amazon rain forest?
 - A. In South America.
 - B. In North America.
 - C. In East America.
 - D. In West America.
2. How large is it?
 - A. 5,000 sq. km.
 - B. 5,000,000 sq. km.
 - C. 500,000 sq. km.
 - D. None are correct.
3. How many trees of the world does it contain?
 - A. $\frac{1}{3}$.
 - B. $\frac{2}{3}$.
 - C. $\frac{1}{13}$.
 - D. $\frac{2}{13}$.
4. How many trees were cut down in 1975?
 - A. One-third of the remaining trees.
 - B. Half of the remaining trees.
 - C. A quarter of the remaining trees.
 - D. 4% of the remaining trees.

5. How much oxygen does the Amazon forest produce each year?
- A. 40%.
 - B. 14%.
 - C. 44%.
 - D. None are correct.

b) You will hear short conversations between two people. After each conversation, you will hear a question about it. After you hear the question, read the four possible answers and check (✓) the best one.

1. A. The man thought that the concert was good.
B. The man thought that the concert was unsatisfactory.
C. The man thought that the concert was unfair.
D. The man thought that the concert was good but he had to go early.
2. A. 7:30.
B. 7:13.
C. 8:30.
D. 8:15.
3. A. She's a fan of rock-'n'-roll.
B. She's seldom missed a concert since she was 17.
C. She's often missed a concert since she was 17.
D. She's never missed a concert since she was 17.
4. A. They are going to the park to save money.
B. They cannot afford the trip.
C. They are going to Cuc Phuong National Park.
D. They just stay home because they have no money.
5. A. She must exhaust after the visit.
B. She was probably very tired after the visit.
C. The visit made her sleepy.
D. She must visit another national park later.

VOCABULARY

a) Write in each blank the correct form of the word in parentheses.

 Example

A: I think we'll bring some disposable plates to the picnic.
(*dispose*)

B: Yes, but we shouldn't throw them around the picnic area after we have used them.

1. A: Can we eat these mushrooms?

B: They look strange. Don't eat them. They may be _____.
(*poison*)

2. A: Why were those three men arrested?

B: They were suspected of being _____ at Nam Cat Tien National Park. (*poach*)

3. A: Was your trip to Cuc Phuong National Park interesting?

B: Yes. We were amazed to see wild animals in their natural _____. (*inhabit*)

4. A: Many specialists say that dolphins should be treated with _____. (*cautious*)

B: Aren't dolphins friendly to human beings?

A: But when they get angry, they can be _____. (*danger*)

5. A: Is the elephant a(n) _____ species? (*danger*)

B: Yes. If people keep killing elephants to get their ivory, elephants will be extinct soon.

6. A: Lam is fun to be with.

B: Yes, he is. I like working with _____ people. (*humor*)

7. A: Pop music is growing in _____ nowadays. (*popular*)

B: Personally, I prefer classical music.

8. A: What does "folk music" mean?

B: Well, it is _____ music that has been played by ordinary people in a particular area for a long time. (*tradition*)

9. A: There is a live _____ of the tennis championship on TV now, isn't there? (*transmit*)

B: Yes. Let's switch on the TV and watch it.

10. Miss Smith will give a piano _____ at her school this evening. (*recite*)

b) Choose the words or phrases from the box to complete the following sentences or exchanges.

destruction
active

ecology
reservation

nonprofit

11. A: I like bicycling to school.

B: Bicycling, or just walking, helps you be more physically _____.

12. A: Many rich European women like wearing fur coats.

B: I think these women should change their inappropriate lifestyle that causes _____ to wild animals.

13. A: Have you called the airline to make a _____ for our trip to Hue?

B: No. But I'll call it this afternoon.

14. A: Ecotourism has been developed greatly, hasn't it?

B: Yes. Many people have tried to preserve the _____ of many natural places.

15. A: Many _____ organizations have tried to raise money to help disabled children.

B: I think their contributions to society are worthwhile.

c) Choose the word or phrase that best completes each sentence or exchange.

16. National parks and protected areas in the whole country were examined as ecotourism _____.

A. opportunities

B. places

C. arrivals

D. destinations

17. Pop music has become _____ in our country in the last few decades. Most young people like it.
- A. popular
B. favorable
C. special
D. enjoyable
18. A(n) _____ is a description of someone containing all of the most important or interesting facts about them.
- A. autobiography
B. profile
C. background
D. history
19. A: This file is very important. You should include it in our document.
B: I know. It is _____.
- A. indispensable
B. indistinct
C. significant
D. optional
20. A: What do you call a person who writes music?
B: A(n) _____.
- A. play writer
B. composer
C. director
D. operator

GRAMMAR AND STRUCTURE

a) Write the correct form of the verb in parentheses.

1. A: Can we feed these animals?
B: No. Tourists _____ (not allow) to give any kind of food to the animals in this national park.
2. A: _____ (we / export) shellfish to Japan last year?
B: Yes. Tons of shellfish _____ (export) to Japan last year.
3. The fumes _____ (release) from this factory annoy people around here.
4. People _____ (live) in this area have to breathe in a lot of dust every day.

5. A: What _____ (should / do) to prevent water pollution in this area?

B: I think people living around here _____ (should not / dump) garbage into the river.

b) Put a suitable relative pronoun in each blank in this news report about a hurricane.

Millions of dollars' worth of damage has been caused by a hurricane (6)_____ swept across New Orleans last night. Levees (7)_____ separate Lake Pontchartrain from New Orleans were breached by the surge, ultimately flooding about 80% of the city. Many people were rescued from the floods by firefighters, (8)_____ received hundreds of calls for help. Wind speeds (9)_____ reached ninety miles an hour in some places caused many trees to fall down and block most of the streets. "Everything possible is being done now to give shelters to the victims, (10)_____ were made homeless by the disastrous hurricane," a spokesman said.

c) Choose the word or phrase that best completes each sentence or exchange.

11. A: When was rock developed?

B: Well..., it was not _____ the 1960s that it was developed from rock-'n'-roll.

A. still

B. until

C. up

D. to

12. A: _____ did you think of the movie?

B: Well, very deeply moved.

A. How

B. When

C. Why

D. What

13. A: What would happen _____ there weren't any conservation project?

B: There would be more damaging effects of human activity on wildlife.

A. why

B. when

C. where

D. if

14. A: What _____ the authorities do to protect wildlife?
B: Well, there are many measures such as controlling poaching and chopping down trees in restricted areas.
- A. are
B. have
C. should
D. ought
15. A: What if our habitat _____?
B: Well, there would be no more life on earth.
- A. destroyed
B. to destroy
C. to be destroyed
D. were destroyed
16. A: There was a landslide in this area last year.
B: That wouldn't _____ if people hadn't cut down so many trees.
- A. have happened
B. happen
C. has happened
D. happened
17. A: What do you mean by *flora*?
B: Well, all the plants _____ belong to a particular area, or a period of time.
- A. where
B. when
C. whose
D. that
18. A: Is there anything new in this area?
B: Well, there has been a smoke-free area _____ for visitors.
- A. to set up
B. be set up
C. set up
D. being set up
19. The damage caused by poachers and illegal lumberjacks must _____ to be believed.
- A. see
B. be seen
C. to be seen
D. seen
20. Widespread forest destruction _____ in this particular area.
- A. must have seen
B. ought to be seen
C. to be seen
D. can be seen

READING

Read the text and do the tasks that follow.

Music in Our Life

Music plays an important role in our daily lives. It would be impossible for a day to go by without music. Music serves many functions within our society: it is used to entertain, relax, motivate, persuade, teach, treat diseases, unite, promote patriotism, and so on.

Advertisers are fully aware of the role music can play in entering the mind of the consumer. For example, the most effective way to aid the memory of the consumer is to accompany an advertisement with an interesting song. Once the customer likes that song, he might remember the brand name of the advertised product as well and he will choose that product while standing in front of a shelf full of goods of different brand names.

Music on special occasions is essential. At the Olympic sports events, it is interesting to observe how music is played. Entertainment is an obvious function, but further, music at such events helps create an exciting atmosphere. The use of national anthems is to promote the feelings of patriotism, thus encouraging athletes to make greater efforts.

Music can also be used as a means of treating patients. It soothes the nerves of patients with mental disorder. For those with visual impairment, playing music is one way to help them open their hearts to the outside world. Obviously, music has a profound and powerful impact on our lives.

a) The following statements can be true (T), false (F), or not mentioned in the text (NI). Check (✓) the appropriate boxes. Then correct the false statements.

| | T | F | NI |
|--|--------------------------|--------------------------|--------------------------|
| 1. The most important function of music is to entertain. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Music in advertisements can help producers sell more goods. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Athletes feel excited when music is played at a sports event. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The writer implies that blind people should play music. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The writer does not say that music has a role in education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

b) Find the words or phrases from the passage that mean the same as those below.

- 6. to support or encourage _____
- 7. strong feeling of love for one's country _____
- 8. to know (something) very well _____
- 9. an effect or influence _____
- 10. to soften, calm down _____

WRITING

Write about Yourself

a) Consult "Writing a Brief Profile" in Unit 12 and write your own profile. You can base your writing on the following notes.

1. Introduce yourself.
 - Name
 - Date and place of birth
 - Schooling
2. Write about your family.
 - Your parents
 - Your brother(s) and sister(s)
3. Write about your interest.
 - Things you like to do in your free time
 - Your favorite holiday(s)
 - Your plan(s) for the future

b) Share your profile with your partner(s).

13

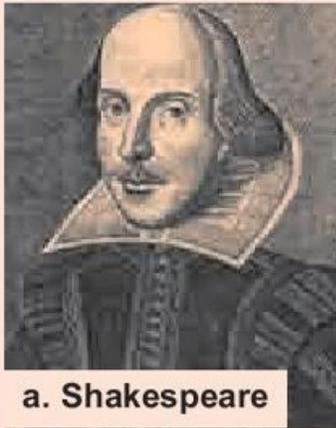
Theater and Movies



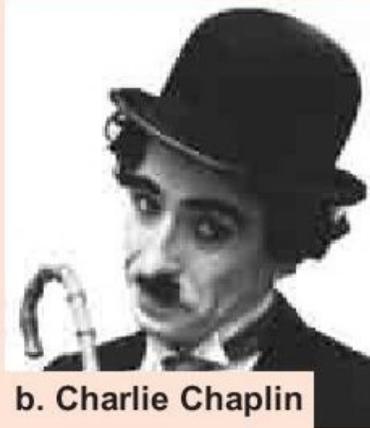
READING

Before You Read

a) *Work with a partner to put the names of the people in the pictures into two groups.*



a. Shakespeare



b. Charlie Chaplin



c. J. B. P. Molière



d. Audrey Hepburn



e. Bernard Shaw



f. Tom Hanks

Playwrights

Actors / Actresses

b) List several well-known works written by one of the playwrights above.

Reading Text

Read the following text and do the tasks that follow.

THE APPEAL OF THE THEATER

The sources of the theater's appeal are many. Let us suggest four.

First, the theater offers an effective means of telling a story. In very early times, people around the fire were entertained by storytellers with stories of heroes' wonderful actions and victories. Likewise, in the theater, we enjoy a dramatic contest between two opposing sides. We become involved with the people in the story, and we are concerned about the outcome.

Second, the audience finds pleasure in the skill of execution – the art of creating a work of art. Theatergoers get pleasure from the good job of various artistic and technical people. They may be amazed at the painter's brushwork, the musician's control of a voice or instrument, the dancer's use of space, and, above all, the director's management of the creative aspects of the play.

A third satisfaction of the theater is the opportunity for us to gain fresh perceptions. It was suggested by Aristotle – an ancient Greek thinker – that humankind's greatest pleasure is in learning. The theater is an excellent way to extend ourselves beyond the narrow circle of everyday life. It gets us acquainted with people and cultures quite foreign to us. Hence, the theater gives extraordinary opportunities for deeper and sharper experiences.

Finally, the dramatic experience can also be a spiritual one. As was suggested by Aristotle, comedy may show us to be worse than we are, but tragedy shows us to be better. Great works of drama have great characters exploring the great issues. In them humans are tested, and, although their bodies may be broken, their spirit wins.

a) Answer the following questions.

1. What are the causes of the appeal of the theater?
2. Did ancient people use to enjoy hearing stories?
3. What did Aristotle think the greatest pleasure of human beings is in?
4. In what way is the theater an excellent way to extend people beyond the narrow circle of everyday life?
5. What about the theater may be amazing to theatergoers?
6. What, according to Aristotle, is the difference between tragedy and comedy?

b) Choose the best meaning(s) of the underlined word(s).

1. The sources of the theater's appeal are many.

| | |
|---------------|---------------|
| A. beginnings | B. causes |
| C. resources | D. references |
2. ... storytellers have entertained their audience around the fire ...

| | |
|-----------------|------------------------|
| A. amused | B. made fun of |
| C. laughed with | D. entered the theater |
3. ... the art of creating a work of art ...

| | |
|----------|---------------|
| A. labor | B. exercise |
| C. doing | D. production |
4. Theatergoers get pleasure from the director's management of the creative aspects of the play. (Choose 2 answers.)

| | |
|------------|------------|
| A. parts | B. stories |
| C. effects | D. sides |
5. ... gives extraordinary opportunities for deeper and sharper ...

| | |
|-------------|------------|
| A. uncommon | B. unusual |
| C. great | D. odd |
6. Great works of drama have great characters exploring the great issues.

| | |
|------------------------------|------------------------|
| A. personalities | B. mankind |
| C. persons/animals in a play | D. letters and symbols |

c) Now listen again to complete these gapped sentences with the correct movie titles.

1. The first major American movie was _____.
 A. *The Great Train Robbery*
 B. *The Great Rain Robbery*
 C. *The Great Rain Raspberry*
2. _____ was a movie about the Civil War by D. W. Griffith.
 A. *The Bird of a Nation*
 B. *The Birth of a Nation*
 C. *The Birthday of a Nation*
3. Warner Brothers released _____, its first talking picture, in the late 1920s.
 A. *The Charged Singer*
 B. *The Messy Singer*
 C. *The Jazz Singer*
4. The three-color system was first used in the 1935 in the movie _____.
 A. *Becky Sharp*
 B. *Becky Shark*
 C. *Baggy Sharp*

d) The following statements can be true (T) or false (F). Listen again and check (✓) the appropriate boxes. Then correct the false statements.

| | T | F |
|--|--------------------------|--------------------------|
| 1. The history of the American movie industry is now more than a century long. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Edwin S. Porter, who made the first major American movie, was born in 1903. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. <i>The Birth of a Nation</i> marked the growth of American motion picture. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The first three-color movie had been made by 1933. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Movies produced before 1926 were all silent – without sound. | <input type="checkbox"/> | <input type="checkbox"/> |

6. It took American motion picture about ten years (1960-1970) to develop advanced movies techniques.

7. Woody Allen and Steven Spielberg are excellent moviemakers.

8. The two decades 1960s and 1970s are important landmarks of the American movie history.

e) Listen for the last time and fill in the gaps with the correct words.

1. The Kinematoscope was the machine that sent _____ rapidly onto a screen.
2. By _____, motion picture had really become an art form in the United States of America.
3. In 1926, the Warner Brothers studio introduced the process of recording musical and _____ passages on large discs.
4. During the 1960s and 1970s, the American motion picture saw the rise of a new generation of _____ moviemakers.
5. With Hollywood _____, the American movie industry has become the leading power worldwide.

f) List several movies that you love or have watched recently.



SPEAKING

Expressing Preferences

- I think/ suppose it would be better for me/ us if...
- I (would) prefer...
- My favorite movie/ music is...
- I like ... better than ...

a) In pairs, ask and answer the following questions.

1. Do you like watching movies? How often do you go to the movies?
2. What type(s) of movies do you prefer to watch?

b) *Work in pairs to express your movie preferences. The prompts in the box will help you.*

Cartoons

- | | |
|--|---|
| <ul style="list-style-type: none"> – helping children stretch their imaginations of the world – memorable moral lessons – sometimes enjoyable even to adults: to see the world from a different view: with a child’s innocent eye | <ul style="list-style-type: none"> – suitable for children only, not interesting to adults or high school students – not describing life as it is – presenting the world in an “unusual” way |
|--|---|

Love Movies

- | | |
|--|---|
| <ul style="list-style-type: none"> – very interesting for almost any generation: youth, middle age, and even old age – as for unmarried people: a good preparation for / lesson of love; as for the married: to review the “unforgettable days” – beautiful actors/ actresses, beautiful scenes – thoughtful and thought-provoking | <ul style="list-style-type: none"> – not all love movies good for young students – sex scenes – some behavior: misleading – usually too long, taking up too much time |
|--|---|

Action Movies

- | | |
|--|---|
| <ul style="list-style-type: none"> – easy to understand – real entertainment: very thrilling, energizing – loved by most young people | <ul style="list-style-type: none"> – too much violence – exaggerating, simplistic lessons – soon forgotten |
|--|---|

 Example

Alice: Why are you changing the channel?

Tom: I prefer to watch movies. *Casablanca* is coming soon.

Alice: So, you're waiting for a love movie. Hm...hm...

Tom: So? What's wrong with that? It is one of my favorite movies.

Alice: I don't think it's good for students like us to see love movies.

Tom: Why not?

Alice: Love movies are for adults. Sex scenes are not really good for young students like us.

Tom: Not all love movies have sex scenes, and not all those scenes are bad. Love movies are life after all. It would be better for us to select the right movies to watch than to avoid them all.



WRITING

- a) *Work in pairs to tell each other about the movie you love the most.*
- b) *Read this sample paragraph about the movie *Forrest Gump*.*

Forrest Gump

Forrest Gump, directed by Robert Zemeckis, released in 1994, is a comedy movie that won several Oscars including Best Picture, Best Actor, and Best Director. This excellent and thought-provoking movie is about a man named Forrest from Alabama, played by Tom Hanks. Forrest is a mentally slow man with an IQ of only 75 but he is sweet, simple, and straightforward, and he loves his mother very much. He becomes successful because he always speaks the truth. *Forrest Gump* was particularly popular (earning a huge amount of \$330 million) because it showed that honesty and a simple life can bring happiness and other rewards.

c) Now write a paragraph about the movie *Rain Man*. The outline given below will give you an idea how the paragraph should be organized.

| | |
|--|---|
| <p>1. Background information: movie title, director, release date, movie type, award(s)</p> | <ul style="list-style-type: none"> - 1988, four Oscars: Best Picture, Best Actor (Dustin Hoffman), Best Director (Barry Levinson), Best Writing, Original Screenplay (Ronald Bass, Barry Morrow) - a very moving feature movie about the relationship between two brothers |
| <p>2. Story summary: <i>who, what, where, when, how, why</i></p> | <ul style="list-style-type: none"> - younger brother Charlie does not really love or respect his older brother Raymond – suffering from serious mental condition, unable to communicate properly - Raymond’s innocence and seemingly stupid behavior gradually transform Charlie - Charlie realizes: brotherhood: invaluable and his brother: irreplaceable to him |
| <p>3. Significance of the movie</p> | <ul style="list-style-type: none"> - widely loved, listed among “All-Time Top 50 American Movies Through 1995,” restates: the good always there in the human heart |



LANGUAGE FOCUS

Word Study

Adjectives of Attitudes

Examples

- The audience may be *amazed* at the painter’s brushwork, the musician’s control of a voice or instrument, the dancer’s use of space, etc.
- People of almost all ages are *enthusiastic* about seeing love movies.

Now use the words given in parentheses to form appropriate adjectives to fill in the gaps. The first question has been answered as an example.

1. Parents should always be concerned about the movies their children watch. (*concern*)
2. I never watch horror movies because of their _____ scenes. (*fright*)
3. The children became _____ about the cartoon. (*excite*)
4. The teacher was very much _____ about our terrible acting. (*annoy*)
5. To tell the truth, we can't wait to read his _____ stories. (*drama*)
6. We all find his singing quite _____. (*wonder*)
7. We all felt the _____ excitement about the stunt men's performance. (*breath*)
8. It'll be widely recognized as the most _____ live show. (*impress*)
9. There is little doubt that his plays are _____. (*origin*)
10. This card is to send to someone very _____ from someone very _____. (*interest*)
11. Is it _____ news to be awarded a Golden Raspberry? (*delight*)
12. The Oscar winner said he felt _____ of his mother's _____ support. (*appreciate; value*)

Grammar

Articles *a / an / the*

Example

- In *the* theater, we enjoy *a* dramatic contest between two opposing sides.
- It was suggested by Aristotle – *an* ancient thinker – that humankind's greatest pleasure is in learning.
- A third satisfaction of *the* theater is *the* opportunity for us to gain fresh perceptions.

Fill in the gaps with a(n), the, or zero article. The first one has been done for you.

1. Tom Hanks is an American motion-picture actor, well-known for both his comic and dramatic performances.
2. We were not surprised at _____ amount of money collected at the concert for the flood-hit areas.
3. _____ French playwright said that one should eat to live, not live to eat. – It was Molière, wasn't it?
4. Who's that on _____ piano?
5. "Do you know much about eighteenth-century literature?" – "The literature of _____ eighteenth century? Sorry, I know nothing about it."
6. "Life is like _____ box of chocolates. You never know what you gonna get." (*Forrest Gump*)
7. *Titanic* was given the Academy Award for _____ Best Picture in 1997.
8. "The prejudice surrounding AIDS exacts _____ social death which precedes the actual physical one." (*Philadelphia*)
9. People just leave the problems of _____ home merely to encounter them at the theater or movies!
10. The television documentary has been given _____ fourth prestigious award so far.

14

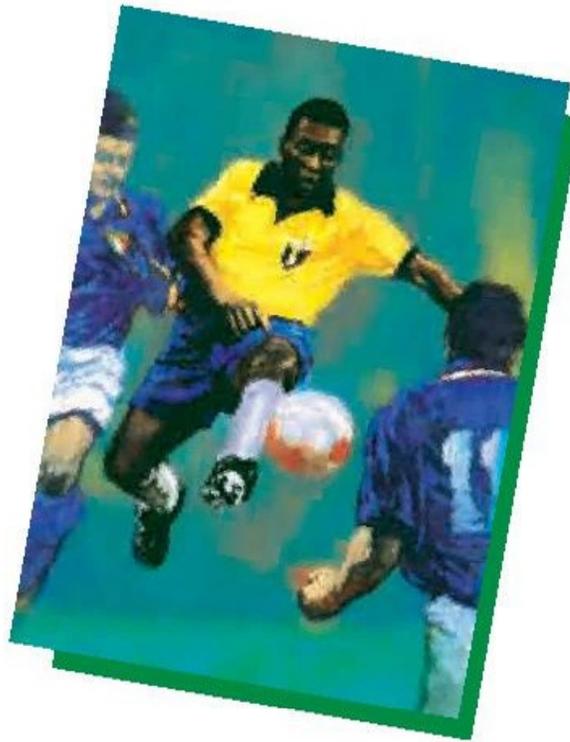
The World Cup



READING

Before You Read

a) Describe what you see in the picture below. Name one of the players.



b) Work in groups to ask your partners the following questions to see how much they know about soccer and the World Cup.

1. How often is the World Cup held?
2. What does the abbreviation FIFA stand for?
3. When and where was the first World Cup tournament held?
4. Who is considered the all-time best soccer player?
5. When was the World Cup first held in Asia?
6. Is there a World Cup tournament for women?

Reading Text

Read the text and do the tasks that follow.



THE WORLD CUP



Soccer is the most popular sport throughout the world. The most famous competition in soccer is the World Cup, which is an international soccer tournament held every four years. There is one tournament for men and another for women. More than a billion people around the world watch the World Cup on television.

The Fédération Internationale de Football Association (FIFA) was founded in 1904. In 1930 the first World Cup tournament was held in Uruguay with just 13 teams. Now teams from some 200 countries participate in elimination games within their own regions before qualifying as one of the 32 nations in the final tournament.

The original World Cup trophy was given permanently to Brazil to honor that country's record third World Cup title in Mexico in 1970.

Many soccer fans consider Pelé, the Brazilian forward, the best soccer player of all time. He won fame for his amazing ball control and powerful shots. In 1986, Mexico became the first nation to host the World Cup twice. The 2002 World Cup was first held in Asia by Japan and Korea.

The Women's World Cup first took place in 1991 in China and has gained popularity steadily since then. China was named host of the 2003 Women's World Cup, but the competition was moved to the United States after severe acute respiratory syndrome (SARS) emerged as a serious health problem in China. Nearly 100 nations attempted to qualify for the 2003 event.

a) *The following statements can be true (T) or false (F). Check (✓) the appropriate boxes. Then correct the false statements.*

| | T | F |
|---|--------------------------|--------------------------|
| 1. Thirty-two nations participated in the first World Cup tournament. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The first time Brazil won the World Cup was in 1970. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Mexico hosted the World Cup for the second time in 1986. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The 2002 World Cup was held in two Asian countries. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The 2003 Women's World Cup was held in the United States. | <input type="checkbox"/> | <input type="checkbox"/> |

b) *Read the text again and answer the following questions.*

1. When was FIFA founded?
2. How do you know that soccer is the most popular sport throughout the world?
3. Why do many soccer fans consider Pelé the all-time best soccer player?
4. When and where was the first Women's World Cup held?
5. Why was the 2003 Women's World Cup moved from China to the United States?

c) *Complete the following sentences with suitable words from the reading.*

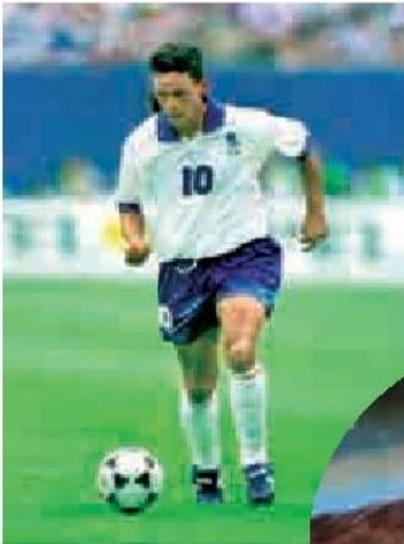
1. Why is soccer so _____ throughout the world?
2. How many teams _____ in this tournament?
3. Our team got all the way through to the _____ tournament before being beaten.
4. A great cheer went up from the crowd when he held the _____ proudly aloft.
5. Will our team attempt to _____ for the World Cup next year?

d) *Work in groups. Tell your partners what you know about soccer tournaments in Viet Nam.*



LISTENING

a) What games are people playing in the pictures below?



a



b



c



d



e

b) You are going to listen to five reports of athletes at their games. Match the recordings with the correct pictures.

c) Listen to the recordings again and complete the following sentences.

1. Baggio places _____ in front of the goalmouth and walks slowly back. Then, he _____ and kicks.
2. Capriati _____ cross-court and all her opponent could do was to watch _____ out of her reach.

3. The favorite, Disneyland, jumped badly at _____ fence and almost _____ the jockey.
4. So far he has won both the men's 100 meters _____ and 50 meters _____.
5. Jack attacks consistently and with just a move of the _____ he puts the opponent's castle and knight under _____.

d) *Listen to the commentary of a game between the Boston Celtics and the Los Angeles Lakers and answer the following questions.*

1. What sport is being played?
2. Who won the first game?
3. What is the score in this game now?
4. Who is favored in this game?
5. What do the fans anticipate?

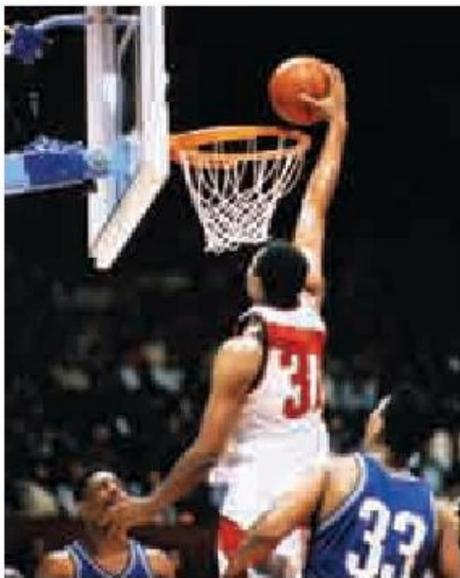
e) *Work in groups. Report on a sporting event you have recently watched or participated in.*



SPEAKING

Describing Popular Sports

a) *What games are people playing in the pictures below? Work with a partner. Take turns to talk about the pictures.*



a



b

c



d



e



f



g

b) In groups, describe how people play the games above.

- How many players take part in the game?
- Does it need any equipment?
- What are the rules of playing the game?
- How do players score or win the game?
- How long does the game last?

Prompts

- soccer
- basketball / two teams of five players / large ball / high net hanging from a ring
- hurdles / runners or horses / race / jump over / a series of upright frames
- tennis / two or four players / tennis racket / ball / net / court
- volleyball / two teams of six players / their hands / large ball / net / not to let the ball touch the ground on their own side
- table tennis / two or four players / bat / plastic ball / net / table

Example

Describing How to Play Soccer

Each soccer team has 11 players.

Players can use any part of their bodies to hit the ball, except their arms. Players generally use their feet and heads as they kick, dribble, and pass the ball toward the goal. The goalkeeper is the only player allowed to touch the ball with the hands while the ball is in play.

The other players are divided into defenders, midfielders, and forwards. Defenders try to stop the opposing team from reaching the goal with the ball. Forwards, also called strikers, do most of the scoring. Midfielders, or halfbacks, play defense but also try to score.

Most soccer games are 90 minutes long. They have two 45-minute halves divided by a fifteen-minute break, or halftime.

c) Work in groups. Take turns to talk about your favorite sport and how you benefit from it.



WRITING

Writing an Announcement

- a) *Read the following announcement. In pairs, make a Wh-question and an answer for each line of the announcement.*

 Example

Who is the announcer?

Le Van Minh, Manager of the Sports Club.

SPORTS CLUB

In Celebration of the Youth League's Foundation Day

Friendly Volleyball Match

Local Language School vs. Sports Club

4 p.m. Saturday, March 07, 200__

School stadium

All students are invited.

Le Van Minh
Manager of the Sports Club

- b) *Write an announcement of a sporting event or an activity in your school.*
- c) *Read your friend's writing and report to the whole class on what you have read.*



LANGUAGE FOCUS

Word Study

Words Used in Soccer

- a) *Use the correct forms of the words given to fill in the blanks. You can use one word twice.*

win

beat

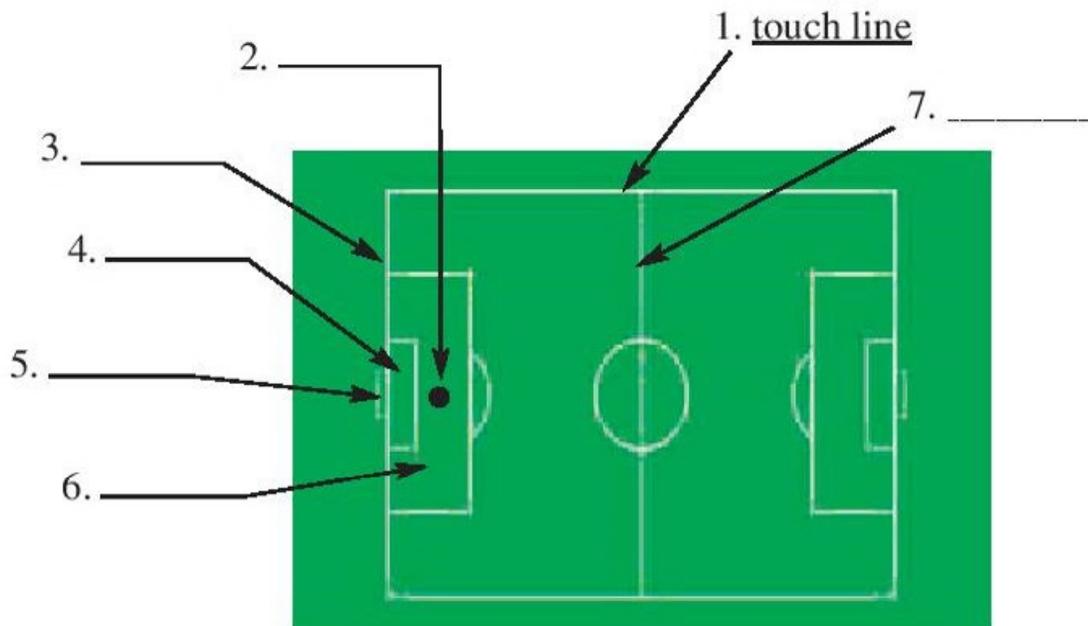
defeat

score

1. Our team was easily _____ in the first round of the competition.
2. Our hopes and ambitions for this tournament have been _____ by the weather.
3. Do you know how many times Italy _____ the World Cup Championship?
4. Has either team _____ yet?

b) *Locate the following on the map of a soccer field, using the words and phrases in the box.*

| | | | |
|--------------|--------------|-------------|------------|
| goal line | penalty spot | center line | touch line |
| penalty area | goal | goal area | |



Grammar

To + Base Form of Verb Expressing Purposes

To + Base Form of Verb As Modifier

a) Check (✓) the sentences in which the underlined parts express purposes.

1. The original World Cup trophy was given permanently to Brazil to honor that country's record third World Cup title.
2. In 1986, Mexico became the first nation to host the World Cup twice.
3. People do regular exercise to keep fit.
4. Is it the first team to qualify for the final?
5. Students are encouraged to take part in a team game to learn how to get along with others.
6. Students should manage their time wisely to participate in a kind of sports.
7. Is there any interesting soccer game to watch on TV tonight?
8. The referee can add extra time at the end of each half to make up for injury time.
9. A goalie guards the goal to prevent the other team from scoring.
10. He used the top of his foot to give the ball a powerful kick.

b) Rewrite the following sentences, using to + base form of verb phrases as modifiers.

1. In 1986 Mexico became the first nation that hosted the World Cup twice.
In 1986 Mexico became the first nation to host the World Cup twice.
2. The goalkeeper is the only player who is allowed to touch the ball with his hands when the ball is in play.

3. Which nation became the first one that won the World Cup trophy three times?

4. It is an important rule you must follow in this game.

5. Was he the only player who scored in that game?

6. Cooperation is a lesson you can learn from team sports.

15

The Pacific Rim



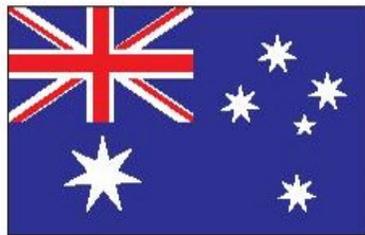
READING

Before You Read

a) Work in groups of four to explore the world map and identify the names of the continents on which lie the Pacific Rim countries.



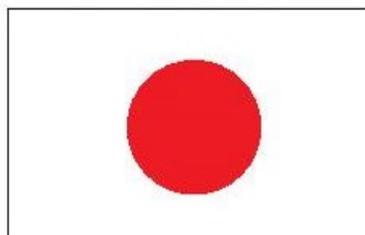
b) Work in pairs to write the names of the countries under the flags.



1. _____



2. _____



3. _____



4. _____

c) What are the names of the capital cities of the four countries in part b)?

Reading Text

Read the text and do the tasks that follow.

The Pacific Rim region offers great diversity – with the economic dynamism of Hong Kong, Taiwan, and Singapore; the highly advanced technological development in Japan, Korea, and the western United States; the natural resources of Australia, Canada, the Philippines, and the Russian Far East; the human resources of China, Indonesia, and Viet Nam; and the agricultural productivity of Chile, New Zealand, Mexico, the Philippines, and the United States, among others. Some theorists say that the center of the world economic activity may refocus on the Pacific Rim.

Japan, a country of over 3,000 islands, extends along the eastern or Pacific coast of Asia, covering 377,835 sq. km (including 3,091 sq. km of territorial waters). The capital and largest city is Tokyo and the population is 126,771,660. Japanese is the official language. Present-day Japan ranks among the world's leading industrialized countries. It is also the third largest exporter after the United States and Germany.



The Commonwealth of Australia is in the southeast of Asia between the Pacific and Indian oceans. The country comprises the continent of Australia, the world's smallest continent, and a number of islands. It has an area of 7,682,300 sq. km and a population of 19,357,594. Canberra is the capital and

Sydney is the largest city. The official language is English. About 94 percent of the people are of European descent. Australia is the world's leading producer and exporter of wool. The country also ranks as a major exporter of wheat, meat, dairy products, and other foodstuffs.

The Republic of Singapore is an island city-state in Southeast Asia with a total area of 692.7 sq. km and a multiracial population of 4,425,720. The biggest city and capital is Singapore City. Official languages are Malay (National), English, Chinese, and Tamil. After Singapore became an independent republic in 1965,



foreign investments have stimulated the country's rapid growth. Today, Singapore has one of the highest standards of living in Asia, with its economy centered on the production of electronic items, ship building, petroleum refining, tourism, international banking, and international trade.



Canada stretches from the Atlantic Ocean in the east to the Pacific Ocean in the west. Canada is the world's second largest country with an area of 9,970,610 sq. km. The capital is Ottawa, and the largest city is Toronto. The population of Canada is 31,592,805, and about one-third of the people are of British origin. One-fourth are of

French origin, living mainly in Quebec and maintaining their language and culture. The official languages are English and French. About four-fifths of Canada's exports are to the United States, and over two-thirds of its imports are from this neighboring country.

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

| Country | Area | Capital City | Largest City | Population | Language(s) |
|-----------|------|--------------|--------------|------------|-------------|
| Australia | | | | | |
| Canada | | | | | |
| Japan | | | | | |
| Singapore | | | | | |

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

- | | | | |
|---------------|-------|----------------|-------|
| 1. authorized | _____ | 3. chief | _____ |
| 2. top | _____ | 4. inhabitants | _____ |
| | | 5. shoreline | _____ |

c) Answer the following questions.

1. Which countries are larger exporters than Japan?
2. Which country is the largest in area among the four mentioned?
3. Which of the four countries has the smallest area?



LISTENING

a) Work with a partner.

1. Find the names of the countries nearest to the North Pole.
2. Find the people who are fond of hamburgers and pumpkin pie.
3. Find the country whose national emblem has a merlion.

b) Listen to three speakers speaking about their countries and write down the names of the countries.

| Speaker | Country |
|---------|---------|
| A | _____ |
| B | _____ |
| C | _____ |

c) Listen to the recordings again. The following statements can be true (T) or false (F). Check (✓) the appropriate boxes. Then correct the false statements.

| | T | F |
|--|--------------------------|--------------------------|
| Speaker A | | |
| 1. The country has a lot of diamonds. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The country is in South Asia. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Four official languages are spoken in this country. | <input type="checkbox"/> | <input type="checkbox"/> |

Speaker B

4. The country is the biggest in the world.
 5. The country has different climates nationwide.
 6. It is very cold in the north of the country.

 Speaker C

7. The population of this country is 300 million.
 8. Most people live in cosmopolitan cities.
 9. Two popular sports are football and basketball.

 **SPEAKING****Asking for and Giving Information About Cities**

a) *Work in pairs. Look at a world map and locate the countries in which these cities – Mexico City, Tokyo, Sydney, and Toronto – can be found. Then read the information concerning these cities.*

| | |
|--|--|
| <p>Mexico City and its surrounding area</p> | <p>Tokyo and its surrounding area</p> |
| <ul style="list-style-type: none"> ● Founded: 1325 ● Area: 1,547 sq. km ● Population: 9,815,795 | <ul style="list-style-type: none"> ● Founded: the 12th century ● Area: 2,180 sq. km ● Population: 7,966,195 |
| <p>Sydney and its surrounding area</p> | <p>Toronto and its surrounding area</p> |
| <ul style="list-style-type: none"> ● Founded: 1788 ● Area: 1,580 sq. km ● Population: 3,738,500 | <ul style="list-style-type: none"> ● Founded: 1793 ● Area: 5,868 sq. km ● Population: 4,263,757 |

- b) In groups of four, use the information above to prepare a talk about these cities, using a world map to identify the particular location of the country and city.

 Example

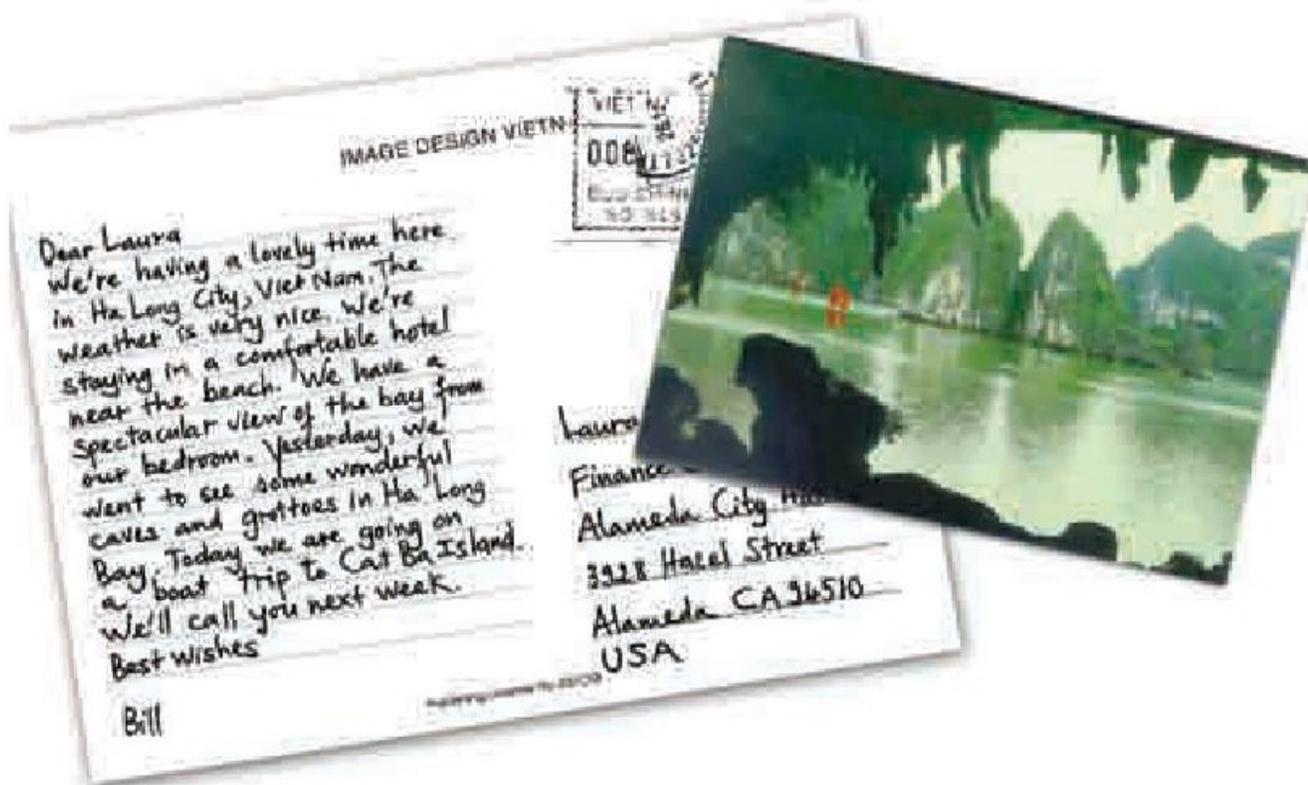
Hi, everyone. I would like to give you some information about (*name of the country*) and particularly, the biggest city (*/one of the biggest cities*) of this country (*name of the city*). Well, the city and its surrounding area were founded in (*year*) with a total area of (*number*). At present, the city's population is about (*number*) . . . Thank you for your attention.

- c) Work in groups to collect information relating to your city/ province/ town for your group's presentation next week.



WRITING

Writing a Postcard



a) Put the sentences on the right in the appropriate order so that it fits the model given on the left.

1. Salutation

2. Body

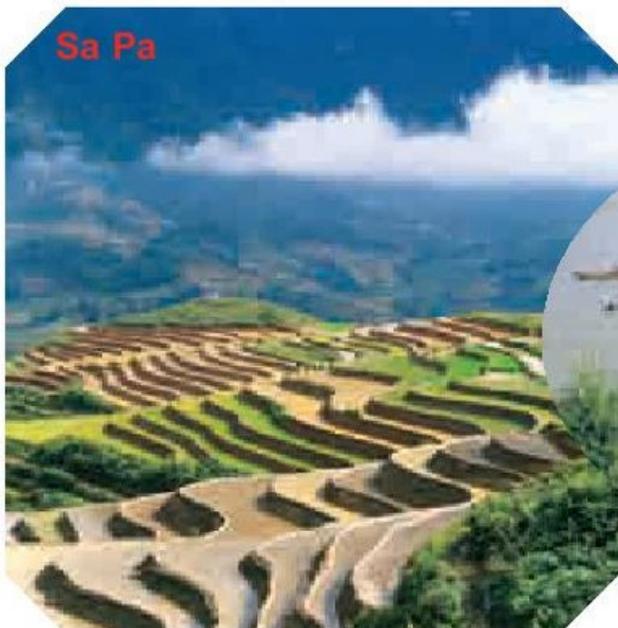
- Your feeling
- The weather
- The place
- Things you have done
- Future plans

3. Closing

4. Signature



b) Imagine you are on vacation in one of the cities below. Write a postcard to an American pen pal.

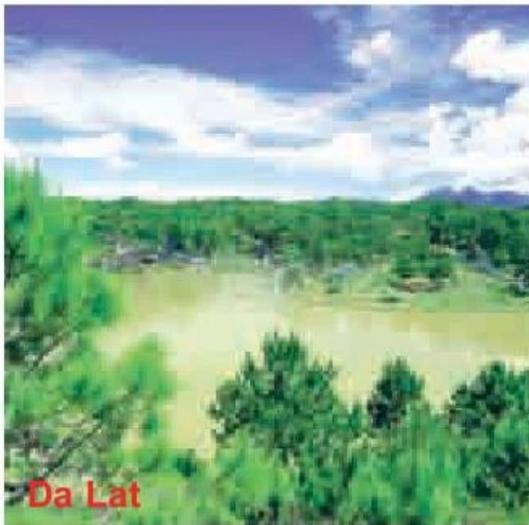




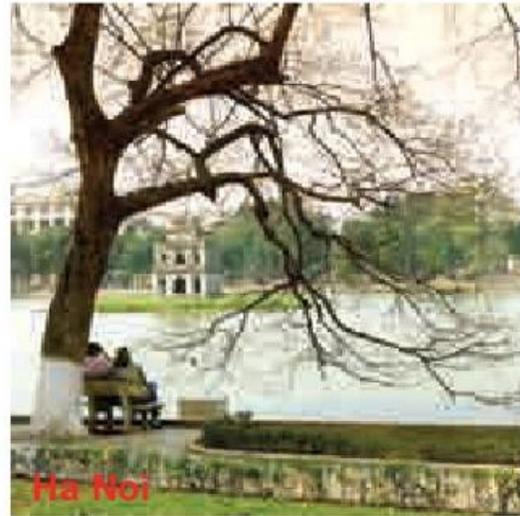
Hue



Ho Chi Minh City



Da Lat



Ha Noi



LANGUAGE FOCUS

Word Study

Countries, Nationalities, and Languages

a) Work in pairs to complete the table below.

| Country | Capital City | People | Language(s) |
|-------------|--------------|---------------|-------------|
| Australia | Canberra | _____ | _____ |
| Canada | Ottawa | _____ | _____ |
| Chile | _____ | Chilean | _____ |
| Indonesia | Jakarta | _____ | _____ |
| New Zealand | _____ | New Zealander | _____ |

| | | | |
|-------------------|-------------------------|--------------------|----------------|
| Peru | <u>Lima</u> | <u>Peruvian</u> | <u>English</u> |
| The Philippines | _____ | _____ | _____ |
| Singapore | <u>Singapore City</u> | <u>Singaporean</u> | _____ |
| Thailand | _____ | <u>Thai</u> | _____ |
| The United States | <u>Washington, D.C.</u> | _____ | _____ |
| Viet Nam | _____ | <u>Vietnamese</u> | _____ |

b) Complete the following sentences with the appropriate words from the table above.

- This expert comes from Japan. He is a _____ and he can speak three languages besides _____.
- Although she was born in _____, she is not an Australian. She can speak _____ and Vietnamese.
- A: Is he _____?
B: No, he isn't. He's living in Kuala Lumpur now with his family but he cannot speak _____. He uses English in his work.
- A: Where does he come from?
B: From _____, I guess, because he said he was born in Montreal and speaks _____.
- _____ used to be occupied by many countries before it became independent. _____ speak Tagalog and English.
- A: What are the official languages of _____ ?
B: Well, Malay, English, Chinese, and Tamil.
- A: You travel to Bangkok several times a year. Can you speak _____?
B: Well, not very well, because I'm not a native. I often use English in my work.
- The capital city of _____ is Washington, D.C. Although the country is multiracial, _____ is the first language of most people.
- He is a New Zealander. Nevertheless, he was not born in _____ but in Spain. So he can speak both languages, _____ and Spanish.

Grammar

a) Comparisons (Revision)

A tourist has just been home from his world tour. Here are some of his opinions about the cities he has visited. Complete his sentences, using correct degrees of comparison of adjectives.

1. In my opinion, Melbourne is interesting, but Beijing is (1)_____ because of its spectacular sights and ancient architecture.
2. In some ways Ha Noi is the (2)_____ interesting of all the cities I visited in Viet Nam. The natural features of the city's environment together with its historic sites arouse a sense of nostalgia.
3. It is hot in Melbourne, but not as hot (3)_____ in Ho Chi Minh City. For me, Ho Chi Minh City is the (4)_____ during the dry season.

b) Reread the information about Tokyo, Mexico City, Sydney, and Toronto. Then write sentences comparing their history, area, and population.

Examples

TOKYO

- Tokyo has a *longer* history *than* Mexico City. It was founded in the twelfth century while the latter was founded in 1325.
- Tokyo is *larger than* Mexico City. Its area is 2,180 sq. km while the latter's is 1,547 sq. km.
- Tokyo is *not so densely populated as* Mexico City. Its population is 7,966,195 while the latter's is 9,815,795.

16

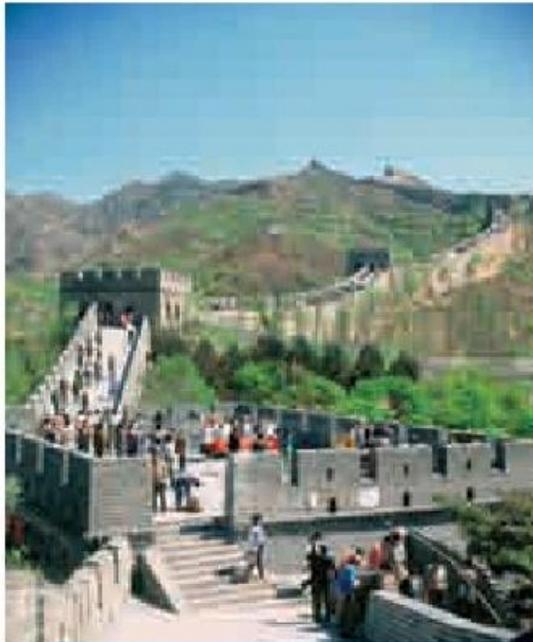
Historical Places



READING

Before You Read

Work with a partner. Match the pictures with the names of the countries they belong to.



a



b

- 1. Cambodia
- 2. Viet Nam
- 3. China
- 4. Japan



c



d

Reading Text

Read the text and do the tasks that follow.

After its establishment as the national capital of Japan in 794, Kyoto became the new base of the Japanese imperial family, and for over a thousand years it developed into a center of Japanese culture.

With its 1,600 Buddhist temples, 400 shrines, many palaces, and dozens of fabulous gardens, Kyoto is ranked one of the most culture-rich cities of the world. Kyoto is also famous for its colorful festivals. Every year, the enthronement anniversary of the emperor and other fascinating state events are still held here.

Since the imperial capital was moved to Tokyo in 1868, Kyoto has been transformed into a modern city under the influence of Western culture. As the Japanese government recognizes the need to protect its invaluable properties, the cultural and historical sites in Kyoto and in the surrounding areas have been given appropriate care and maintenance.

In fact, a set of 17 historical sites was registered as World Heritage in 1993.

In the hilly northeastern edge of the Nara Basin, 40 km east of Osaka, lies the city of Nara. Although the city's name was officially changed to Heijo-kyo when it was made the capital of Japan in 710, Japanese preferred calling it the capital of Nara because of its location. Both businesses and the arts started to flourish in Nara until 794 – when the capital was moved to Heian-kyo (Kyoto). Nara is now referred to as the ancient capital of Japan, and in spite of the change in status, it has become one of the most visited cities in Japan. The hidden beauty, the rich history, and the atmosphere of ancient Japan that Nara retains make it one of the highlights of Japanese tourist industry.

a) Choose the best title for the text.

1. Kyoto, Ancient Capital of Japan
2. Ancient Capitals of Japan
3. Nara, First Capital of Japan
4. Capitals of Japan

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

1. extremely good (like in fairy tales)
2. founding (n.)
3. a ceremony to show that a king or queen starts his / her rule
4. the act of keeping something in good condition
5. things that are owned by somebody or by a nation
6. develop highly

c) Answer the following questions.

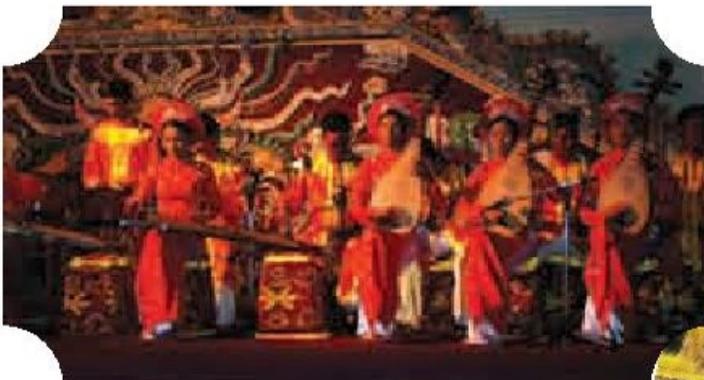
1. Why is Kyoto considered an important cultural center of Japan?
2. How are Japanese ancient rituals and traditions kept alive in modern Kyoto?
3. Has the Japanese government given proper preservation of Kyoto's historical sites? Why or why not?
4. How long did Nara function as Japan's imperial capital?
5. What makes Nara a famous tourist attraction nowadays?

d) Work in groups of four. Talk about what you know about Hue, the former capital of Viet Nam.

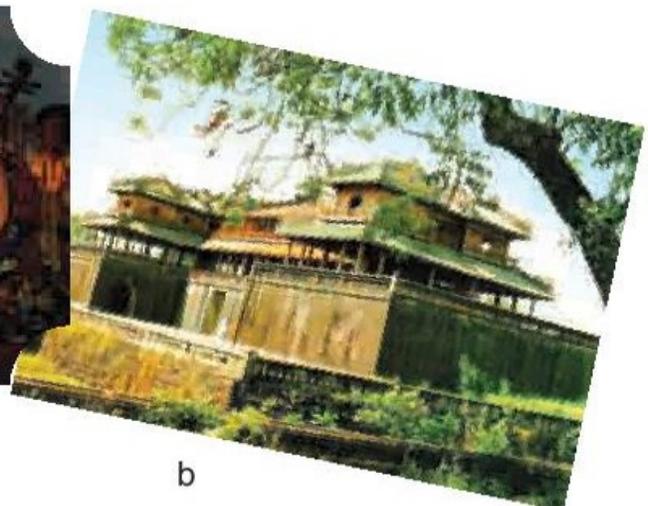


LISTENING

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



a



b



c



d



e

1. The Royal Citadel
2. The Perfume River
3. Court music
4. A mandarin
5. Artisan and handicrafts

b) Listen to a tour guide giving some information about transportation in Hue and choose the correct answers.

1. Phu Bai Airport is about _____ of the center of Hue.
 - A. 40 kilometers south
 - B. 14 kilometers north
 - C. 40 kilometers north
 - D. 14 kilometers south
2. Tourists can travel around the Royal Citadel _____.
 - A. by bicycle
 - B. on horseback
 - C. by cyclo
 - D. by boat
3. You pay _____ for a boat tour on the Perfume River.
 - A. 40,000 VND
 - B. 50,000 VND
 - C. US\$ 5
 - D. US\$ 9

4. Hue is about one thousand kilometers from _____.
- A. Ho Chi Minh City
 - B. Da Nang
 - C. Ha Noi
 - D. Hai Phong
5. There are flight connections to Ha Noi and Ho Chi Minh City _____.
- A. every other day
 - B. every day
 - C. three times a week
 - D. weekly

c) Listen to a tour guide talking to visitors about some attraction features of Hue and write short answers to the questions below.

1. How long did the Nguyen Dynasty last?
2. Are the buildings in Hue varied in styles?
3. Where is Thien Mu Pagoda located?
4. Besides its ancient buildings and beautiful landscapes, what has made Hue more attractive?
5. What can tourists see in local villages?



SPEAKING

Giving Explanations of an Event

a) In groups of four, answer the following questions about Hoi An Ancient Town.

1. Where is it located?
2. Why does it attract many Vietnamese and international tourists?
3. Why is it called an ancient town?

Useful Expressions

- It is famous because ...
- It is famous for ...
- It was one of the major ...
- It used to be ...
- Since it is ... , it has attracted ...
- It is well-preserved so that ...

b) Work in groups of four. Talk about Hoi An Ancient Town based on the facts and figures below.

Hoi An Ancient Town

- Location: 30 km south of Da Nang
- Past event: Seaport attracting foreign traders (16th, 17th, 18th centuries)
- Present status: World Cultural Heritage Site
- Tourist attractions:
 - Narrow streets
 - Moss-walled buildings
 - Old pagodas and other places of worship
 - Low tiled-roof houses of Chinese and Japanese styles
 - Features of an ancient seaport

Example

A: Is Hoi An very close to Da Nang?

B: Er... about 30 km south of Da Nang.

C: Why is it called an ancient town?

B: Well, because... it was built very long ago, um... around the 16th century.

D:

c) Work in pairs. Talk about the historical or cultural event(s) that you know well.

(You may talk about King Hung's Anniversary or any historical / cultural event(s) in your hometown.)



WRITING

Describing Information Using a Table

a) *Work in pairs. Tell your partner about your neighborhood or hometown.*

 Example

I live in a small It's a ... community of about one thousand inhabitants People work hard here, and they....

b) *Work in pairs. Use the facts and figures from this table to write about Ha Noi, the capital of Viet Nam, or about Ho Chi Minh City.*

| Cities Facts and Figures | Ha Noi | Ho Chi Minh City |
|--|---|---|
| 1. Original name | Thang Long | Saigon |
| 2. Year founded | 1010 | 1698 |
| 3. Location | In the heart of the Red River Delta | On a large bend of the Saigon River |
| 4. Founding father | King Ly Thai To | Nguyen Huu Canh |
| 5. Population (2006) | About 4 million | Over 8 million |
| 6. Historical and/or cultural features | <ul style="list-style-type: none"> – Site of Old Citadel – Witness of August Revolution | Buildings and people's lifestyles reflecting Vietnamese, Chinese, and Western cultures |
| 7. Current status | Political, economic, and cultural center of Viet Nam | <ul style="list-style-type: none"> – Economic and cultural center of Viet Nam – Cosmopolitan city |
| 8. Tourist attractions | Old Citadel; Ba Dinh Square; Tran Quoc Pagoda; West Lake, etc. | Ben Thanh Market; Chinatown; Ho Chi Minh Museum |



LANGUAGE FOCUS

Word Study

Adjectives Ending in *-al* or *-ical*

Many adjectives end in *-al* or *-ical*. Complete the conversation below with the adjectives corresponding to the following nouns. The first one has been done for you.

royalty architecture coast history culture center

Tourist: What can I see in (1) Central Viet Nam?

Guide: You can enjoy yourself at the beautiful beaches of many of the (2)_____ towns. Besides, you can go to Hue and visit the (3)_____ tombs of the kings of the Nguyen Dynasty.

Tourist: I've heard of Hoi An. Is it an interesting place?

Guide: Yes. It's an ancient town with many Japanese and Chinese (4)_____ and (5)_____ features.

Tourist: What other places should I visit?

Guide: Why don't you go to Ha Noi? You can find many (6)_____ sites, like the Old Citadel and Sword Lake.

Grammar

a) Use of *the* with Geographical Names

| | |
|------------------------------------|--|
| Oceans | <i>the</i> Pacific Ocean |
| Seas | <i>the</i> Black Sea |
| Rivers | <i>the</i> Mekong River, <i>the</i> Nile |
| Mountain ranges | <i>the</i> Alps, <i>the</i> Rocky Mountains |
| Place names that look plural | <i>the</i> Netherlands, <i>the</i> United States, <i>the</i> Philippines |
| Groups of lakes | <i>the</i> Great Lakes |
| Place names in specific directions | <i>the</i> North of Viet Nam |

Look at this piece of information. Write the in the blanks where it is needed.

You'll take a flight across (1)_____ Pacific Ocean, and your first stop in (2)_____ United States is in (3)_____ San Francisco, (4)_____ California, on (5)_____ West Coast. Next, you'll fly to (6)_____ Rocky Mountains, and then to (7)_____ Grand Canyon National Park and see (8)_____ Mount Trumbell. From there, you'll fly on to (9)_____ New York, where you can take another plane to (10)_____ Europe.

b) Make complete sentences with the following prompts. The first one has been done for you.

1. We take / boat trip / along / the Red River / last week
We took a boat trip along the Red River last week.
2. Nile / flow / through / Egypt
3. Washington, D.C. / capital / United States
4. Ha Noi / capital / Socialist Republic of Viet Nam
5. Netherlands / in / Europe
6. Jack / go skiing / Alps / every winter
7. There be / tidal waves / on South Coast / Pacific Ocean / last year

c) Sentences with *Although* / *Even Though*, or *But* and *In Spite of* / *Despite*

Examples

- *Although* / *Even though* the official name of the capital was Heijo-kyo, it was called the Capital of Nara because of its location.
- The official name of the capital was Heijo-kyo, *but* it was called the Capital of Nara because of its location.
- *In spite of* its official name – Heijo-kyo, it was called the Capital of Nara because of its location.

Fill in the blanks with *although / even though, but, or in spite of / despite*.

Tourism in Sa Pa

This year's figures show that Sa Pa has attracted more tourists than the previous year. In fact, (1)_____ weather conditions were not favorable in the cold months, holidaymakers came in large groups to Sa Pa this January. Many paid a visit to the tribal villages (2)_____ the slippery roads. Also, accommodation in Sa Pa may not have been so good as the visitors had expected, (3)_____ local people's kind hospitality with which they were entertained was an enjoyable experience. And what's more, Sa Pa's atmosphere remained as cozy and peaceful as ever (4)_____ the number of tourists is on the increase.

d) Join each pair of sentences with the word(s) in parentheses.

1. The flight was long. I wasn't very tired. (*although*)
Although the flight was long, I wasn't very tired.
2. We took that package tour. Its cost was high. (*despite*)
We took that package tour despite its high cost.
3. We couldn't get tickets to the Old Citadel. We lined up for an hour.
(*even though*)
4. Many parts of the Old Citadel were destroyed. Archeologists could find valuable relics. (*although*)
5. We went on exploring Hoi An Ancient Town. We felt tired.
(*in spite of*)
6. The sign was right in front of him. He didn't notice it. (*even though*)
7. The house is old. It looks very attractive. (*despite*)
8. We could get to the airport in time for our flight home. The traffic was heavy. (*in spite of*)

Consolidation 4

Units 13 – 16

LISTENING COMPREHENSION

a) Listen to the talk about New York State and then complete the statements below.

1. New York is a state of _____, seashore, and _____.
2. There are _____ lakes in the Finger Lakes region.
3. New York City is the _____ city in _____.
4. New York City was named _____ by jazz musicians in the 1920s.

b) You will hear short conversations between two people. After each conversation, you will hear a question about it. After you hear the question, read the four possible answers and check (✓) the best one.

1. A. New York always has perfect weather.
B. New Yorkers influence the temperature.
C. New York has extremes of temperature and a lot of people.
D. New Yorkers are only happy in the spring.
2. A. The United States.
B. Canada.
C. Australia.
D. France.
3. A. One.
B. Two.
C. Three.
D. Four.
4. A. In 1893.
B. In 1993.
C. In 1983.
D. In 1883.

5. A. The 11th century.
- B. The 12th century.
- C. The 14th century.
- D. The 10th century.

VOCABULARY

a) Choose the word from the box that can best complete each of the following sentences or exchanges.

| | | | | |
|----------------|--------------------|---------------------|-------------------|---------------|
| appeal | spiritual | appreciative | dramatic | hosted |
| leading | flourishing | origin | tournament | status |

1. Our teacher was very _____ of our great efforts during the last term.
2. A: That theatrical group has never lost its _____.
B: I completely agree with you. The actors and actresses perform beautifully.
3. A: Is your brother a member of the _____ group in his university?
B: Yes, and he performs in some plays at his university on special occasions.
4. A: Do you often paint in your free time?
B: Yes. Painting helps me fill a(n) _____ need for beauty.
5. A: I can't wait to watch the next World Cup _____.
B: Well, I'm very excited about that, too.
6. A: Viet Nam _____ the 22nd SEA Games successfully.
B: And many competitors said that we had a sense of fair play as well.
7. A: Scientists have always enjoyed high social _____.
B: Yes. Scientists have been honored at all times.
8. A: Which country is the _____ producer of cars in this region?
B: Japan, I think.
9. A: Most of the Singaporeans are of Chinese _____, aren't they?
B: Yes, they are. And their first language is Chinese.

10. A: This town has been _____ recently.

B: You're right. Its economy has been booming.

b) Choose the word or phrase that best completes each sentence or exchange.

11. A: Is English spoken by most people in Singapore?

B: Yes. English is the _____ language in Singapore although most of the Singaporeans speak Chinese as their mother tongue.

A. native

B. first

C. official

D. foreign

12. The Japanese market _____ 30% of the company's source of income.

A. produces

B. raises

C. invests in

D. accounts for

13. A: I think Lan speaks very good English.

B: And I am very impressed by her _____ in English.

A. voice

B. practice

C. popularity

D. fluency

14. A: This city has been developed rapidly in the past few years.

B: It's not surprising. The city has been _____ recently.

A. industrialized

B. exploited

C. established

D. explored

15. My cousin works in a Japanese _____ corporation and he often goes to the main office in Japan for training.

A. multiracial

B. multipurpose

C. multinational

D. multilingual

16. A: What did _____ find on this site?

B: Well, they found valuable relics of the Old Citadel.

A. builders

B. architects

C. archeologists

D. engineers

11. *Hostess*: I'm very _____ (*please*) that you have come.
Guest: Well, thank you for the delicious dinner.
12. *A*: What _____ (*surprise*) news! Congratulations!
B: Thanks.
13. *A*: Have you been to Hue?
B: Yes... and I was _____ (*amaze*) at the attractiveness of the historical sites.
14. My teacher advised me to choose a computer _____ (*suit*) my particular needs.

c) Match the clauses in A with those in B, using although or so that.

A.

15. Minh's parents sent him to New Zealand ...
16. Lam was not chosen for the National Soccer Team ...
17. Tourists are going to visit Hoi An ...
18. Students should take part in team sports ...
19. The movie theater was full ...
20. The defenders couldn't prevent the visiting team from scoring ...

B.

- a. he had trained very hard.
- b. they can see the ancient town.
- c. they made great efforts to defend their goal.
- d. they can learn to be cooperative.
- e. he could further his education.
- f. it rained heavily.

Read the following text and do the tasks that follow.

Sydney, Australia

Sydney, the capital city of New South Wales, is famous for its magnificent Sydney Opera House, Sydney Harbor Bridge, and, of course, Sydney Harbor itself.

History

In 1770, Captain James Cook, sent by the British government, was the first to discover the new land which was named New South Wales. The first settlers were mainly lawbreakers in England, and English has always been the language used in Australia. However, these early settlers had very little respect for tradition; they were ready to make new words and use old words in their “Australian way.” Sydney now is the land of mixed population with people from all over the world.

Tourist Attractions

Anyone visiting Sydney will be impressed by the beautiful beaches along the coast. They can also take part in plenty of day trips to the limestone cave or river cruises. Most interesting is probably a visit to various parks not far from the city center. Situated on the southern outskirts of Sydney, the Royal National Park is the second oldest national park in the world. Tourists can go there by train or ferry. Then they can have a barbecue or a picnic, swim, walk along narrow paths, or admire the unique native flora and fauna. Another park is the Ku-ring-gai Chase National Park, which is to the north of Sydney. This park preserves sandstone cliffs, 900 species of flora, and spectacular wildlife.

Sports

Australians have always loved sports. Almost 60 percent of the Australian population participates in at least one sport or physical activity. The most popular are walking, swimming, aerobics, golf, and tennis. The most recent example of Australia’s sporting success is its athletes’ participation in the Sydney 2000 Olympic and Paralympic Games. Australia finished first place in the Paralympics with a total of 149 medals. The Paralympic Games are for athletes with physical

disabilities. They have always been held in the same year as the Olympic Games. The 11th Paralympic Games Sydney 2000 brought about 18 events and 300 World and Paralympic records.

a) *The following statements can be true (T) or false (F). Check (✓) the appropriate boxes. Then correct the false statements.*

| | T | F |
|--|--------------------------|--------------------------|
| 1. Sydney was discovered in the 18th century. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Sydney is an inland city. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Its people now are a mixed group of different races. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Their language is somewhat different from the Queen's English. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The Royal National Park is in the city center. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The Royal National Park is the oldest national park in the world. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The Paralympic Games are for disabled athletes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The first Paralympic Games were held in 1970. | <input type="checkbox"/> | <input type="checkbox"/> |

b) *Complete the following sentences with the correct forms of the words in parentheses.*

- The _____ of New South Wales was made by Captain James Cook in 1770. (*discover*)
- The early settlers' _____ to create new words and use old words in their own way helped form the so-called Australian English. (*ready*)
- The beautiful beaches along the coast make a really strong _____ on visitors. These beaches are very _____. (*impress*)
- Ku-ring-gai Chase National Park is considered a kind of wildlife _____. (*preserve*)
- Such physical activities as walking, swimming, aerobics, golf, and tennis have gained _____ in Australia over recent years. (*popular*)

6. The Australian _____ in the Sydney 2000 Olympic and Paralympic Games brought success to their country. Their _____ helped Australia collect 149 medals in the Paralympic Games. (*participate*)
7. The _____ athletes took part in 18 events at the Paralympic Games. (*disability*)

c) Answer the following questions.

8. Name some interesting places in Sydney.
9. What does “lawbreakers” (paragraph 2) mean?
10. List two national parks in Australia.
11. What makes you think that Australians are athletic?

WRITING

Describing Information Using a Table

Work in groups of four. Complete the table with facts and figures about Hoi An Ancient Town based on your background knowledge.

| Hoi An Ancient Town | |
|---|--|
| 1. Location | |
| 2. Historical and/ or cultural features | |
| 3. Current status | |
| 4. Tourist attractions | |

| A | | | | |
|----------------|-------|---------------------|-------------------------------|----|
| academic | [adj] | / ,ækə'demɪk / | (thuộc) nhà trường | 4 |
| academy | [n] | / ə'kædəmi / | viện hàn lâm | 13 |
| accommodation | [n] | / ə,kəmə'deɪʃən / | chỗ ở | 4 |
| account for | [v] | / ə'kaʊnt / | giải thích cho | 15 |
| achievement | [n] | / ə'tʃi:vmənt / | thành tựu | 2 |
| 'action _movie | [n.p] | | phim hành động | 13 |
| activist | [n] | / 'æktəvəst / | nhà hoạt động | 2 |
| actor | [n] | / 'æktər / | (nam) diễn viên | 5 |
| actress | [n] | / 'æktɹəs / | (nữ) diễn viên | 7 |
| address | [v] | / ə'dres / | đọc diễn văn trước | 2 |
| adjust | [v] | / ə'dʒʌst / | thích nghi | 4 |
| admission | [n] | / əd'mɪʃən / | nhận vào học | 2 |
| adult | [n] | / ə'dʌlt / | người lớn | 4 |
| advertisement | [n] | / ,ædvər'taɪzmənt/ | quảng cáo | 7 |
| AF | | / ,er 'ef / | autofocus | 5 |
| affect | [v] | / ə'fekt / | ảnh hưởng đến | 9 |
| agricultural | [adj] | / ,ægrə'kʌltʃərəl / | (thuộc) nông nghiệp | 8 |
| album | [n] | / 'ælbəm / | đĩa | 7 |
| allergic | [adj] | / ə'lɜrdʒɪk / | dị ứng | 9 |
| 'all-time | [adj] | | mọi thời đại | 13 |
| alphabet | [n] | / 'ælfəbet / | bảng chữ cái | 4 |
| amaze | [v] | / ə'meɪz / | gây ngạc nhiên | 8 |
| amphibian | [n] | / æm'fɪbi:ən / | động vật lưỡng cư | 10 |
| ancient | [adj] | / 'emʃənt / | xưa, cổ | 11 |
| anthem | [n] | / 'ænθəm / | quốc ca | 12 |
| antiapartheid | [adj] | / ,æntiə'pɑ:təɪt / | chống phân biệt chủng tộc | 2 |
| antiwar | [adj] | / ,ænti'wɔ:r / | phản chiến | 12 |
| apartheid | [n] | / ə'pɑ:təɪt / | chủ nghĩa phân biệt chủng tộc | 2 |
| apologize | [v] | / ə'pɒlədʒaɪz / | xin lỗi | 7 |
| apology | [n] | / ə'pɒlədʒi / | lời xin lỗi | 7 |
| appeal | [n] | / ə'pi:l / | hấp dẫn | 12 |
| appealing | [adj] | / ə'pi:lɪŋ / | hấp dẫn | 12 |
| apposition | [n] | / ,æpə'zɪʃən / | ngữ đồng vị | 5 |
| appreciate | [v] | / ə'pri:ʃeɪt/ | hiểu rõ giá trị, thưởng thức | 12 |
| appreciative | [adj] | / ə'pri:ʃeɪtɪv / | đánh giá cao, cảm kích | 13 |

| | | | | |
|--------------------------|-------|---------------------|--------------------------|----|
| appropriate | [adj] | / ə'prɒpri:ət / | phù hợp | 8 |
| approve | [v] | / ə'pru:v / | chấp thuận, chuẩn thuận | 12 |
| aquarium | [n] | / ə'kwɛri:əm / | (nhà có) hồ nuôi | 9 |
| archeologist | [n] | / ,ɑrki:'ælɒdʒɪst / | nhà khảo cổ học | 16 |
| architectural | [adj] | / ,ɑrkə'tektʃərəl / | kiến trúc | 16 |
| architecture | [n] | / ,ɑrkə'tektʃə / | kiến trúc | 16 |
| area | [n] | / 'eri:ə / | diện tích | 15 |
| arrest | [v] | / ə'rest / | bắt giữ | 2 |
| artisan | [n] | / 'ɑrtəzən / | thợ thủ công lành nghề | 16 |
| artist | [n] | / 'ɑrtɪst / | nghệ sĩ | 7 |
| ATM | [n] | / ,eɪ ,ti: 'em / | automated teller machine | 8 |
| attitude | [n] | / 'ætətju:d / | thái độ | 5 |
| author | [n] | / 'ɔ:θər / | tác giả | 7 |
| authority | [n] | / ə'θɔ:rəti / | nhà chức trách | 10 |
| automated teller machine | [n.p] | | máy rút tiền tự động | 8 |
| automatic | [adj] | / ,ɔ:tə'mætɪk / | tự động | 5 |
| automobile | [n] | / 'ɔ:təmou'bi:l / | xe hơi | 9 |
| award | [v] | / ə'wɔ:rd / | trao tặng | 2 |
| award | [n] | / ə'wɔ:rd / | giải thưởng | 13 |
| B | | | | |
| back | [n] | / bæk / | lưng | 9 |
| background | [n] | / 'bækgraʊnd / | lai lịch | 2 |
| backpack | [n] | / 'bækpæk / | ba lô | 6 |
| backpacking | [n] | / 'bækpækɪŋ / | đi bộ đường dài | 6 |
| balance | [n] | / 'bæləns / | cân bằng | 11 |
| ban | [v] | / bæn / | cấm | 10 |
| band | [n] | / bænd / | ban nhạc | 12 |
| base | [n] | / beɪs / | chân đế | 5 |
| bargaining | [n] | / 'bɑ:gənɪŋ / | (việc) mặc cả | 8 |
| basketball | [n] | / 'bæskɒtbɔ:l / | bóng rổ | 14 |
| battle | [n] | / 'bætəl / | trận đánh | 2 |
| bear | [v] | / ber / | mang | 8 |
| beat | [n] | / bi:t / | nhịp, phách | 12 |
| beat | [v] | / bi:t / | đánh bại | 14 |
| beep | [n] | / bi:p / | tiếng bíp | 5 |
| behavior | [n] | / br'hevɪjər / | cách ứng xử | 9 |
| bellow | [n] | / 'beləʊ / | tiếng gào | 9 |
| beloved | [adj] | / br'ləvɪd / | yêu quý | 4 |

| | | | | |
|--|-------|--------------------|---------------------|----|
| benefit | [n] | / 'benə,fit / | lợi ích | 6 |
| best-'selling | [adj] | | bán chạy nhất | 7 |
| bill | [n] | / bil / | giấy báo thanh toán | 8 |
| billboard | [n] | / 'bɪlbɔ:rd / | bảng quảng cáo | 7 |
| biological | [adj] | / ,baɪə'lɒdʒɪkəl / | sinh học | 10 |
| biologist | [n] | / baɪ'ɒlədʒəst / | nhà sinh học | 2 |
| biosphere | [n] | / 'baɪəsfɪr / | sinh quyển | 10 |
| blender | [n] | / 'blendər / | máy trộn, máy xay | 5 |
| block | [n] | / blək / | khu phố | 8 |
| blowout | [n] | / 'bləʊaʊt / | phun, phụt | 11 |
| blues | [n] | / blu:z / | nhạc blues | 12 |
| brave | [adj] | / breɪv / | dũng cảm | 4 |
| break (a record) | [v] | / 'breɪk / | phá (kỉ lục) | 7 |
| break 'through | [v] | | vượt qua | 4 |
| breed | [v] | / bri:d / | sinh con | C3 |
| browse | [v] | / braʊz / | xem qua | 5 |
| brushwork | [n] | / 'brʌʃwɜ:k / | phong cách vẽ | 13 |
| bubble | [n] | / 'bʌbəl / | bong bóng | 7 |
| button | [n] | / 'bʌtən / | núm | 5 |
| C | | | | |
| cafeteria | [n] | / ,kæfə'tɪri:ə / | căng tin | 11 |
| campfire | [n] | / 'kæmpfaɪr / | lửa trại | 6 |
| campsite | [n] | / 'kæmpsaɪt / | nơi cắm trại | 6 |
| cancer | [n] | / 'kænsər / | ung thư | 9 |
| cannonball | [n] | / 'kænənbo:l / | đạn đại bác | 12 |
| canyon | [n] | / 'kænjən / | hẻm núi | 11 |
| cap | [n] | / kæp / | nắp | 5 |
| capital | [n] | / 'kæpɪtəl / | thủ đô | 15 |
| caretaker | [n] | / 'kɛrɪkər / | người chăm sóc | 11 |
| cartoon | [n] | / kɑ:'tu:n / | phim hoạt hình | 7 |
| cathedral | [n] | / kə'thi:drəl / | nhà thờ | 2 |
| caution | [n] | / 'kɔ:ʃən / | thận trọng | 9 |
| CD-ROM (compact disk read-only memory) | [n] | / ,si: ,di: 'rɒm / | đĩa CD-ROM | 12 |
| cement | [n] | / si'ment / | xi măng | 5 |
| central 'processing unit | [n.p] | | bộ xử lí trung tâm | 5 |
| certificate | [n] | / sər'tɪfɪkət / | chứng chỉ | 4 |

| | | | | |
|---------------------|-------|----------------------------|----------------------------|------|
| chair | [n] | / tʃer / | chủ tịch | 9 |
| championship | [n] | / 'tʃæmpi:ənʃɪp / | giải vô địch | 14 |
| character | [n] | / 'kærɪktər / | nhân vật | 13 |
| chemical | [n] | / 'kemɪkəl / | hoá chất | 10 |
| chemist | [n] | / 'keməst / | nhà hoá học | 2 |
| chess | [n] | / tʃes / | cờ vua | 14 |
| cholesterol | [n] | / kə'lestə,rɔ:l / | cholesterol | 5 |
| chopsticks | [n] | / 'tʃɒpstɪks / | đũa | 11 |
| chorus | [n] | / 'kɔ:rəs / | dàn đồng ca, dàn hợp xướng | 12 |
| chronological | [adj] | / ,krɒnə'lɒdʒɪkəl / | theo thứ tự thời gian | 4 |
| civil rights | [n.p] | / ,sɪvəl 'raɪts / | quyền công dân | 12 |
| classical | [adj] | / 'klæsɪkəl / | cổ điển | 12 |
| click | [v] | / klɪk / | nhấn | 5 |
| climate | [n] | / 'klaɪmət / | khí hậu | 11 |
| clockwise | [adv] | / 'klɒk,wəɪz / | theo chiều kim đồng hồ | 5 |
| club | [n] | / klʌb / | câu lạc bộ | 7 |
| code | [n] | / kəʊd / | bảng mã | 4 |
| cold-blooded | [adj] | / ,kəʊld'blʌdɪd / | (có) máu lạnh | 9 |
| college | [n] | / 'kɒlɪdʒ / | trường đại học | 4 |
| come 'on | [v] | | chạy | 8 |
| comedy | [n] | / 'kɒmədi / | hài kịch | 7 |
| comic | [adj] | / 'kɒmɪk / | hài hước, khôi hài | 12 |
| comment | [n] | / 'kɒment / | lời bình | 5 |
| commercial | [n] | / kə'mɜ:ʃjəl / | quảng cáo | 7 |
| commitment | [n] | / kə'mɪtmənt / | tận tâm | 4 |
| communicate | [v] | / kə'mju:nə,kert / | giao tiếp | 9 |
| competition | [n] | / ,kɒmpə'tɪʃən / | thi đấu | 14 |
| complete | [v] | / kəm'pli:t / | hoàn thành | 2 |
| complicated | [adj] | / 'kɒmplə,kertəd / | phức tạp | 11 |
| composer | [n] | / kəm'pəʊzər / | nhà soạn nhạc | 12 |
| computed tomography | [n.p] | / kəm,pju:tɪd tə'mɒgrəfi / | chụp cắt lớp dùng máy tính | 5 |
| condition | [n] | / kən'dɪʃən / | chứng (bệnh), thân phận | 9,12 |
| conference | [n] | / 'kɒnfərəns / | hội nghị | 2 |
| confirm | [v] | / kən'fɜ:m / | xác nhận | 9 |
| Congress | [n] | / 'kɒŋgrəs / | hiệp hội | 2 |
| connection | [n] | / kə'nekʃən / | nối chuyển | 16 |
| consciousness | [n] | / 'kɒnʃəsənəs / | ý thức | 4 |
| conservation | [n] | / ,kɒnsə'veɪʃən / | (sự) bảo tồn | 10 |

| | | | | |
|------------------|-------|-----------------------|-----------------------------------|----|
| conserve | [v] | / kən'sɜ:v / | bảo tồn | 11 |
| constantly | [adv] | / 'kɒnstəntli / | liên tục | 7 |
| container | [n] | / kən'teɪnə / | bình chứa | 5 |
| contest | [n] | / 'kɒntest / | cuộc thi | 7 |
| continent | [n] | / 'kɒntənənt / | lục địa | 4 |
| contribute | [v] | / kən'trɪbjʊ:t / | góp phần | 10 |
| copy | [n] | / 'kɒpi / | bản | 7 |
| cosmopolitan | [adj] | / ,kɒzmə'pɒlətən / | gồm người nhiều nơi trên thế giới | 15 |
| counterclockwise | [adv] | / ,kauntə'klɒk,wɑɪz / | ngược chiều kim đồng hồ | 5 |
| ,country 'music | [n.p] | | nhạc đồng quê | 12 |
| court | [n] | / kɔ:rt / | triều đình | 16 |
| cover | [v] | / 'kʌvə / | có diện tích | 11 |
| cozy | [adj] | / 'kəʊzi / | ấm cúng | 8 |
| CPU | [n] | / ,si: pi: 'ju: / | central processing unit | 5 |
| crab | [n] | / kræb / | cua | 9 |
| craftsman | [n] | / 'kræftsmən / | thợ thủ công | 8 |
| crazy | [adj] | / 'kreɪzi / | đam mê | 7 |
| create | [v] | / kri:'eɪt / | tạo ra | 2 |
| creator | [n] | / kri:'eɪtə / | người sáng tạo | 2 |
| creature | [n] | / 'kri:tʃə / | sinh vật | 9 |
| cross | [v] | / krɒ:s / | đi qua | 4 |
| CT | [n] | / ,si:'ti: / | computed tomography | 5 |
| 'CT ,scanner | [n.p] | | máy chụp cắt lớp | 5 |
| cuff | [n] | / kʌf / | dải quấn | 5 |
| cum laude | [adv] | / ,kʌm 'ləʊdeɪ / | xuất sắc hạng ba | 4 |
| cure | [n] | / kjʊ / | việc điều trị, đợt chữa trị | 10 |
| cyberspace | [n] | / 'saɪbə'speɪs / | không gian điều khiển | C2 |
| cyclo | [n] | / 'si:kloʊ / | xe xích lô | 16 |
| D | | | | |
| dairy | [adj] | / 'deəri / | sữa | 15 |
| dash | [n] | / dæʃ / | dấu gạch ngang dài (-) | 5 |
| data | [n] | / 'deɪtə / | dữ liệu | 5 |
| deaf | [adj] | / def / | điếc | 4 |
| debris | [n] | / də'bri: / | mảnh vỡ | 11 |
| dedicate | [v] | / 'dedə,kert / | hiến dâng | 4 |
| dedicated | [adj] | / 'dedə,kertəd / | tận tụy | 4 |
| defeat | [v] | / dr'fi:t / | đánh bại | 14 |

| | | | | |
|---------------------|-------|------------------------|-----------------------|----|
| defender | [n] | / dɪ'fendər / | hậu vệ | 14 |
| deforestation | [n] | / ,di:ˌfɔ:ri'steɪʃən / | phá rừng | 10 |
| delay | [v] | / dɪ'leɪ / | chậm trễ | 8 |
| delta | [n] | / 'deltə / | châu thổ, đồng bằng | 8 |
| democracy | [n] | / dɪ'mɒkrəsi / | nền dân chủ | 2 |
| democratic | [adj] | / ,demə'krætɪk / | dân chủ | 12 |
| descent | [n] | / dɪ'sent / | dòng dõi | 15 |
| deserted | [adj] | / dɪ'zɜ:təd / | vắng vẻ | 8 |
| designer | [n] | / dɪ'zəʊnər / | nhà thiết kế | 7 |
| destroy | [v] | / dɪ'strɔɪ / | tàn phá | 10 |
| destruction | [n] | / dɪ'strʌkʃən / | (sự) tàn phá | 10 |
| device | [n] | / dɪ'vaɪs / | dụng cụ | 5 |
| diagnosis | [n] | / ,daɪəg'nəʊsəs / | chẩn đoán | 5 |
| dial | [n] | / 'daɪl / | mặt số | 5 |
| diamond | [n] | / 'daɪmənd / | kim cương | 9 |
| diaper | [n] | / 'daɪpər / | tã lót | 11 |
| digital | [adj] | / 'dɪdʒətəl / | kỹ thuật số | 5 |
| director | [n] | / də'rektər / | đạo diễn | 13 |
| disability | [n] | / ,dɪsə'bɪləti / | sự tàn tật | 4 |
| disabled | [adj] | / dɪs'ɛbəld / | tàn tật | 4 |
| discharge | [v] | / dɪs'tʃɑ:dʒ / | tuôn ra | 10 |
| disconnect | [v] | / ,dɪskə'nekt / | tháo ra | 5 |
| discourage | [v] | / dɪs'kʌrɪdʒ / | khiến cho không (làm) | 7 |
| discover | [v] | / dɪs'kʌvər / | phát hiện | 2 |
| disposable | [adj] | / dɪ'spəʊzəbəl / | dùng một lần | 10 |
| 'distance ,learning | [n.p] | | học từ xa | 4 |
| diversity | [n] | / dɪ'vɜ:səti / | sự đa dạng | 8 |
| divorce | [v] | / dɪ'vɔ:rs / | li dị | 7 |
| document | [n] | / 'dɒkjəmənt / | tài liệu | 7 |
| documentary | [n] | / ,dɒkjə'mentəri / | phim tài liệu | 7 |
| dolphin | [n] | / 'dɒlfən / | cá heo | 9 |
| dot | [n] | / dɒt / | chấm | 4 |
| dove | [n] | / dʌv / | bồ câu | 12 |
| dragon | [n] | / 'drægən / | rồng | 16 |
| drama | [n] | / 'dræmə / | kịch, kịch nghệ | 13 |
| dramatic | [adj] | / drə'mætɪk / | có kịch tính, kì thú | 13 |
| dribble | [v] | / 'drɪbəl / | rê bóng | 14 |
| ˌdrop 'by | [v] | | tạt vào thăm | 9 |

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|-----------------------|-------|------------------------|--|----|
| duet | [n] | / du'et / | song ca, song tấu | 12 |
| dweller | [n] | / 'dwelər / | người dân | 10 |
| dynamism | [n] | / 'damə,mizəm / | tính năng động | 15 |
| dynamite | [n] | / 'damə,mait / | chất nổ | 10 |
| dynasty | [n] | / 'daməsti / | triều đại | 16 |
| E | | | | |
| take the easy way out | | | thoát khỏi tình huống khó khăn bằng cách hành động ít nhất | 9 |
| ecology | [n] | / r'kɒlədʒi / | sinh thái | 11 |
| economic | [adj] | / i,kə'nɒmɪk / | kinh tế | 15 |
| economy | [n] | / r'kɒnəmi / | nền kinh tế | 7 |
| ecotour | [n] | / 'i:kəʊtʊr / | chuyến du lịch sinh thái | 10 |
| ecotourism | [n] | / 'i:kəʊtʊrɪzəm / | du lịch sinh thái | 10 |
| ecotourist | [n] | / 'i:kəʊtʊrɪst / | người du lịch sinh thái | 10 |
| effect | [n] | / r'fekt / | tác động | 8 |
| effectively | [adv] | / r'fektɪvli / | có hiệu quả | 1 |
| electronic | [adj] | / i,lek'trɒnɪk / | điện tử | 7 |
| electronics | [n] | / i,lek'trɒnɪks / | đồ điện tử | 15 |
| e-mail | [v] | / 'i:meɪl / | gửi thư điện tử | 7 |
| emblem | [n] | / 'embləm / | biểu tượng | 15 |
| emerge | [v] | / r'mɜːdʒ / | nổi lên, xuất hiện | 12 |
| emigrate | [v] | / 'eməgrɪt / | di cư | 2 |
| emotional | [adj] | / r'mouʃənəl / | xúc cảm, xúc động | 12 |
| emperor | [n] | / 'empərə / | hoàng đế | 16 |
| emphasis | [n] | / 'emfəsəs / | (sự) nhấn mạnh | 7 |
| enable | [v] | / m'erɪbəl / | giúp cho | 2 |
| encounter | [v] | / m'kaʊntər / | gặp phải | 4 |
| endangered | [adj] | / m'dendʒəd / | bị nguy hiểm | 11 |
| enrich | [v] | / m'rɪtʃ / | làm phong phú | 4 |
| entertain | [v] | / ,entər'tem / | giải trí, tiêu khiển | 13 |
| enthronement | [n] | / m'θrəʊnmənt / | lễ tấn phong | 16 |
| entry | [n] | / 'entri / | mục từ | 7 |
| envious | [adj] | / 'envi:əs / | thèm muốn, ghen tị | 5 |
| environment | [n] | / m'vaɪrənmənt / | môi trường | 7 |
| environmental | [adj] | / m,vaɪrən'mentəl / | (thuộc) môi trường | 10 |
| environmentalist | [n] | / m,vaɪrən'mentəlɪst / | người hoạt động vì môi trường | 12 |
| envy | [v] | / 'envi / | thèm muốn, ghen tị | 5 |

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|----------------|-------|--------------------|---------------------------------|----------|
| establish | [v] | / rɪ'stæblɪʃ / | thành lập | 10 |
| establishment | [n] | / rɪ'stæblɪʃmənt / | (sự) thành lập | 11 |
| exact | [v] | / ɪg'zækt / | đòi hỏi, gây ra | 13 |
| excursion | [n] | / ɪk'skɜːʒən / | cuộc du ngoạn, chuyến tham quan | 6 |
| execution | [n] | / ɪksɪ'kjuːʃən / | dàn dựng | 12 |
| exhaust | [v] | / ɪg'zɔːst / | xả ra, làm hết | 10 C3 |
| exhaust | [n] | / ɪg'zɔːst / | chất xả | 10 |
| exist | [v] | / ɪg'zɪst / | tồn tại | 8 |
| expert | [n] | / 'ekspɜːt / | chuyên gia | 4 |
| exploit | [v] | / ɪk'plɔɪt / | khai thác | 10 |
| explore | [v] | / ɪk'splɔːr / | thám hiểm | 9 |
| exporter | [n] | / ek'spɔːrtər / | nước xuất khẩu | 15 |
| extend | [v] | / ɪk'stend / | vượt ra | 13 |
| extinct | [adj] | / ɪk'stɪŋkt / | tuyệt chủng | 11 |
| extinction | [n] | / ɪk'stɪŋʃən / | (sự) tuyệt chủng | 10 |
| extract | [n] | / 'ekstrækt / | đoạn trích | 7 |
| F | | | | |
| fabulous | [adj] | / 'fæbjələs / | đẹp không thể tưởng tượng được | 16 |
| face-to-face | [adj] | | mặt đối mặt | 1 |
| facial | [adj] | / 'feɪʃəl / | ở mặt | 4 |
| fair | [n] | / fer / | hội chợ | 8 |
| fair (hair) | [adj] | / fer / | có màu sáng | 9 |
| fan | [n] | / fæn / | người hâm mộ | 7 |
| fantastic | [adj] | / fæn'tæstɪk / | tuyệt vời | 7 |
| fascinating | [adj] | / 'fæsəˌneɪtɪŋ / | làm say mê, quyến rũ | 9 |
| fashion | [n] | / 'fæʃən / | thời trang | 7 |
| fauna | [n] | / 'fɔːnə / | hệ động vật | 10 |
| favorite | [adj] | / 'feɪvərət / | thích nhất | 7 |
| fax | [n] | / fæks / | máy phác | 5 |
| feature | [n] | / 'fi:tʃər / | nét đặc trưng | 8 |
| feature ,movie | [n.p] | | phim truyện | 13 |
| fell | [v] | / fel / | chặt, đốn (cây) | 10 |
| fertile | [adj] | / 'fɜːtəl / | phì nhiêu | 16 |
| festival | [n] | / 'festɪvəl / | lễ hội | 16 |
| fiberoptic | [adj] | / ˌfaɪbər'ɒptɪk / | bằng sợi quang | C2 |

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|------------------|-------|-----------------------|---------------------------|----|
| fin | [n] | / fɪn/ | vây (cá) | 9 |
| 'fishing rod | [n.p] | / ,rɒd / | cần câu | 9 |
| floating | [adj] | / 'flaʊtɪŋ / | nổi | 8 |
| flora | [n] | / 'flɔ:rə / | hệ thực vật | 10 |
| flourish | [v] | / 'flaɪrɪʃ / | phát đạt | 10 |
| flute | [n] | / flu:t / | ống sáo | 8 |
| focus | [v] | / 'fəʊkəs / | điều chỉnh | 5 |
| folk | [n] | / fəʊk / | dân gian | 12 |
| football | [n] | / 'fʊtbɔ:l / | môn bóng bầu dục ở Hoa Kỳ | 15 |
| former | [adj] | / 'fɔ:mər / | trước đây | 2 |
| forward | [n] | / 'fɔ:rwərd / | tiền đạo | 14 |
| found | [v] | / faʊnd / | thành lập | 4 |
| foundation | [n] | / faʊn'deɪʃən / | (sự) thành lập | 4 |
| ˌfoundɪŋ 'father | [n.p] | | người sáng lập | 2 |
| freedom | [n] | / 'fri:dəm / | tự do | 2 |
| fumes | [n] | / fju:mz / | khói | 10 |
| funds | [n] | / fʌndz / | nguồn tài chính | 10 |
| funeral | [n] | / 'fju:nərəl / | đám tang | 2 |
| fur | [n] | / fɜr / | lông (thú) | 10 |
| G | | | | |
| G Minor | [n.p] | / 'dʒi: 'mɪnər / | (cung) G thứ | 12 |
| gain (weight) | [v] | / gem / | tăng | 7 |
| gallery | [n] | / 'gæləri / | phòng trưng bày | 11 |
| garbage | [n] | / 'gɑ:brɪdʒ / | rác | 9 |
| gaur | [n] | / 'gɔ:ər / | bò gâu | 11 |
| gear | [n] | / gɪr / | dụng cụ | 6 |
| gender | [n] | / 'dʒendər / | nam/ nữ | 1 |
| geographical | [adj] | / ,dʒi:ə'græfɪkəl / | địa lí | 10 |
| ˌget ə'long | [v] | | hoà hợp | 4 |
| ˌget 'off | [v] | | xuống (xe) | 8 |
| get-together | [n] | / 'gettə,geðər / | cuộc họp mặt | 9 |
| gifted | [adj] | / 'gɪftɪd / | có năng khiếu | 4 |
| giraffe | [n] | / dʒə'ræf / | hươu cao cổ | 9 |
| global warming | [n.p] | / 'gləʊbəl 'wɔ:rmɪŋ / | sự ấm lên của trái đất | 10 |
| be on the 'go | | | bận rộn | 7 |
| goldfish | [n] | / 'gəʊldfɪʃ / | cá vàng | 9 |

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|-------------------|-------|------------------|---|----|
| graduate | [v] | / 'grædʒə,weɪt / | tốt nghiệp | 2 |
| graph | [n] | / græf / | đồ thị | 11 |
| grinder | [n] | / 'grɑːndər / | máy nghiền | 5 |
| grunt | [v] | / grʌnt / | càu nhàu | 9 |
| guitar | [n] | / ɡɪ'tɑː / | đàn ghi ta | 12 |
| H | | | | |
| habitat | [n] | / 'hæbɪtæt / | môi trường sống | 10 |
| half | [n] | / hæf / | hiệp (bóng đá) | 14 |
| halftime | [n] | / 'hæftaɪm / | thời gian nghỉ giữa hai hiệp | 14 |
| half-wild | [adj] | / 'hæf'waɪld / | nửa hoang dại | 4 |
| handicraft | [n] | / 'hændɪkræft / | nghề thủ công | 16 |
| harpoon | [n] | / hɑː'puːn / | cây lao móc | 9 |
| headline | [n] | / 'hedlɑːn / | đề mục | 7 |
| hearing | [n] | / 'hɪrɪŋ / | thính giác | 9 |
| 'hearing ,aids | [n.p] | | máy trợ thính | 4 |
| heritage | [n] | / 'herɪtɪdʒ / | di sản | 16 |
| hero | [n] | / 'hɪrəʊ / | anh hùng | 2 |
| heroine | [n] | / 'herəʊɪn / | nữ anh hùng | 2 |
| highland | [n] | / 'haɪlənd / | vùng cao | 8 |
| highlander | [n] | / 'haɪləndər / | người vùng cao | 8 |
| highlands | [n] | / 'haɪləndz / | vùng cao nguyên | 8 |
| high-pitched | [adj] | / ˌhaɪ'pɪtʃt / | thê thê, cao giọng | 9 |
| hiking | [n] | / 'haɪkɪŋ / | (cuộc) đi bộ đường dài để tiêu khiển hoặc rèn luyện | 6 |
| historical | [adj] | / hɪ'stɔːrɪkəl / | lịch sử | 16 |
| homecoming | [n] | / 'həʊmkʌmɪŋ / | buổi họp mặt cựu học sinh, sinh viên | 12 |
| homeroom ,teacher | [n.p] | / 'həʊmruːm / | giáo viên chủ nhiệm | 12 |
| honor | [v] | / 'ɒnər / | tôn vinh | 2 |
| host | [v] | / hoʊst / | đăng cai | 14 |
| humane | [adj] | / hjuː'meɪn / | nhân đức | 2 |
| humpback whale | [n.p] | / 'hʌmpbæk / | cá voi lưng gù | 9 |
| hurdles | [n] | / 'hɜːdlz / | nhảy rào | 14 |
| I | | | | |
| icon | [n] | / 'aɪkən / | biểu tượng, hình hiệu | 5 |
| image | [n] | / 'ɪmɪdʒ / | hình ảnh | 5 |
| immediately | [adv] | / ɪ'miːdi:ətli / | ngay lập tức | 6 |
| impaired | [adj] | / ɪm'peɪd / | suy yếu | 4 |

| | | | | |
|----------------------------|-------|------------------------|--------------------------------|------|
| impairment | [n] | / ɪm'pɛrmənt / | (sự) suy yếu | 9 |
| imperial | [adj] | / ɪm'pɪri:əl / | hoàng đế | 16 |
| impress | [v] | / ɪm'pres / | gây ấn tượng | 8 |
| impressive | [adj] | / ɪm'presɪv / | gây ấn tượng | 13 |
| imprison | [v] | / ɪm'prɪzən / | giam cầm | 2 |
| independence | [n] | / ɪndɪ'pendəns / | độc lập | 15 |
| indicator | [n] | / ɪndə'keɪtər / | vật chỉ thị | 5 |
| indispensable | [adj] | / ɪndɪ'spensəbəl / | không thể thiếu được | 12 |
| industrial | [adj] | / ɪn'dʌstri:əl / | công nghiệp | 8 |
| industrialized | [adj] | / ɪn'dʌstri:ə'laɪzɪd / | công nghiệp hoá | 15 |
| infection | [n] | / ɪn'fekʃən / | nhiễm khuẩn | 2 |
| infinite | [adj] | / ɪn'fɪnət / | vô hạn | 12 |
| ingredient | [n] | / ɪn'grɪ:di:ənt / | thành phần | 5 |
| injure | [v] | / ɪn'dʒər / | làm hại | 9 |
| injury | [n] | / ɪn'dʒəri / | chấn thương | 6 |
| insight | [n] | / ɪn'saɪt / | hiểu thấu sâu sắc | 13 |
| inspire | [v] | / ɪn'spaɪər / | gợi / truyền cảm hứng | 12 |
| institute | [n] | / ɪn'stɪtju:t / | viện | 2 |
| institution | [n] | / ɪn'stɪtju:ʃən / | cơ sở từ thiện | 4 |
| instructions | [n] | / ɪn'strʌkʃənz / | hướng dẫn sử dụng | 5 |
| intensive | [adj] | / ɪn'tensɪv / | tăng cường | 4 |
| interaction | [n] | / ɪntə'rækʃən / | tương tác | 1 |
| Internet | [n] | / ɪn'tər'net / | mạng Internet | 7 |
| interpret | [v] | / ɪn'tɜ:pɪt / | diễn giải, lí giải, giải thích | 4, 5 |
| interpreter | [n] | / ɪn'tɜ:pɪtər / | người phiên dịch | 4 |
| intriguing | [adj] | / ɪn'tri:ɡɪŋ / | hấp dẫn, làm say đắm | 12 |
| invaluable | [adj] | / ɪn'væljuəbəl / | vô giá | 16 |
| invent | [v] | / ɪn'vent / | phát minh | 2 |
| investment | [n] | / ɪn'vestmənt / | đầu tư | 7 |
| investor | [n] | / ɪn'vestər / | nhà đầu tư | 7 |
| IQ (intelligence quotient) | [n.p] | / ɪ'ɪ'kju: / | chỉ số thông minh | 13 |
| irreplaceable | [adj] | / ɪrɪ'pleɪsəbəl / | không thay thế được | 13 |
| island | [n] | / ɪ'ɑ:lənd / | đảo | 15 |
| J | | | | |
| jazz | [n] | / dʒæz / | nhạc jazz | 12 |
| juicer | [n] | / 'dʒu:sər / | máy ép trái cây | 5 |
| junk (mail) | [n] | / 'dʒʌŋk / | (thư) rác | 7 |

| K | | | | |
|------------------------|-------|------------------------|---------------------------------|------|
| key | [n] | /ki:/ | điều then chốt, bí quyết | 6 |
| keyboard | [n] | /'ki:bɔ:rd/ | bàn phím | 5 |
| keynote | [n] | /'ki:nəʊt/ | chính, chủ đạo, then chốt | 12 |
| King of Rock-'n'-Roll | [n.p] | /,kɪŋ əv ɹɒk ən 'rəʊl/ | Ông Hoàng nhạc rock-'n'-roll | 12 |
| kitten | [n] | /'kɪtən/ | mèo con | 7 |
| L | | | | |
| laborer | [n] | /'leɪbərə / | người lao động | 8 |
| landmark | [n] | /'lændmɑ:k / | địa điểm nổi bật | 16 |
| landscape | [n] | /'lændskeɪp / | phong cảnh | 10 |
| laptop | [n] | /'læp,tɒp / | máy tính xách tay | 7 |
| LCD | [n] | /,el si: 'di:/ | liquid crystal display | 5 |
| leader | [n] | /'li:də / | nhà lãnh đạo | 2 |
| league | [n] | /li:g / | liên minh | 2 |
| leak | [v] | /li:k / | rỉ ra | 10 |
| lecture | [v] | /'lektʃə / | giảng bài | 4 |
| legacy | [n] | /'legəsi / | gia tài, di sản | 12 |
| legend | [n] | /'ledʒənd / | huyền thoại | 12 |
| lend | [v] | /lend / | cho mượn | 7 |
| lens | [n] | /lenz / | thấu kính | 5 |
| limit | [v] | /'lɪmət / | hạn chế | 7 |
| Limited | [adj] | /'lɪmətəd / | trách nhiệm hữu hạn | 4 |
| liquid crystal display | [n.p] | | màn hình tinh thể lỏng | 5 |
| literature | [n] | /'lɪtərətʃə / | văn học, văn chương | 13 |
| litter | [n] | /'lɪtə / | rác | 9 |
| litter | [v] | /'lɪtə / | xả rác | 10 |
| live | [adj] | /laɪv / | trực tiếp, (nhạc) sống | 7 |
| liver | [n] | /'lɪvə / | gan | 2 |
| load 'up with | [v] | | chở đầy | 8 |
| lobster | [n] | /'lɒbstə / | tôm hùm | 9 |
| locality | [n] | /lou'kæləti / | vị trí | 16 |
| locate | [v] | /'ləʊkət / | xác định vị trí, ở tại | 1, 2 |
| lonely | [adj] | /'ləʊnli / | cô đơn | 7 |
| Ltd | | | Limited | 4 |
| lyric | [n] | /'lɪrɪk / | ca từ, lời nhạc | 12 |

| M | | | | |
|----------------|-------|----------------|----------------------------|------|
| magazine | [n] | /ˌmæɡəˈziːn/ | tạp chí | 7 |
| maintain | [v] | /meɪnˈteɪn/ | duy trì | 11 |
| maintenance | [n] | /ˈmeɪntənəns/ | bảo quản | 16 |
| major | [adj] | /ˈmeɪdʒər/ | chính | 4 |
| mall | [n] | /mɔːl/ | khu mua sắm | 8 |
| mammal | [n] | /ˈmæməl/ | động vật có vú | 9 |
| mandarin | [n] | /ˈmændərɪn/ | ông quan | 16 |
| manual | [adj] | /ˈmænjuəl/ | bằng tay | 4 |
| market | [n] | /ˈmɑːkət/ | thị trường | 15 |
| mass | [adj] | /mæs/ | quần chúng, đại chúng | 2, 7 |
| master | [v] | /ˈmæstər/ | nắm vững | 4 |
| maximize | [v] | /ˈmæksəˌmaɪz/ | sử dụng theo cách tốt nhất | 1 |
| medal | [n] | /ˈmedəl/ | huy chương | 6 |
| media | [n] | /ˈmiːdiə/ | phương tiện truyền thông | 7 |
| medicine | [n] | /ˈmedɪsən/ | thuốc, y học | 9 |
| melt | [v] | /melt/ | tan | 4 |
| memory | [n] | /ˈmeməri/ | bộ nhớ | 5 |
| merlion | [n] | /məˈliːʃən/ | động vật đầu sư tử thân cá | 15 |
| method | [n] | /ˈmeθəd/ | phương pháp | 2 |
| microwave | [n] | /ˈmaɪkrəweɪv/ | vi sóng | 5 |
| midfielder | [n] | /ˈmɪdfiːldər/ | tiền vệ | 14 |
| minute | [n] | /ˈmɪnət/ | chốt lát | 8 |
| mix | [v] | /mɪks/ | trộn | 5 |
| mode | [n] | /moʊd/ | chế độ | 5 |
| model | [n] | /ˈmɒdəl/ | người mẫu | 7 |
| monitor | [n] | /ˈmɒnətər/ | bộ kiểm tra | 5 |
| moss | [n] | /mɔːs/ | rêu | 16 |
| ˌmɒʃən ˈpɪktʃə | [n.p] | | điện ảnh | 13 |
| mouse | [n] | /maʊs/ | chuột | 5 |
| moved | [adj] | /muːvd/ | xúc động | 12 |
| movement | [n] | /ˈmuːvmənt/ | phong trào | 2 |
| moving | [adj] | /ˈmuːvɪŋ/ | làm xúc động | 12 |
| movie | [n] | /ˈmuːvi/ | phim | 13 |
| (the) movies | [n] | /ˈmuːvɪz/ | điện ảnh | 13 |
| Ms. | [n] | /mɪz/ | bà, cô | 4 |
| mud | [n] | /mʌd/ | bùn | 5 |
| multilane | [adj] | /ˌmʌltiːˈleɪn/ | có nhiều làn xe | 8 |

| | | | | |
|-------------------------|-------|---------------------|--------------------------------------|-------|
| multimedia | [adj] | / ˌmʌlti:'mi:di:ə / | đa phương tiện | 7 |
| multiracial | [adj] | / ˌmʌlti:'rei:fəl / | đa chủng tộc | 15 |
| museum | [n] | / mju:'zi:əm / | viện bảo tàng | 6 |
| musical | [n] | / 'mju:zɪkəl / | hài nhạc kịch | 7 |
| ˌmusical 'instrument | [n.p] | | nhạc cụ | 12 |
| musician | [n] | / mju:'zɪʃən / | nhạc sĩ | 12 |
| mute | [adj] | / mju:t / | câm | 4 |
| mysterious | [adj] | / mɪs'tri:əs / | bí ẩn | 14 |
| N | | | | |
| nationality | [n] | / ˌnæʃə'næləti / | quốc tịch | 15 |
| necessity | [n] | / nə'sesəti / | thứ cần thiết | 8 |
| network | [n] | / 'netwɜ:k / | mạng lưới | 7 |
| nonalcoholic | [adj] | / ˌnɒn,ælkə'hɒlɪk / | không chứa cồn | 12 |
| nonclassical | [adj] | / ˌnɒn'klæsɪkəl / | phi cổ điển | 12 |
| nonprofit | [adj] | / ˌnɒn'prɒfɪt / | phi lợi nhuận | 12 |
| nonracial | [adj] | / ˌnɒn'reɪʃəl / | không phân biệt chủng tộc | 2 |
| nonstop | [adj] | / 'nɒn 'stɒp / | thẳng, không nghỉ | 8, 12 |
| nostalgic | [adj] | / nɒ'stældʒɪk / | hoài niệm, hoài cổ, luyến tiếc | 12 |
| nourish | [v] | / 'nʌrɪʃ / | nuôi dưỡng | 12 |
| O | | | | |
| occupation | [n] | / ˌɔkjə'peɪʃən / | nghề nghiệp | 4 |
| 'office ˌbuilding | [n.p] | | toà nhà văn phòng | 8 |
| oil slick | [n.p] | / 'ɔɪl ˌslɪk / | vết dầu loang | 9 |
| onstage | [adv] | / 'ɒn'steɪdʒ / | trên sân khấu | 7 |
| oops | | / ʊps / | (chỉ sự ngạc nhiên hoặc hối tiếc) | 7 |
| operate (on) | [v] | / 'ɒpə'reɪt / | mổ | 2 |
| operate | [v] | / 'ɒpə'reɪt / | hoạt động | 5 |
| operation | [n] | / ˌɒpə'reɪʃən / | ca mổ | 2 |
| opportunity | [n] | / ˌɒpər'tu:nəti / | cơ hội | 7 |
| original | [adj] | / ə'rɪdʒənəl / | độc đáo | 13 |
| outpost | [n] | / 'aʊtpəʊst / | tiền đồn | 16 |
| oven | [n] | / 'ʌvən / | lò | 5 |
| overnight | [adj] | / 'oʊvər'naɪt / | (ở) qua đêm | 6 |
| overnight | [adv] | / 'oʊvər'naɪt / | (ở) qua đêm | 6 |
| ox | [n] | / ɒks / | bò | 11 |

| P | | | | |
|----------------|-------|----------------------|--------------------|----|
| pagoda | [n] | / pə'goudə / | chùa | 16 |
| painstakingly | [adv] | / 'peɪn,sterkɪŋli / | chịu khó | 4 |
| palace | [n] | / 'pæləs / | thành, cung điện | 16 |
| 'take 'part in | [v] | | tham gia | 9 |
| passionate | [adj] | / 'pæʃənət / | say đắm, sôi nổi | 9 |
| passport | [n] | / 'pæspɔ:rt / | hộ chiếu | 4 |
| pasteurization | [n] | / ,pæstʃərə'zeɪʃən / | tiệt trùng | 2 |
| patient | [adj] | / 'peɪʃənt / | kiên nhẫn | 4 |
| peaceful | [adj] | / 'pi:sfəl / | hoà bình | 2 |
| peacock | [n] | / 'pi:kək / | con công | 10 |
| perform | [v] | / pər'fɔ:rm / | biểu diễn | 9 |
| performance | [n] | / pər'fɔ:rməns / | (sự) biểu diễn | 9 |
| physical | [adj] | / 'fɪzɪkəl / | thể lí | 13 |
| physician | [n] | / fɪ'zɪʃən / | bác sĩ | 2 |
| picture | [n] | / 'pɪktʃər/ | phim | 13 |
| pioneer | [n] | / ,paɪə'nɪr/ | người tiên phong | 2 |
| pipe | [n] | / paɪp / | ống dẫn (nước,...) | 6 |
| pipette | [n] | / paɪ'pet/ | ống hút | 2 |
| playwright | [n] | / 'pleɪraɪt / | nhà soạn kịch | 13 |
| plaza | [n] | / 'plæzə / | trung tâm mua bán | 9 |
| plug in | [v] | / ,plʌg'm/ | cắm vào | 5 |
| poacher | [n] | / 'poutʃər/ | người săn trộm | 10 |
| poaching | [n] | / 'poutʃɪŋ / | săn trộm | 10 |
| poisonous | [adj] | / 'pɔɪzənəs / | có nọc độc | 9 |
| polar bear | [n.p] | / 'pəʊlər ,ber / | gấu Bắc cực | 10 |
| political | [adj] | / pə'lɪtɪkəl / | chính trị | 2 |
| pollute | [v] | / pə'lu:t / | gây ô nhiễm | 9 |
| pop | [n] | / pɒp / | nhạc pop | 7 |
| popular | [adj] | / 'pɒpjələ / | được ưa chuộng | 7 |
| popularity | [n] | / ,pɒpjə'lærəti / | nổi tiếng | 12 |
| position | [v] | / pə'zɪʃən / | đặt vào vị trí | 5 |
| positive | [adj] | / 'pɒzətɪv / | tích cực, lạc quan | 9 |
| pothole | [n] | / 'pɒθəʊl / | ổ gà | 8 |
| power | [n] | / 'paʊər / | năng lượng | 5 |
| 'power ,button | [n.p] | | núm tắt, mở điện | 5 |
| practice | [n] | / 'præktəs / | hành nghề | 2 |
| predict | [v] | / prɪ'dɪkt / | dự đoán | 11 |

| | | | | |
|---------------|-------|-------------------|--------------------------|----|
| preference | [n] | / 'prefərəns / | sở thích | 6 |
| prejudice | [n] | / 'predʒədʒs / | thành kiến, định kiến | 13 |
| preparatory | [adj] | / prɪ'pærətɔ:ri / | dự bị | 4 |
| prescribe | [v] | / prɪ'skraɪb/ | kê đơn | 2 |
| preservation | [n] | / ,prezə'veɪʃən / | (sự) bảo tồn | 11 |
| preserve | [v] | / prɪ'zɜ:v / | gìn giữ, bảo toàn | 11 |
| preserve | [n] | / prɪ'zɜ:v / | khu bảo tồn | 11 |
| presidency | [n] | / 'prezədənsi / | chức vụ tổng thống | 2 |
| president | [n] | / 'prezədənt / | tổng thống | 2 |
| pressure | [n] | / 'preʃər / | áp suất | 5 |
| pretty | [adv] | / 'prɪti / | khá | 7 |
| prevent | [v] | / prɪ'vent / | phòng ngừa | 2 |
| prevention | [n] | / prɪ'venʃən / | (sự) phòng ngừa | 10 |
| previous | [adj] | / 'pri:vi:əs / | trước đây | 7 |
| prey | [n] | / preɪ / | con mồi | 10 |
| process | [n] | / 'prəses / | quy trình | 2 |
| produce | [n] | / 'prɒdʊ:s / | sản vật | 8 |
| Prof. | [n] | / prɒf / | professor | 9 |
| professor | [n] | / prə'fesər / | giáo sư | 9 |
| promise | [n] | / 'prɒməs / | lời hứa | 7 |
| promise | [v] | / 'prɒməs / | hứa | 7 |
| promote | [v] | / prə'məʊt / | đẩy mạnh | 10 |
| proper | [adj] | / 'prɒpər / | thích hợp | 10 |
| property | [n] | / 'prɒpərti / | tài sản | 16 |
| protest | [n] | / 'prəʊtest / | phản kháng | 2 |
| puffer (fish) | [n] | / 'pʌfər / | cá nóc | 9 |
| purchase | [n] | / 'pɜ:rtʃəs/ | mua | 10 |
| purpose | [n] | / 'pɜ:rpəs / | mục đích | 9 |
| Q | | | | |
| quinine | [n] | / 'kwɒmɪn / | kí ninh | 2 |
| quinquina | [n] | / kwɪn'kwɪnə / | cây canh ki na | 2 |
| quit | [v] | / kwɪt / | thôi (việc) | 8 |
| quiz show | [n.p] | / 'kwɪz ʃəʊ / | chương trình thi đố | 7 |
| R | | | | |
| rabies | [n] | / 'reɪbi:z / | bệnh dại | 2 |
| raise | [v] | / reɪz / | nâng cao | 4 |
| rap | [n] | / ræp / | nhạc rap | 12 |
| recital | [n] | / rɪ'sɪtəl / | buổi biểu diễn (âm nhạc) | 12 |

| | | | | |
|-----------------|-------|----------------------|-----------------------------------|------|
| record | [n] | / 'rekərd / | kỉ lục | 7 |
| record-breaking | [adj] | / 'rekərd ,breɪkɪŋ / | phá kỉ lục | 7 |
| red-hot | [adj] | / 'red'hɒt / | mới nhất | 7 |
| reduce | [v] | / rɪ'du:s / | giảm bớt | 9 |
| reef | [v] | / ri:f / | cuốn mép | 9 |
| refine | [v] | / rɪ'faɪn / | tinh chế | 15 |
| reflect | [v] | / rɪ'flekt / | phản ánh | 8 |
| refusal | [n] | / rɪ'fju:zəl / | (sự) từ chối | 10 |
| refuse | [v] | / rɪ'fju:z / | từ chối | 7 |
| regional | [adj] | / 'ri:dʒənəl / | địa phương | 4 |
| register | [v] | / 'redʒəstər / | đăng kí | 4 |
| registration | [n] | / ,redʒə'streɪʃən / | đăng kí | 4 |
| relax | [v] | / rɪ'læks / | thư giãn | 7 |
| release | [v] | / rɪ'li:s / | trả tự do, phát hành | 2, 7 |
| relic | [n] | / 'reɪlɪk / | di tích | 16 |
| remarkable | [adj] | / rɪ'mɑ:kəbəl / | khác thường | 4 |
| report | [n] | / rɪ'pɔ:rt / | bài tường thuật | 7 |
| reporter | [n] | / rɪ'pɔ:rtər / | phóng viên | 7 |
| reptile | [n] | / 'reptəl / | động vật bò sát | 10 |
| republic | [n] | / rɪ'pʌblɪk / | nước cộng hoà | 15 |
| rescue | [v] | / 'reskjʊ: / | cứu | 9 |
| research | [n] | / rɪ'sɜ:tʃ / | nghiên cứu | 1 |
| research | [v] | / rɪ'sɜ:tʃ / | nghiên cứu | 1 |
| reservation | [n] | / ,rezə'veɪʃən / | đặt chỗ trước, khu vực dành riêng | 11 |
| reserve | [n] | / rɪ'zɜ:v / | khu bảo tồn | 10 |
| reserve | [v] | / rɪ'zɜ:v / | dành riêng | 11 |
| reserves | [n] | / rɪ'zɜ:vz / | đồ dự trữ | 11 |
| reservoir | [n] | / 'rezə,vwɑ: / | hồ chứa | 11 |
| respondent | [n] | / rɪ'spɒndənt / | người trả lời | 11 |
| retire | [v] | / rɪ'taɪər / | nghỉ hưu | 2 |
| reveal | [v] | / rɪ'vi:l / | tiết lộ | 7 |
| revolution | [n] | / ,revə'lju:ʃən / | cách mạng | 16 |
| rhino | [n] | / 'rɑ:məʊ / | tê giác | 10 |
| rhythm | [n] | / 'rɪðəm / | nhịp điệu | 12 |
| rim | [n] | / rɪm / | rià, vành đai | 11 |
| ritual | [n] | / 'rɪtʃəwəl / | ngghi thức | 16 |
| robot | [n] | / 'rəʊbɒt / | người máy | 5 |

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|--|-------|---------------------|---------------------------|-------|
| rock | [v] | / rɒk / | lắc lư | 9 |
| rock | [n] | / rɒk / | nhạc rock | 12 |
| rock-'n'-roll | [n] | / ˌrɒk ən 'rɔʊl / | nhạc rock-'n'-roll | 12 |
| round | [n] | / raʊnd / | vòng đấu | 14 |
| rooted | [adj] | / 'ru:təd / | có nguồn gốc từ | 12 |
| routine | [n] | / ru:'ti:n/ | lệ thường | 3 |
| royal | [adj] | / 'rɔɪəl / | vua | 16 |
| rumor | [n] | / 'ru:mər / | tin đồn | 7 |
| rural | [adj] | / 'rʊrəl / | nông thôn | 8 |
| S | | | | |
| sale | [n] | / seɪl / | đợt bán hạ giá | 8 |
| SARS (severe acute respiratory syndrome) | [n.p] | | hội chứng hô hấp cấp nặng | 14 |
| scale | [n] | / skeɪl / | cái cân | 5 |
| scanner | [n] | / 'skænər / | máy chụp cắt lớp | 5 |
| score | [v] | / skɔ:r / | đạt điểm, ghi bàn | 7, 14 |
| score | [n] | / skɔ:r / | tỉ số | 14 |
| screen | [n] | / skri:n / | màn hình | 5 |
| scuba diving | [n.p] | / 'sku:bə ˌdaɪvɪŋ / | lặn có bình khí nén | 9 |
| 'sea ˌhorse | [n.p] | | hải mã, cá ngựa | 9 |
| 'sea ˌturtle | [n.p] | | rùa biển, đồi mồi | 9 |
| senior | [adj] | / 'si:njər / | cấp cao | 2 |
| sense | [n] | / sens / | đầu óc | 1 |
| ˌset 'up | [v] | | gậy dựng | 7 |
| sewage | [n] | / 'su:ɪdʒ / | chất thải | 10 |
| share | [v] | / ʃer / | chia sẻ, cùng nhận | 1, 2 |
| shark | [n] | / ʃɑrk / | cá mập | 9 |
| shellfish | [n] | / 'ʃelfɪʃ / | động vật vỏ giáp | 9 |
| shipwreck | [n] | / 'ʃɪprek / | (vụ) đắm tàu | 9 |
| shoot | [v] | / ʃu:t / | chụp (ảnh) | 5 |
| shortcut | [n] | / 'ʃɔ:rtkʌt / | đường tắt | 6 |
| shot | [n] | / ʃɒt/ | cú đá | 14 |
| show | [n] | / 'ʃəʊ / | buổi trình diễn | 7 |
| shriek | [n] | / ʃri:k / | tiếng hét | 9 |
| shrine | [n] | / ʃraɪn / | đền thờ | 16 |
| shutter | [n] | / 'ʃʌtər / | màng chắn | 5 |
| sign language | [n.p] | / 'saɪn 'læŋgwɪdʒ / | ngôn ngữ cử chỉ | 4 |

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|-------------|-------|-------------------|-------------------------|----|
| signal | [n] | / 'sɪgnəl / | kí hiệu | 4 |
| silence | [n] | / 'saɪləns / | sự yên lặng | 4 |
| simplistic | [adj] | / sm'plɪstɪk / | giản đơn thái quá | 13 |
| slide | [n] | / slaɪd / | đường trượt | 6 |
| slide | [v] | / slaɪd / | trượt | 6 |
| smart | [adj] | / smɑ:t / | thông minh | 7 |
| socialize | [v] | / 'səʊʃə,laɪz / | hoà nhập với xã hội | 8 |
| soldier | [n] | / 'səʊldʒə / | quân nhân | 2 |
| solo | [n] | / 'səʊlə / | đơn ca, độc tấu | 12 |
| solution | [n] | / sə'lju:ʃən / | giải pháp | 4 |
| space | [n] | / speɪs / | không gian | 2 |
| specialist | [n] | / 'speʃəlɪst / | chuyên gia | 9 |
| species | [n] | / 'spi:ʃi:z / | loài | 9 |
| spin | [v] | / spɪn / | quay tròn | 9 |
| spirit | [n] | / 'spɪrɪt / | trinh thần | 9 |
| spiritual | [adj] | / 'spɪrɪtʃəwəl / | (thuộc) tinh thần | 13 |
| spread | [v] | / spred / | truyền đi | 7 |
| square | [n] | / skwɛr / | quảng trường | 16 |
| squeak | [n] | / skwi:k / | tiếng kêu the thé | 9 |
| stage | [v] | / steɪdʒ / | đưa lên sân khấu | 7 |
| star | [n] | / stɑ:r / | (diễn viên) ngôi sao | 5 |
| 'star ,fish | [n.p] | | sao biển | 9 |
| statistics | [n] | / stə'tɪstɪks / | thống kê | 15 |
| status | [n] | / 'stetəs / | hiện trạng | 16 |
| ,stay 'up | [v] | | thức | 6 |
| steadily | [adv] | / 'stedəli / | đều đặn | 4 |
| store | [v] | / stɔ:r / | lưu trữ | 5 |
| strait | [n] | / streɪt / | eo biển | 11 |
| strategy | [n] | / 'strætədʒi / | chiến lược | 1 |
| straw | [n] | / strɔ: / | rơm | 5 |
| stress | [n] | / stress / | (tâm trạng) căng thẳng | 9 |
| stressful | [adj] | / 'stresfəl / | gây căng thẳng | 9 |
| stretch | [v] | / stretʃ / | trải dài | 15 |
| studio | [n] | / 'stju:diəʊ / | xưởng phim, trường quay | 13 |
| style | [n] | / stɑɪl / | phong cách | 12 |
| suffer | [v] | / 'sʌfə / | chịu đau khổ | 10 |
| supermarket | [n] | / 'su:pə,markət / | siêu thị | 5 |
| superstar | [n] | / 'su:pə,stɑ:r / | siêu sao | 7 |

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|-------------------|-------|---------------------|---------------------------------|----|
| supplies | [n] | / sə'plɑɪz / | hàng cung cấp | 15 |
| supportive | [adj] | / sə'pɔ:rtɪv / | trợ giúp | 1 |
| surgeon | [n] | / 'sɜ:dʒən / | bác sĩ ngoại khoa | 2 |
| surgery | [n] | / 'sɜ:dʒəri / | phẫu thuật | 2 |
| survey | [n] | / 'sɜ:veɪ / | khảo sát, điều tra | 11 |
| survive | [v] | / sər'vaɪv / | sống sót | 9 |
| sword | [n] | / sɔ:rd / | kiếm | 16 |
| symphony | [n] | / 'sɪmfəni / | bản nhạc giao hưởng | 12 |
| syndrome | [n] | / 'sɪndrəʊm / | hội chứng | 9 |
| T | | | | |
| 'table ,tennis | [n.p] | | bóng bàn | 14 |
| tanker | [n] | / 'tæŋkər / | tàu chở (dầu) | 10 |
| tap out | [v] | / ,tæp 'aʊt / | gõ nhẹ theo nhịp | 4 |
| taste | [n] | / teɪst / | sự nếm trải | 8 |
| teammate | [n] | / 'ti:mmeɪt / | bạn cùng tổ | 1 |
| technique | [n] | / tek'ni:k / | kĩ thuật | 2 |
| technology | [n] | / tek'nɒlədʒi/ | công nghệ | 4 |
| teenage | [adj] | / 'ti:neɪdʒ / | (thuộc) thanh thiếu niên | 7 |
| temple | [n] | / 'tempəl/ | đền, điện | 16 |
| temporarily | [adv] | / ,tempə'reɪli / | tạm thời | 6 |
| terrible | [adj] | / 'terəbəl / | dở tệ | 7 |
| terrific | [adj] | / tə'rɪfɪk / | tuyệt vời | 7 |
| tester | [n] | / 'testər/ | máy kiểm tra | 5 |
| text | [v] | / tekst / | gửi | C2 |
| theater | [n] | / 'θi:ətər / | kịch nghệ, sân khấu, nhà hát | 12 |
| theme | [n] | / θi:m / | chủ đề | 7 |
| theme park | [n.p] | / 'θi:m, park / | công viên chủ đề | 6 |
| theorist | [n] | / 'θi:ərɪst / | lí thuyết gia | 15 |
| thought-provoking | [adj] | / 'θɔ:tpɹə'vəʊkɪŋ / | gợi nhiều suy nghĩ | 13 |
| thrilling | [adj] | / 'θrɪlɪŋ / | gây hồi hộp, kích động | 6 |
| timeless | [adj] | / 'taɪmləs / | bất hủ, vượt thời gian | 12 |
| title | [n] | / 'taɪtl / | danh hiệu | 14 |
| tomb | [n] | / tu:m / | lăng mộ | 16 |
| be ,out of 'touch | | | không có tin tức | 9 |
| tour | [n] | / tuə / | chuyến đi biểu diễn | 7 |
| tournament | [n] | / 'tʊrnəmənt / | vòng đấu | 14 |
| toxic | [adj] | / 'tɒksɪk / | độc | 10 |

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|-------------------------|-------|--------------------------|----------------------------|----|
| trace | [v] | / treɪs / | theo dấu | 10 |
| trading | [n] | / 'treɪdɪŋ / | mua bán | 8 |
| traditional | [adj] | / trə'dɪʃənəl / | theo truyền thống | 8 |
| traditional medicine | [n.p] | / trə'dɪʃənəl ,medəsən / | y học cổ truyền | 9 |
| tragedy | [n] | / 'trædʒədi / | bi kịch | 12 |
| transition | [n] | / træn'zɪʃən / | sự chuyển giao quyền lực | 2 |
| transmit | [v] | / trænz'mɪt / | truyền | 12 |
| treat | [v] | / tri:t / | đổi xử | 9 |
| treatment | [n] | / 'tri:tmənt / | điều trị | 9 |
| trek | [v] | / trek / | đi vất vả | 11 |
| trophy | [n] | / 'trəʊfi / | cúp | 14 |
| tropical | [adj] | / 'trɒpɪkəl / | nhiệt đới | 10 |
| tune | [n] | / tu:n / | giai điệu | 12 |
| ˌturn 'ɒn | [v] | | mở | 5 |
| turtle | [n] | / 'tɜrtəl / | rùa | 9 |
| U | | | | |
| unique | [adj] | / ju:'ni:k / | độc nhất | 10 |
| unplug | [v] | / ʌn'plʌg / | tháo ổ cắm | 5 |
| urge | [v] | / ɜrdʒ / | thúc giục | 7 |
| V | | | | |
| vaccination | [n] | / ,væksə'neɪʃən / | chủng ngừa | 2 |
| vaccine | [n] | / 'væksɪ:n / | thuốc chủng | 2 |
| vacuum | [n] | / 'vækjuəm / | chân không | 5 |
| 'vacuum ,cleaner | [n.p] | | máy hút bụi | 5 |
| value | [n] | / 'vælju: / | trị số | 5 |
| variety | [n] | / və'raɪəti / | (sự) đa dạng | 7 |
| vendor | [n] | / 'vendər / | người bán dạo | 8 |
| version | [n] | / 'vɜ:ʒən / | bản (của tác phẩm văn học) | 12 |
| viewpoint | [n] | / 'vjʊ:pɔɪnt / | quan điểm | 10 |
| violence | [n] | / 'vaɪələns / | bạo lực | 7 |
| vision | [n] | / 'vɪʒən / | thị giác | 4 |
| visually | [adv] | / 'vɪʒəwəli / | (về) thị giác | 4 |
| volleyball | [n] | / 'vɒli,bɔ:l / | bóng chuyền | 14 |
| W | | | | |
| wail | [n] | / weɪl / | tiếng rên rỉ | 9 |
| ˌcan't 'wait | [v] | | sốt ruột chờ | 8 |
| ˌwalks of 'life | [n.p] | | tầng lớp xã hội | 8 |

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|----------------|-------|-------------------|-------------------------|----|
| warm-blooded | [adj] | / ˌwɔːrmˈblʌdɪd / | (có) máu nóng | 9 |
| warmly | [adv] | / ˈwɔːrmlɪ / | nồng nhiệt | 2 |
| Web | [n] | / web / | mạng | 5 |
| whale | [n] | / hweɪl / | cá voi | 9 |
| wharf | [n] | / hwɔːrf / | cầu tàu | 16 |
| wicked | [adj] | / ˈwɪkəd / | độc ác | 4 |
| wild | [n] | / waɪld / | vùng hoang dã | 9 |
| wild | [adj] | / waɪld / | hoang dã | 9 |
| wilderness | [n] | / ˈwɪldərnəs / | vùng hoang dã | 6 |
| wildlife | [n] | / ˈwaɪldlaɪf / | động vật hoang dã | 6 |
| work | [n] | / wɜːk / | tác phẩm | 13 |
| ˌworld-ˈfamous | [adj] | | nổi tiếng khắp thế giới | 2 |
| Y | | | | |
| youngster | [n] | / ˈjʌŋstər / | người trẻ tuổi | 6 |
| Youth League | [n.p] | / ˈjuːθ ˌliːg / | Đoàn Thanh niên | 9 |
| Z | | | | |
| zoom | [v] | / zuːm / | phóng to / thu nhỏ | 5 |

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|------------------|-------|------------------------|--------------------------------|----|
| Aborigines | | / ˌæbəˈrɪdʒənɪz / | người bản xứ nước Australia | 11 |
| Africa | | / ˈæfrɪkə / | châu Phi | 9 |
| African | [adj] | / ˈæfrɪkən / | châu Phi | 2 |
| African-American | | / ˈæfrɪkən əˈmerɪkən / | người Hoa Kỳ gốc Phi | 12 |
| Alabama | | / ˌæləˈbæmə / | (tên bang ở Hoa Kỳ) | 4 |
| Alexander | | / ˌælɪɡˈzændər / | (tên người) | 4 |
| Alice | | / ˈælɪs / | (tên người) | 5 |
| Alka | | / ˈælkə / | (họ người) | 12 |
| Allen | | / ˈælən / | (họ người) | 13 |
| Alps | | / ælps / | (tên dãy núi ở châu Âu) | 6 |
| Amazon | | / ˈæməzən / | (tên sông ở Nam Mỹ) | C3 |
| America | | / əˈmerɪkə / | châu Mỹ | C3 |
| American | [n] | / əˈmerɪkən / | người Hoa Kỳ | 11 |
| American | [adj] | / əˈmerɪkən / | (thuộc) Hoa Kỳ | 7 |
| Angkor Wat | | / ˈæŋkɔːr ˈwɑːt / | (tên đền ở Cambodia) | 16 |
| Ann | | / æn / | (tên người) | 8 |
| Anne | | / æn / | (tên người) | 4 |
| Antarctic | | / æntˈɑːrktɪk / | vùng Nam cực | 9 |
| Aristotle | | / ˈærɪstɒtəl / | (tên người) | 13 |
| Asia | | / ˈeɪʒə / | châu Á | 7 |
| Atlantic Ocean | | / ætˈlæntɪk / | Đại Tây Dương | 15 |
| Audrey | | / ˈɔːdri / | (tên người) | 13 |
| Auld Lang Syne | | / ˈɔːld ˌlæŋ ˈzɑːn / | (tựa một bài dân ca Anh) | 12 |
| Australia | | / ɔːˈstreɪliə / | nước Australia | 9 |
| Australian | | / ɔːˈstreɪliən / | người nước Australia | 15 |
| Barry | | / ˈbæri / | (tên người) | 13 |
| Bass | | / bæz / | (tên eo biển) | 11 |
| Beatles | | / ˈbiːtlz / | (tên ban nhạc) | 5 |
| Becky | | / ˈbeki / | (tên người) | 13 |
| Beethoven | | / ˈbeɪtəvən / | (họ người) | 12 |
| Beijing | | / ˈberˈdʒɪŋ / | Bắc Kinh | 15 |
| Bell | | / bel / | (họ người) | 4 |
| Ben | | / ben / | (tên người) | 5 |
| Bermuda | | / bərˈmjuːdə / | (tên quần đảo ở Đại Tây Dương) | 9 |
| Bernard | | / ˈbɜːnərd / | (tên người) | 13 |
| Blackwell | | / ˈblækwəl / | (họ người) | 2 |
| Bob | | / bɒb / | (tên người) | 5 |

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|-------------------|-------|-------------------------|---|----|
| Boston | | / 'bɔ:stən / | (tên thành phố ở Hoa Kỳ) | 14 |
| Braille | | / breɪl / | hệ thống chữ Braille | 4 |
| Brazil | | / brə'zɪl / | (tên nước ở Nam Mỹ) | 14 |
| Brazilian | | / brə'zɪljən / | người Brazil | 14 |
| British | [adj] | / 'brɪtɪʃ / | nước Anh | 15 |
| Brown | | / braʊn / | (họ người) | 8 |
| Buddhist | [adj] | / 'bu:dəst / | đạo Phật | 16 |
| California | | / ,kælə'fɔ:rnɪə / | (tên bang ở Hoa Kỳ) | 16 |
| Cambodia | | / kəm'boʊdiə / | Cam-pu-chia | 16 |
| Cambridge | | / 'kembɪdʒ / | kì thi tiếng Anh (của trường đại học Cambridge) | 4 |
| Canada | | / 'kænədə / | (tên nước ở Bắc Mỹ) | 15 |
| Canberra | | / 'kænbərə / | (thủ đô nước Australia) | 14 |
| Carol | | / 'kærəl / | (tên người) | 5 |
| Casablanca | | / ,kæsə'blæŋkə / | (tên phim) | 13 |
| Charles | | / 'tʃɑ:rlz / | (tên người) | 2 |
| Chaplin | | / 'tʃæplɪn / | (họ người) | 13 |
| Charlie | | / 'tʃɑ:li / | (tên nhân vật, tên người) | 13 |
| Chile | | / 'tʃɪli / | (tên nước ở Nam Mỹ) | 15 |
| Chilean | | / 'tʃɪliən / | người nước Chile | 15 |
| China | | / 'tʃaɪnə / | Trung Quốc | 9 |
| Chinese | | / 'tʃaɪni:z / | tiếng Trung Quốc | 15 |
| Civil War | | / 'sɪvəl 'wɔ:r / | cuộc nội chiến Hoa Kỳ | 13 |
| Coleman | | / 'kəʊləmən / | (tên người) | 13 |
| Commonwealth | | / 'kɒmənwelθ / | khối cộng đồng | 15 |
| David Copperfield | | / 'deɪvɪd 'kɒpərfi:ld / | (tựa tiểu thuyết) | 2 |
| de Klerk | | / də 'klerk / | (họ người) | 2 |
| Dean | | / di:n / | (tên người) | 9 |
| Dickens | | / 'dɪkɪnz / | (họ người) | 2 |
| Disney | | / 'dɪzni / | (họ người) | 2 |
| Dustin | | / 'dʌstən / | (tên người) | 13 |
| Dylan | | / 'dɪlən / | (họ người) | 12 |
| Ed Sullivan Show | | / ,ed 'sʌləvən ʃəʊ / | (tên chương trình truyền hình) | 12 |
| Edwin | | / 'edwɪn / | (tên người) | 13 |
| Elvis | | / 'elvɪs / | (tên người) | 12 |
| Europe | | / 'jʊrəp / | châu Âu | 16 |
| European | [adj] | / jʊrə'pi:ən / | châu Âu | 15 |
| Far 'East | | | Viễn Đông | 15 |

| | | | | |
|---|-------|-----------------------|---|----|
| Forbidden Purple City | | | Tử Cấm Thành | 16 |
| French | [adj] | / frenʃ / | (thuộc) Pháp | 15 |
| French | [n] | / frenʃ / | người Pháp | 15 |
| Germany | | / 'dʒɜ:məni / | nước Đức | 14 |
| GMAT | | / 'dʒi:mæt / | Graduate Management Admissions Test | 4 |
| Golden Raspberry | | / 'gouldən 'ræzberi / | giải Mâm Xôi Vàng (cho phim kém nhất) | 13 |
| Graduate Management Admissions Test | | | kì thi tuyển sinh cao học ngành quản trị | 4 |
| Graduate Record Examination | | | kì thi tuyển sinh cao học | 4 |
| GRE | | / ,dʒi: ar 'i: / | Graduate Record Examination | 4 |
| 'Great 'Wall | | | Vạn Lí Trường Thành | 16 |
| Griffith | | / 'grɪfɪθ / | (họ người) | 13 |
| Hanks | | / 'hæŋks / | (họ người) | 13 |
| Harry | | / 'hæri / | (tên nhân vật trong truyện) | 9 |
| Helen | | / 'helən / | (tên người) | 4 |
| Hemingway | | / 'hemɪŋweɪ / | (họ người) | 2 |
| Hepburn | | / 'hepbɜ:n / | (họ người) | 13 |
| Hollywood | | / 'hɒlɪrwud / | (địa danh) | 13 |
| Hong Kong | | / 'hʌŋ 'kɒŋ / | Hồng Kông | 15 |
| IELTS | | / 'aɪelts / | International English Language Testing System | 4 |
| IL | | | Illinois | 8 |
| Illinois | | / ,ɪlə'nɔɪ / | (tên bang ở Hoa Kỳ) | 8 |
| Indian | | / 'ɪndi:ən / | người (Hoa Kỳ) bản địa | 11 |
| 'Indian 'Ocean | | | Ấn Độ Dương | 15 |
| Indonesia | | / ,ɪndə'ni:zə / | (tên nước) | 15 |
| International English Language Testing System | | | kì thi tiếng Anh của trường đại học Cambridge | 4 |
| Italy | | / 'ɪtəli / | nước Ý | 14 |
| Jack | | / dʒæk / | (tên người) | 8 |
| Jakarta | | / dʒə'kɑ:tə / | (thủ đô nước Indonesia) | 15 |
| Japan | | / dʒə'pæn / | Nhật Bản | 14 |
| Japanese | [adj] | / dʒæpə'ni:z / | Nhật Bản | 8 |

| | | | | |
|---------------|-------|---------------------|-------------------------------------|----|
| Japanese | [n] | / dʒæpə'ni:z / | tiếng Nhật Bản | 15 |
| Jenny | | / 'dʒeni / | (tên người) | 7 |
| John | | / dʒɒn / | (tên người) | 5 |
| Jordan | | / 'dʒɔ:rdən / | (họ người) | 7 |
| Jurassic | [adj] | / dʒu:'ræsɪk / | kỉ Jura | 9 |
| Keller | | / 'kelər / | (họ người) | 4 |
| Kerry | | / 'keri / | (tên người) | 9 |
| Kinematoscope | | / ,kɪnemətə'skɒp / | tên máy chiếu phim | 13 |
| Korea | | / kə'riə / | Hàn Quốc | 14 |
| Kuala Lumpur | | / 'kwələ lʊm'pʊr / | (thủ đô của Malaysia) | 15 |
| Kyoto | | / ki:'oʊtəʊ / | (tên thành phố ở Nhật Bản) | 16 |
| Laura | | / 'lɔ:rə / | (tên người) | 10 |
| Lennon | | / 'lenən / | (họ người) | 5 |
| Lima | | / 'limə / | (thủ đô nước Peru) | 15 |
| Linda | | / 'lɪndə / | (tên người) | 8 |
| Los Angeles | | / ,lɔ:s 'ændʒələs / | (tên thành phố ở Hoa Kỳ) | 14 |
| Louis | | / 'lu:ɪs / | (tên người) | 2 |
| Malay | | / mə'leɪ / | tiếng Malay | 15 |
| Malaysia | | / mə'leɪʒə / | nước Malaysia | 15 |
| Mandela | | / mæn'delə / | (họ người) | 2 |
| Mansfield | | / 'mænzfi:ld / | (tên người) | 4 |
| Mekong | | / 'meɪkəŋ / | sông Cửu Long | 8 |
| Melbourne | | / 'melbɜ:n / | (tên thành phố ở Australia) | 15 |
| Mexico | | / 'meksɪkəʊ / | (tên nước ở Bắc Mỹ) | 14 |
| 'Mexico 'City | | | (thủ đô nước Mexico) | 15 |
| Michael | | / 'maɪkəl / | (tên người) | 7 |
| Mickey Mouse | | / 'mɪki ,maʊs / | (tên nhân vật trong phim hoạt hình) | 2 |
| Mike | | / maɪk / | (tên người) | 7 |
| Montreal | | / ,mɒntri:'ɔ:l / | (tên thành phố ở Canada) | 15 |
| Mozart | | / 'mɒtsɑ:t / | (họ người) | 12 |
| Nara | | / nɑ'rɑ / | (tên thành phố ở Nhật Bản) | 16 |
| Nelson | | / 'nelzən / | (tên người) | 2 |
| Netherlands | | / 'neðərləndz / | Hà Lan | 16 |
| New York | | / ,nu:'jɔ:rk / | (tên thành phố ở Hoa Kỳ) | 4 |
| New Yorker | | / ,nu:'jɔ:rkər / | người dân thành phố New York | 10 |
| New Zealand | | / ,nu:'zɪlənd / | (tên nước ở châu Úc) | 15 |
| New Zealander | | / ,nu:'zɪləndər / | người nước New Zealand | 15 |

| | | | | |
|----------------------------------|-------|-----------------------|---------------------------------------|------|
| Nile | | / 'naɪl / | (tên sông ở châu Phi) | 9 |
| Nobel Prize | | / nouˌbel 'praɪz / | giải thưởng Nobel | 2 |
| Olympic 'Games | | / əˌlɪmpɪk / | Thế Vận Hội | 11 |
| Olympics | | / əˌlɪmpɪks / | Thế Vận Hội | 6 |
| Oscar | | / 'ɔskər / | giải Oscar | 13 |
| Ottawa | | / 'ɒtəwə / | (thủ đô của Canada) | 15 |
| Pacific | [adj] | / pə'sɪfɪk / | Thái Bình Dương | 4 |
| Pan-African | [adj] | / 'pæn'æfrɪkən / | toàn châu Phi | 2 |
| Papa | | / 'pɑpə / | (tên bản nhạc) | 12 |
| Paris | | / 'pærɪs / | (thủ đô nước Pháp) | 2 |
| Paul | | / pɔ:l / | (tên người) | 12 |
| Pelé | | / peɪ'leɪ / | (tên người) | 14 |
| Perfume River | | / 'pɜːfju:m / | sông Hương | 16 |
| Peru | | / pə'ru: / | (tên nước ở Nam Mĩ) | 15 |
| Peruvian | | / pə'ru:vɪən / | người nước Peru | 15 |
| Pete | | / pi:t / | (tên người) | 9 |
| Peter | | / 'pi:tər / | (tên người) | 5 |
| Philadelphia | | / ˌfɪlə'delfiə / | (tên thành phố ở Hoa Kỳ, tựa phim) | 2,13 |
| Philippines | | / 'fɪlɪpi:nz / | nước Philippines | 15 |
| Potter | | / 'pɒtər / | (họ nhân vật trong truyện) | 9 |
| Presley | | / 'presli / | (họ người) | 12 |
| Radcliffe | | / 'rædklɪf / | (tên trường đại học) | 4 |
| Raymond | | / 'reɪmənd / | (tên người) | 13 |
| Robert | | / 'rɒbət / | (tên người) | 13 |
| Robinson | | / 'rɒbmən / | (tên đường) | 8 |
| Rochester | | / 'rɒtʃestər / | (tên thành phố) | 8 |
| Rosa | | / 'rouzə / | (tên người) | 9 |
| Royal Citadel | | / 'rɔɪtədəl / | Hoàng Thành | 16 |
| Russian | [adj] | / 'rʌʃən / | thuộc Nga | 15 |
| San Francisco | | / ˌsæn frən 'sɪskou / | (tên thành phố ở Hoa Kỳ) | 16 |
| SAT | | / ˌes ˌeɪ 'ti: / | Scholastic Assessment Test | 4 |
| Scho'lastic As'sessment ˌTest | | | kì thi tuyển sinh đại học | 4 |
| Seattle | | / si'ætəl / | (tên thành phố ở Hoa Kỳ) | 4 |
| Seeger | | / 'si:ɡər / | (họ người) | 9 |
| Sellers | | / 'selərz / | (họ người) | 13 |
| Shakespeare | | / 'ʃeɪkspi:r / | (họ người) | 2 |
| Shaw | | / ʃɔ: / | (họ người) | 13 |

| | | | | |
|-----------------------------|--|-----------------------|---|----|
| Sheryl | | / 'ʃerəl / | (tên người) | 9 |
| Simon | | / 'saimən / | (tên người) | 6 |
| Singapore | | / 'sɪŋəpɔ:r / | nước Singapore | 15 |
| Singaporean | | / ,sɪŋə'pɔ:riən / | người nước Singapore | 15 |
| South Africa | | / ,sauθ 'æfrɪkə / | (nước) Nam Phi | 2 |
| 'Southeast 'Asia | | | Đông Nam Á | 15 |
| Spielberg | | / 'spi:lbɜrg / | (họ người) | 13 |
| States | | | Hoa Kỳ | 8 |
| Steven | | / 'sti:vən / | (tên người) | 13 |
| Sullivan | | / 'sʌləvən / | (họ người) | 4 |
| Switzerland | | / 'swɪtsərland / | Thụy Sĩ | 2 |
| Sydney | | / 'sɪdni / | (tên thành phố ở Australia) | 15 |
| Tagalog | | / tə'gələg / | (ngôn ngữ ở Philippines) | 15 |
| Taiwan | | / 'taɪ 'wɑn / | Đài Loan | 15 |
| Tamil | | / 'tæmə / | tiếng Tamil | 15 |
| Thai | | / 'taɪ / | Người nước Thái Lan | 15 |
| Thailand | | / 'taɪlənd / | Thái Lan | 6 |
| Timor Sea | | / 'ti:mɔ:r / | (tên biển ở Ấn Độ Dương) | 11 |
| Titanic | | / taɪ'tænk / | (tựa phim) | 13 |
| TOEFL | | / 'təʊfəl/ | Test of English as a Foreign Language | 4 |
| TOEIC | | / 'təʊɪk/ | Test of English for International Communication | 4 |
| Tokyo | | / 'təʊkiəʊ / | (thủ đô Nhật Bản) | 15 |
| Tom | | / tɒm / | (tên người) | 1 |
| Toronto | | / tɔ'rɒntəʊ / | (tên thành phố ở Canada) | 15 |
| Trumbull | | / 'trʌmbəl / | (tên núi ở Hoa Kỳ) | 16 |
| United States | | / juˌnaɪtɪd 'steɪts/ | Hoa Kỳ | 4 |
| Uˌnɪtɪd ˌsteɪts of A'merɪkə | | | Hoa Kỳ | 4 |
| Uruguay | | / 'jʊrəgwɑɪ / | (tên nước ở Nam Mỹ) | 14 |
| USA | | / ˌju: 'es 'eɪ / | United States of America | 4 |
| Vietnamese | | / ˌvjɛtnə'mi:z / | người Việt Nam | 15 |
| Warner Brothers | | / ˌwɔ:rnər 'brʌðəz/ | (tập đoàn làm phim) | 13 |
| Washington, D.C. | | / ˌwɑʃɪŋtən dɪ: 'si:/ | (thủ đô Hoa Kỳ) | 15 |
| Woody | | / 'wʊdi / | (tên người) | 13 |
| Zemeckis | | / ze'mekɪs / | (họ người) | 13 |
| Walt | | / wɔ:lt / | (tên người) | 2 |

ABBREVIATIONS

| | | | |
|-------------|-----------|-------------|------------------|
| <i>adj.</i> | adjective | <i>n.p.</i> | noun phrase |
| <i>adv.</i> | adverb | <i>v.</i> | verb |
| <i>n.</i> | noun | ' | primary stress |
| | | ˊ | secondary stress |

PRONUNCIATION 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 | /'vɪʒən/ |
| /k/ | cat | /kæt/ | /h/ | hat | /hæt/ |
| /g/ | get | /get/ | /m/ | man | /mæn/ |
| /tʃ/ | chain | /tʃeɪn/ | /n/ | now | /naʊ/ |
| /dʒ/ | jam | /dʒæm/ | /ŋ/ | sing | /sɪŋ/ |
| /f/ | fall | /fɔ:l/ | /l/ | leg | /leg/ |
| /v/ | van | /væn/ | /r/ | red | /red/ |
| /θ/ | thin | /θɪn/ | /j/ | yes | /jes/ |
| /ð/ | this | /ðɪs/ | /w/ | wet | /wet/ |

Vowels and Diphthongs

| | | | | | |
|------|--------|----------|------|-------|----------|
| /i:/ | see | /si:/ | /ʌ/ | cup | /kʌp/ |
| /ɪ/ | happy | /'hæpi/ | /ɜ/ | fur | /fɜr/ |
| /ɪ/ | sit | /sɪt/ | /ə/ | about | /ə'baʊt/ |
| /e/ | ten | /ten/ | /eɪ/ | say | /seɪ/ |
| /æ/ | cat | /kæt/ | /oʊ/ | go | /goʊ/ |
| /ɑ/ | father | /'fɑðər/ | /aɪ/ | my | /maɪ/ |
| /ɔ:/ | saw | /sɔ:/ | /ɔɪ/ | boy | /bɔɪ/ |
| /ʊ/ | put | /pʊt/ | /aʊ/ | now | /naʊ/ |
| /u:/ | too | /tu:/ | /jʊ/ | pure | /pjʊr/ |

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HUÂN CHƯƠNG HỒ CHÍ MINH



SÁCH GIÁO KHOA LỚP 10

1. TOÁN HỌC

- ĐẠI SỐ 10 • HÌNH HỌC 10

2. VẬT LÝ 10

3. HOÁ HỌC 10

4. SINH HỌC 10

5. NGỮ VĂN 10 (tập một, tập hai)

6. LỊCH SỬ 10

7. ĐỊA LÝ 10

8. TIN HỌC 10

9. CÔNG NGHỆ 10

10. GIÁO DỤC CÔNG DÂN 10

11. GIÁO DỤC QUỐC PHÒNG - AN NINH 10

12. NGOẠI NGỮ

- TIẾNG ANH 10

- TIẾNG PHÁP 10

- TIẾNG NGA 10

- TIẾNG TRUNG QUỐC 10

SÁCH GIÁO KHOA LỚP 10 - NÂNG CAO

Ban Khoa học Tự nhiên :

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- VẬT LÝ 10 • HOÁ HỌC 10 • SINH HỌC 10

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- NGỮ VĂN 10 (tập một, tập hai)

- LỊCH SỬ 10 • ĐỊA LÝ 10

- NGOẠI NGỮ (TIẾNG ANH 10, TIẾNG PHÁP 10, TIẾNG NGA 10, TIẾNG TRUNG QUỐC 10)

mã vạch



Tem chống giả

Giá: