

BỘ GIÁO DỤC VÀ ĐÀO TẠO

# Tiếng Anh

# 9



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

English

## **BỘ GIÁO DỤC VÀ ĐÀO TẠO**

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NGUYỄN VĂN LỢI (Tổng chủ biên)

NGUYỄN HẠNH DUNG (Chủ biên) - TRẦN HUY PHƯƠNG

ĐẶNG VĂN HÙNG - THẦN TRỌNG LIÊN NHÂN - ĐÀO NGỌC LỘC

# **Tiếng Anh 9**

(Tái bản lần thứ sáu)

**NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM**

Chịu trách nhiệm xuất bản : Chủ tịch HĐQT kiêm Tổng Giám đốc NGÔ TRẦN ÁI  
Phó Tổng Giám đốc kiêm Tổng biên tập NGUYỄN QUÝ THAO  
Biên tập lần đầu : TRẦN THỊ KHÁNH - ĐẶNG ĐỨC TRUNG  
HUỖNH KIM TUẤN  
Biên tập tái bản : TRẦN THU HÀ  
Biên tập mỹ thuật, minh hoạ : TÀO THANH HUYỀN - PHẠM TUẤN  
Thiết kế sách : NGUYỄN TIẾN DŨNG  
Trình bày bìa : BÙI QUANG TUẤN  
Sửa bản in : PHÒNG SỬA BẢN IN (NXB GIÁO DỤC TẠI HÀ NỘI)  
Chế bản : CÔNG TY CỔ PHẦN MỸ THUẬT VÀ TRUYỀN THÔNG

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

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## **TIẾNG ANH 9**

Mã số : 2H920T1

In 160.000 cuốn, (ST) khổ 17 x 24cm,  
In tại Công ty TNHH một thành viên In & Văn hoá phẩm.  
Số in: 177/11. Số XB : 01-2011/CXB/100-1235/GD.  
In xong và nộp lưu chiểu tháng 1 năm 2011.

## Giới thiệu

Sách này dành cho các em học sinh lớp 9, cấp trung học cơ sở, đã học qua các cuốn sách cùng bộ: **Tiếng Anh 6**, **Tiếng Anh 7** và **Tiếng Anh 8**, hoặc các chương trình khác có trình độ tương đương.

Sách được biên soạn nhằm tiếp tục nâng cao trình độ tiếng Anh của các em bằng cách phối hợp rèn luyện các kỹ năng nghe, nói, đọc, viết ở mức độ cao hơn, thông qua các bài học có nội dung phong phú, sinh động.

Sách gồm 10 đơn vị bài học (unit) cho khoảng 60 tiết học trên lớp. Mỗi đơn vị bài học bao gồm các mục sau:

- 1. Getting started:** nhằm khai thác vốn từ vựng, cấu trúc và kiến thức có sẵn của học sinh liên quan đến nội dung chủ điểm bài học; là bước gây hứng thú, chuẩn bị cho bài học mới.
- 2. Listen and read:** là một bài khoá nhằm giới thiệu nội dung chủ điểm, ngữ pháp, từ vựng hoặc các chức năng giao tiếp trong đời sống hàng ngày. Phần này sẽ có các câu hỏi hoặc các yêu cầu bài tập kiểm tra mức độ hiểu bài đồng thời giúp các em chú ý vào những nội dung thông tin và ngữ liệu chính của bài.
- 3. Speak:** là phần luyện nói, giúp các em tập sử dụng các cấu trúc và từ vựng để thực hiện các mục đích giao tiếp khác nhau có liên quan đến nội dung chủ đề bài học.
- 4. Listen:** là bài luyện nghe hiểu có liên quan đến chủ đề bài học, một mặt nhằm củng cố các cấu trúc, từ vựng đã học; mặt khác nhằm bước đầu giúp các em rèn luyện kỹ năng nghe hiểu để lấy thông tin, phục vụ cho các mục đích trong đời sống.
- 5. Read:** là bài đọc hiểu, nhằm tái tạo và mở rộng nội dung chủ điểm, mở rộng cấu trúc, từ vựng, đồng thời phát triển kỹ năng đọc hiểu cho các em.
- 6. Write:** là bài tập viết, giúp các em củng cố lại những ngữ liệu đã học, đồng thời giúp các em học cách diễn đạt các nội dung giao tiếp qua ngôn ngữ viết và làm quen với một số thể loại viết đơn giản phục vụ cho các mục đích giao tiếp hàng ngày.
- 7. Language focus:** là những bài tập ngữ pháp giúp các em luyện tập, củng cố và hệ thống lại các cấu trúc trọng tâm của bài.

Cuối sách là phần tóm tắt ngữ pháp và bảng từ vựng.

Đi kèm với cuốn sách này có băng ghi âm do người bản ngữ đọc, gồm nội dung các bài luyện nghe hiểu và các bài khoá trong sách để các em có thể luyện thêm về nghe, phát âm; một cuốn sách bài tập để các em luyện tập sử dụng ngữ liệu và củng cố bài.

Chúng tôi hi vọng cuốn sách sẽ đem lại nhiều điều bổ ích cho các em.

Unit	Competences	Language focus
<b>1</b> <i>page 6</i> A visit from a pen pal	<ul style="list-style-type: none"> <li>● Make &amp; respond to introduction</li> <li>● Scan for specific information</li> <li>● Write a personal letter</li> </ul>	<ul style="list-style-type: none"> <li>● The past simple</li> <li>● The past simple with <i>wish</i></li> </ul>
<b>2</b> <i>page 13</i> Clothing	<ul style="list-style-type: none"> <li>● Ask and respond to questions on personal preferences</li> <li>● Ask for and give information</li> <li>● Write an exposition</li> </ul>	<ul style="list-style-type: none"> <li>● The present perfect</li> <li>● The passive (review)</li> </ul>
<b>3</b> <i>page 22</i> A trip to the countryside	<ul style="list-style-type: none"> <li>● Ask for and give information</li> <li>● Complete summary</li> <li>● Write a passage</li> </ul>	<ul style="list-style-type: none"> <li>● Modal <i>could</i> with <i>wish</i></li> <li>● The past simple with <i>wish</i> (review)</li> <li>● Prepositions of time</li> <li>● Adverb clauses of result</li> </ul>
<b>4</b> <i>page 32</i> Learning a foreign language	<ul style="list-style-type: none"> <li>● Seek information</li> <li>● Express opinions</li> <li>● Scan for specific information</li> <li>● Write a letter of inquiry</li> </ul>	<ul style="list-style-type: none"> <li>● Modal verbs with <i>if</i></li> <li>● Direct and reported speech:                             <ul style="list-style-type: none"> <li>– <i>here</i> and <i>now</i> words in reported speech</li> <li>– reported questions</li> </ul> </li> </ul>
<b>5</b> <i>page 40</i> The media	<ul style="list-style-type: none"> <li>● Agree and disagree</li> <li>● Ask for and give opinions</li> <li>● Write a passage</li> </ul>	<ul style="list-style-type: none"> <li>● Tag questions</li> <li>● Gerunds after some verbs</li> </ul>

Unit	Competences	Language focus
<b>6</b> <i>page 47</i> The environment	<ul style="list-style-type: none"> <li>● Persuade</li> <li>● Complete a questionnaire</li> <li>● Write a letter of complaint</li> </ul>	<ul style="list-style-type: none"> <li>● Adjectives and adverbs</li> <li>● Adverb clauses of reason: <i>as, because, since</i></li> <li>● Adjective + <i>that</i> clause</li> <li>● Conditional sentences: type 1</li> </ul>
<b>7</b> <i>page 57</i> Saving energy	<ul style="list-style-type: none"> <li>● Show concern</li> <li>● Give and respond to suggestions</li> <li>● Seek information</li> <li>● Write a speech</li> </ul>	<ul style="list-style-type: none"> <li>● Connectives: <i>and, but, because, or, so, therefore, however</i></li> <li>● Phrasal verbs</li> <li>● Make suggestions: <i>suggest + verb-ing, suggest (that) + S + should</i></li> </ul>
<b>8</b> <i>page 65</i> Celebrations	<ul style="list-style-type: none"> <li>● Give and respond to compliments</li> <li>● Describe events</li> <li>● Express opinions</li> <li>● Write a letter to a pen pal</li> </ul>	<ul style="list-style-type: none"> <li>● Relative clauses</li> <li>● Adverb clauses of concession</li> </ul>
<b>9</b> <i>page 74</i> Natural disasters	<ul style="list-style-type: none"> <li>● Make predictions</li> <li>● Talk about the weather forecast</li> <li>● Describe events</li> <li>● Write a story</li> </ul>	<ul style="list-style-type: none"> <li>● Relative pronouns</li> <li>● Relative clauses (continued)</li> </ul>
<b>10</b> <i>page 83</i> Life on other planets	<ul style="list-style-type: none"> <li>● Talk about possibility</li> <li>● Seek information</li> <li>● Write an exposition</li> </ul>	<ul style="list-style-type: none"> <li>● Modals: <i>may, might</i></li> <li>● Conditional sentences: type 1 and type 2</li> </ul>

## UNIT 1

# A VISIT FROM A PEN PAL

### 1. GETTING STARTED

*Work with a partner. A foreign pen pal is coming to stay with you for a week. What activities would you do during the visit?*



### 2. LISTEN AND READ

Lan's Malaysian pen pal, Razali Maryam, was staying with Lan last week. Maryam is from Kuala Lumpur. Maryam and Lan have been pen pals for over two years and they correspond at least once every two weeks, but this was their first meeting.

On Maryam's first day in Ha Noi, Lan took her to Hoan Kiem Lake. Like Kuala Lumpur, Ha Noi is a busy modern city. Maryam was really impressed by the beauty of the city and by the friendliness of its people.



Over the next few days, the girls visited Ho Chi Minh's Mausoleum, the History Museum and the Temple of Literature, as well as many beautiful parks and lakes in Ha Noi. On Friday, Maryam wanted to visit the mosque on Hang Luoc Street. Lan used to walk past the mosque on her way to primary school. However, this was Lan's first visit. She enjoyed the peaceful atmosphere while Maryam was praying.

"I wish you had a longer vacation," Lan said to Maryam at the end of the week.

"Yes, I wish I had more time to get to know your beautiful country better. Lan, would you like to come and visit me next summer?" Maryam asked.

"That would be great! However, it seems very difficult for me to have a trip abroad. It all depends on my parents. Anyway, we'll keep in touch."

*Choose the correct option to complete the sentences.*

1. Lan and Maryam usually write to one another every ...
  - A two years.
  - B month.
  - C two weeks.
  - D day.
2. Maryam was impressed because ...
  - A Ha Noi was big and modern.
  - B Ha Noi people were friendly.
  - C Ha Noi was different from Kuala Lumpur.
  - D Ha Noi and Kuala Lumpur were the same.
3. The girls went to see ...
  - A famous places in Ha Noi.
  - B areas for recreation.
  - C a place of worship.
  - D all the above.
4. Maryam wanted to ...
  - A visit Ha Noi the next summer.
  - B invite Lan to Kuala Lumpur.
  - C stay in Ha Noi.
  - D visit Ho Chi Minh City.



### 3. SPEAK

a) Nga is talking to Maryam. They are waiting for Lan outside her school. Put the dialogue in the correct order and copy it into your exercise book. Then practice with your partner. Start like this:



(Nga)

A: Hello. You must be Maryam.

B: That's right. I am.



(Maryam)

1. Hello. You must be Maryam.
2. Do you live in a city, too?
3. No. Is it very different from Ha Noi?
4. Yes, I am. Are you enjoying your stay in Viet Nam?
5. Pleased to meet you. Let me introduce myself. I'm Nga.
6. I see. Oh! Here's Lan. Let's go.

- a. The two cities are the same in some ways.
- b. Pleased to meet you, Nga. Are you one of Lan's classmates?
- c. That's right, I am.
- d. Oh yes, very much. Vietnamese people are very friendly and Ha Noi is a very interesting city.
- e. Yes. I live in Kuala Lumpur. Have you been there?

b) Now you are talking to Maryam's friends. Introduce yourself. Make similar dialogues. Take turns to be one of Maryam's friends.

Yoko from Tokyo, Japan  
(a busy big capital city)

Paul from Liverpool,  
England (an industrial  
city, north of England)

Jane from a small town  
in Perth, Australia  
(a quiet small town)

Like Vietnamese people  
Love old cities in  
Viet Nam

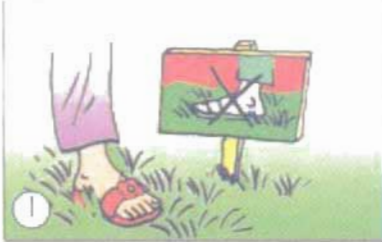
Love the people, the  
food, and the beaches in  
Viet Nam

Love the temples and  
churches in Viet Nam  
Love *ao dai*, Vietnamese  
food, especially *nem*

## 4. LISTEN

Tim Jones's Mexican pen pal, Carlo, is visiting the USA. Listen to their conversation and check (✓) the numbers of the correct pictures.

a)



b)



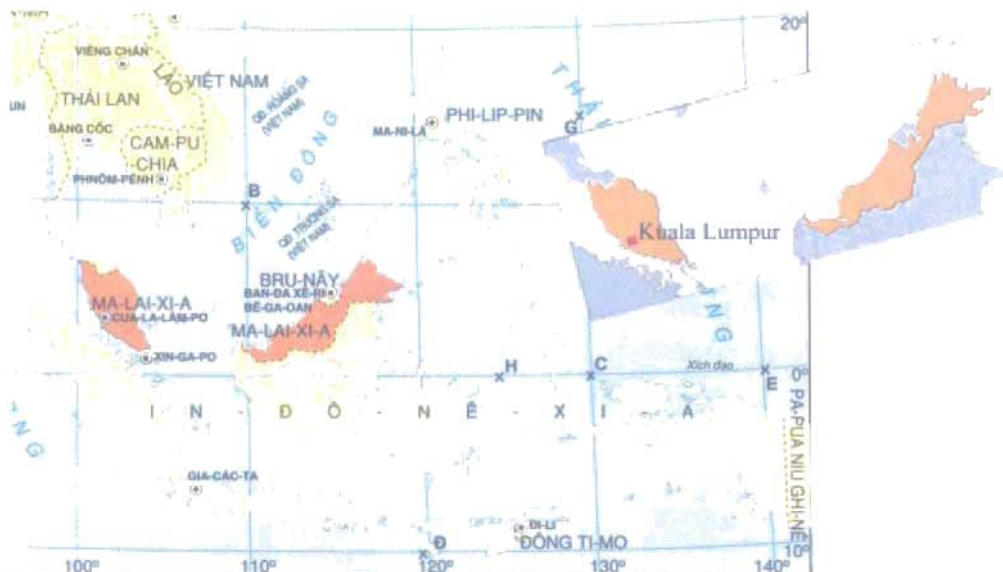
c)



## 5. READ

Malaysia is one of the countries of the Association of South East Asian Nations (ASEAN). It is divided into two regions, known as West Malaysia and East Malaysia. They are separated by about 640 km of the sea and together comprise an area of 329,758 sq km. Malaysia enjoys tropical climate. The Malaysian unit of currency is the *ringgit*, consisting of 100 *sen*.

The capital of Malaysia is Kuala Lumpur and it is also the largest city in the country. The population in 2001 was over 22 million. Islam is the country's official religion. In addition, there are other religions such as Buddhism and Hinduism. The national language is Bahasa Malaysia (also known simply as



Malay). English, Chinese, and Tamil are also widely spoken. The language of instruction for primary school children is Bahasa Malaysia, Chinese, or Tamil. Bahasa Malaysia is the primary language of instruction in all secondary schools, although some students may continue learning in Chinese or Tamil. And English is a compulsory second language.

a) Fill in the table with the right information about Malaysia

### MALAYSIA

1. Area: .....	5. Capital city: .....
2. Population: .....	6. Official religion: .....
3. Climate: .....	7. National language: .....
4. Unit of currency: .....	8. Compulsory second language: ...
	.....

b) True or False? Check (✓) the boxes. Then correct the false statements

	T	F
1. Malaysia is a member country of ASEAN.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. There are two religions in Malaysia.	<input type="checkbox"/>	<input type="checkbox"/>
3. People speak only Malay in Malaysia.	<input type="checkbox"/>	<input type="checkbox"/>
4. Primary school children learn three languages at school.	<input type="checkbox"/>	<input type="checkbox"/>
5. All secondary school children learn in English.	<input type="checkbox"/>	<input type="checkbox"/>

**6. WRITE**

*Imagine you are visiting your relatives or friends in another part of Viet Nam or in a different country. Write a letter to your family. Follow the outline.*

**Outline**

- First paragraph:** • say when you arrived and who met you at the bus / train station / airport
- Second paragraph:** Talk about:
- what you've done
  - places you've visited
  - people you've met
  - food you've tried
  - things you've bought
- Third paragraph:** • tell how you feel (happy / disappointed...)
- say what interests you most (people / places / activities...)
  - mention when you return home

**LANGUAGE FOCUS**

- The past simple
- The past simple with *wish*

1. *Work with a partner. Ask and answer questions about what each person did on the weekend.*

What did Ba do on the weekend?

He went to see a movie called "Ghosts and Monsters".

When did he see it?

He saw it on Saturday afternoon at two o'clock.

Name	Activities	Day / Time
Ba	Movie - <i>Ghosts and Monsters</i>	Saturday / 2 pm
Nga	Concert - Ha Noi singers	Saturday / 8 pm
Lan	Camp - Y&Y (Youth and Young Pioneer Associations)	All weekend
Nam	Soccer match - Dong Thap vs. The Cong	Sunday / 4 pm
Hoa	Play - <i>Much Ado About Nothing</i>	Sunday / 7 pm

2. Lan and her friends are holding a farewell party for Maryam. Write the things they did to prepare for the party. Use the pictures and the words in the box.

buy  
make  
hang  
go  
paint

a cake  
flowers  
a picture of Ha Noi  
colorful lamps  
shopping



3. Work with a partner. Write wishes you want to make in these situations.

Example: a)

*I wish I were taller.*

- a) You are not very tall.
- b) It's so hot. You want to be in the swimming pool.
- c) You don't have a computer.
- d) You live very far from school.
- e) You don't have a sister.
- f) You draw very badly.
- g) You don't have your friend's phone number.
- h) You don't know many friends.
- i) There aren't any rivers and lakes in your hometown.

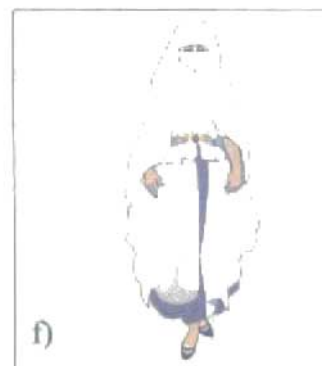
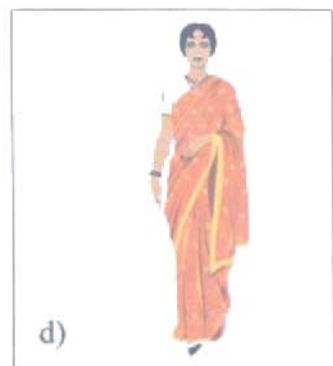
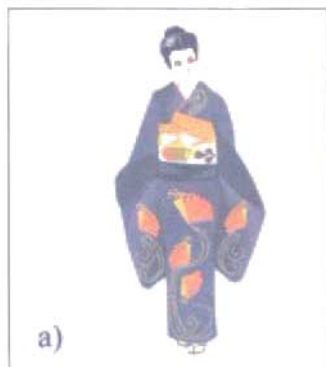


# UNIT 2

## CLOTHING

### 1. GETTING STARTED

*Look at the dress these people are wearing. Decide where each person comes from.*



### 2. LISTEN AND READ

For centuries, poets, writers and musicians have mentioned the *áo dài* in poems, novels and songs. The *áo dài* is the traditional dress of Vietnamese women. It consists of a long silk tunic that is slit on the sides and worn over loose pants. Traditionally, it was frequently worn by both men and women. The design and material used for men were different from those used for women. Nowadays, women usually wear it, especially on special occasions. However, many Vietnamese women today often prefer to wear modern clothing at work, because it is more convenient.

Now fashion designers want to change the traditional *áo dài*. Some have printed lines of poetry on the *áo dài*, so they look modern and very fashionable. Other designers have taken inspiration from Vietnam's ethnic minorities. They have visited villages and studied traditional designs and symbols such as suns, stars, crosses, and stripes. They have added these patterns to the *áo dài*, so Vietnamese women can continue to wear the unique dress, which is now both traditional and fashionable.

*a) Complete the sentences. Use the information from the passage*

1. For a long time the *áo dài* has been the subject of \_\_\_\_\_.
2. The *áo dài* is described as a \_\_\_\_\_.
3. The majority of Vietnamese women prefer \_\_\_\_\_.
4. Some designers have modernized the *áo dài* by printing \_\_\_\_\_.
5. Another alternative is to add \_\_\_\_\_.

*b) Answer the questions.*

1. Who used to wear the *áo dài* by tradition?
2. Why do the majority of Vietnamese women prefer to wear modern clothing at work these days?
3. What have fashion designers done to modernize the *áo dài*?

### 3. SPEAK

*a) Match the phrases to the pictures*

- |                       |                           |                |
|-----------------------|---------------------------|----------------|
| 1. a colorful T-shirt | 4. a short-sleeved blouse | 7. baggy pants |
| 2. a plaid skirt      | 5. a sleeveless sweater   | 8. faded jeans |
| 3. a plain suit       | 6. a striped shirt        | 9. blue shorts |



a) a colorful T-shirt



b) a short-sleeved blouse



c) a striped shirt





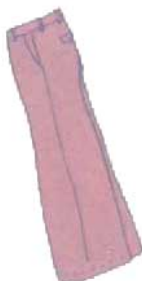
d) .....



e) .....



f) .....



g) .....



h) .....



i) .....

*b) Work in small groups. Write two more questions for the last section of this survey about students' wear. Then interview members of another group. The words in section a) may help you.*

**Casual clothes:** What do you usually wear on the weekend?

Why do you wear these clothes?

**Favorite clothes:** What is your favorite type of clothing? Why?

**School uniform:** Is it comfortable?

What color is it?

**Clothes for special occasions:**

.....?

.....?

c) Now report the results of your survey.

Three people said they liked their uniform.

Two people said they usually wore colorful T-shirts on the weekend.

Chi said she loved baggy pants.



#### 4. LISTEN

You will hear a public announcement about a lost little girl called Mary. Listen and check (✓) the letter of the correct picture to show what Mary is wearing.

a)



A



B



C

b)



A



B



C

c)



A



B



C

**5. READ**

The word *jeans* comes from a kind of material that was made in Europe. The material, called *jean*, was named after sailors from Genoa in Italy, because they wore clothes made from it. In the 18th century *jean* cloth was made completely from cotton and workers at that time



loved wearing it because the material was very strong and it did not wear out easily. In the 1960s, many university and college students wore jeans. Designers made different styles of jeans to match the 1960s' fashions: embroidered jeans, painted jeans and so on. In the 1970s more and more people started wearing jeans because they became cheaper. In the 1980s jeans finally became high fashion clothing, when famous designers started making their own styles of jeans, with their own labels on them. Sales of jeans went up and up. But in the 1990s the worldwide economic situation got worse, and the sale of jeans stopped growing. However, jeans have never been out of fashion, and today young generation is still fond of wearing them.

*a) Fill in the missing dates and words.*

1. ....: Workers liked to wear ..... because the material made from cotton was very strong and could hardly wear out.
2. ....: A lot of university and college ....., wore jeans.
3. ....: Jeans became ..... so many, many people began wearing jeans.
4. ....: Jeans became high ..... clothing.
5. ....: The ..... of jeans stopped going up.

1. Where does the word *jeans* come from?
2. What were the 1960s' fashions?
3. Why did more and more people begin wearing jeans in the 1970s?
4. When did jeans at last become high fashion clothing?
5. Why did the sale of jeans stop growing?

## 6. WRITE

*Look at how to present one side of an argument. It is one. It is not much better to be on a sea of sameness. An argument should have*

	Organization	Language
<b>Introduction</b>	lets the reader know the writer's point of view	<i>My opinion is ... I think ...</i>
<b>Series of arguments</b>	presents arguments in a logical way (one in each paragraph), gives examples where possible	<i>Firstly, ... Secondly, ... Finally,...</i>
<b>Conclusion</b>	sums up the argument	<i>Therefore, ... In conclusion, ...</i>

*iii. Read the topic and Outline A. Then read the passage.*

Secondary school students should wear uniforms
<p style="text-align: center;"><b>Outline A</b></p> <p><b>Wearing uniforms:</b></p> <ul style="list-style-type: none"> <li>● encourages students to be proud of their school because the uniforms bear their school's name.</li> <li>● helps students feel equal in many ways, whether they are rich or poor.</li> <li>● is practical. No need to think of what to wear every day.</li> </ul>

I think it is necessary for secondary school students to wear uniforms when they are at school.

Firstly, wearing uniforms encourages students to be proud of being students of their school because they are wearing the uniforms with labels bearing their school's name.

Secondly, wearing uniforms helps students feel equal in many ways, whether they are rich or poor.

Finally, wearing uniforms is practical. You don't have to think of what to wear every day.

Therefore, students in secondary schools should wear uniforms.

*b) Now write a paragraph of 100-150 words. But this time you support the argument that secondary school students should wear casual clothes. Outline B may help you.*

### Secondary school students should wear casual clothes

#### Outline B

Wearing casual clothes:

- makes students feel comfortable.
- gives students freedom of choice (sizes, colors, and fashions, etc.).
- makes students feel self-confident when they are in their favorite clothes.
- makes school more colorful and lively.

## LANGUAGE FOCUS

- The present perfect
- The passive (review)

### 1. Work with a partner. Read the dialogue.

**Nga:** Come and see my photo album.

**Mi:** Lovely! Who's this girl?

**Nga:** Ah! It's Lan, my old friend.

**Mi:** How long have you known her?

**Nga:** I've known her for six years.

**Mi:** Have you seen her recently?

**Nga:** No, I haven't seen her since 2003.

She moved to Ho Chi Minh City with her family then.



- |                             |              |         |
|-----------------------------|--------------|---------|
| a) Lan - old friend         | six years    | 2003    |
| b) Quang - brother's friend | seven months | January |
| c) Hoa - new friend         | three weeks  | Monday  |



2. Work with a partner. Imagine you and your partner are visiting Ho Chi Minh City. Ask and answer questions about the things you have done. Use the present perfect tense of the verbs in the box.

do	visit	see	go	eat
----	-------	-----	----	-----

#### Sights

Giac Lam Pagoda ✓

Reunification Palace

Zoo and Botanical Gardens

Dam Sen Amusement Park

#### Food

Vietnamese

vegetarian

Chinese ✓

French ✓

Have you seen  
Giac Lam Pagoda yet?

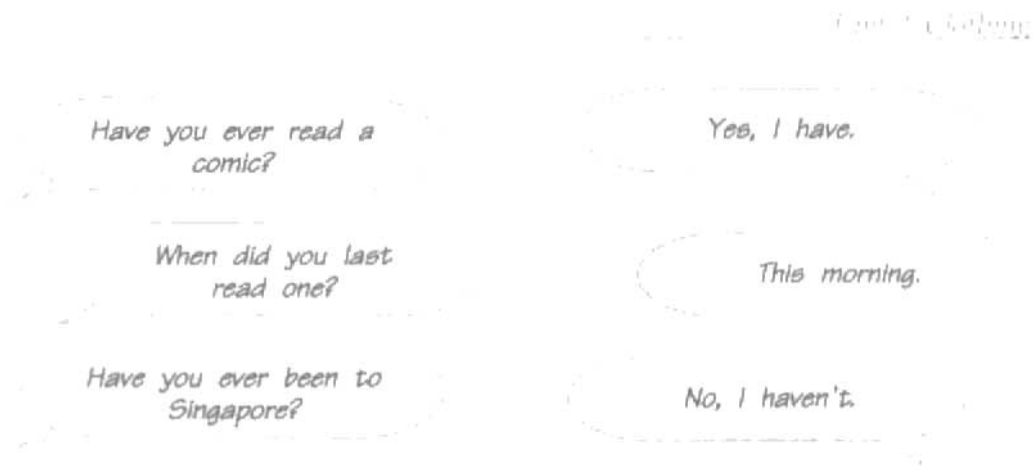
Yes, I've already seen it.

Have you eaten Vietnamese  
food yet?

No, I haven't.

3. Work with a partner. Ask and answer questions about each of the items in the box.

comic	computer	supermarket
volleyball	Singapore	movies
elephant	Hue	durian



4 Read the first sentence and then complete the second sentence with the same meaning. Use the passive form.

Example: They sell jeans all over the world.

Jeans are sold all over the world.

- They made jean cloth completely from cotton in the 18<sup>th</sup> century.  
Jean cloth .....
- They grow rice in tropical countries.  
Rice .....
- They will produce five million bottles of champagne in France next year.  
Five million bottles of champagne .....
- They have just introduced a new style of jeans in the USA.  
A new style of jeans .....
- They have built two department stores this year.  
Two department stores .....

5 Change the sentences from the active into the passive.

Example: You must do this exercise carefully.

This exercise must be done carefully.

- We can solve the problem.
- People should stop experiments on animals.
- We might find life on another planet.
- We have to improve all the schools in the city.
- They are going to build a new bridge in the area.



## UNIT 3

# A TRIP TO THE COUNTRYSIDE

### 1. GETTING STARTED

*Work with a partner. Look at the pictures and take turns to talk about activities in the countryside.*



Example: (6) *A man is plowing with his buffalo.*



### 2. LISTEN AND READ

On Sunday, Ba invited Liz to join his family on a day trip to his home village about 60 kilometers to the north of Ha Noi. The village lies near the foot of a mountain and by a river. Many people go there on weekends to have a rest after a hard working week.

The journey to the village is very interesting. People have the chance to travel between the green paddy fields and cross a small bamboo forest before they reach a big old banyan tree at the entrance to the village.

Liz met Ba's family at his house early in the morning; and after two hours traveling by bus, they reached the big old tree. Everyone felt tired and hungry, so they sat down under the tree and had a snack.

After the meal, they started to walk into the village for about thirty minutes to visit Ba's uncle. Then, they walked up the mountain to visit the shrine of a Vietnamese hero and enjoyed the fresh air there. In the afternoon, they went boating in the river and had a picnic on the river bank before going home late in the evening. It was an enjoyable day. Liz took a lot of photos to show the trip to her parents.

"I wish I could visit your village again some day," Liz told Ba.

"You'll always be welcome here, Liz," Ba replied.

a) True or false? Check (✓) the boxes. Then correct the false sentences.

- |   | T                        | F                                   |
|---|--------------------------|-------------------------------------|
| 1. Ba and his family had a two-day trip to their home village.    | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| → <i>Ba and his family had a day trip to their home village.</i>  |                          |                                     |
| 2. Many people like going there for their weekends.               | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3. There is a small bamboo forest at the entrance to the village. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4. Liz had a snack at the house of Ba's uncle.                    | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5. There is a shrine on the mountain near Ba's village.           | <input type="checkbox"/> | <input type="checkbox"/>            |
| 6. Everyone had a picnic on the mountain.                         | <input type="checkbox"/> | <input type="checkbox"/>            |
| 7. Everyone left the village late in the evening.                 | <input type="checkbox"/> | <input type="checkbox"/>            |
| 8. Liz had a videotape to show the trip to her parents.           | <input type="checkbox"/> | <input type="checkbox"/>            |
| 9. Liz wants to go there again.                                   | <input type="checkbox"/> | <input type="checkbox"/>            |

b) Answer:

1. Where is Ba's village?
2. How did Ba and his family get to the village?
3. Where is the banyan tree?
4. What did they see on the mountain?
5. Where did they have their picnic?
6. What did Liz do to show the trip to her parents?
7. What does Liz wish?

### 3. SPEAK

*in Pairs or three partners. Read the questions. Then plan the role of A and B, ask and answer about your partner's village using the information in the boxes.*

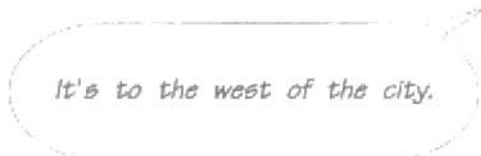
1. Where is your home village?
2. How far is it from the city?
3. How can you get there?
4. How long does it take to get there?
5. What do people do for a living in your village?
6. Does your village have a river?

A	B
to the south of the city.	to the west of the city.
30 kilometers from the city.	15 kilometers from the city.
by bus.	by motorbike.
1 hour.	50 minutes.
plant rice and vegetables.	plant rice and raise cattle.
a river flowing across the village.	no rivers, but there is a big lake.

A



B

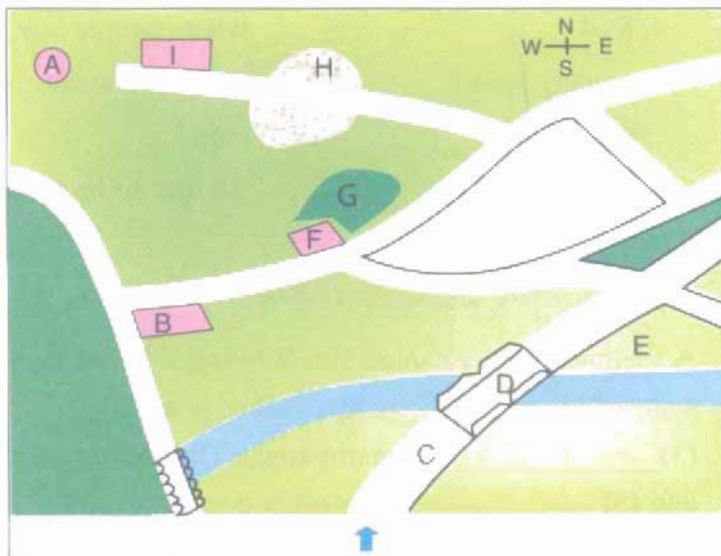


*in Pairs or three partners, answer about your real home village. If you do not have a home village, make up information similar to those in box 1 or B.*

## 4. LISTEN

Look at the map. Then listen to the trip to Ba's village. Match the places on the bus route with the letters on the map. Start at ↑

1. airport
2. gas station
3. pond
4. highway No. 1
5. banyan tree
6. store
7. bamboo forest
8. Dragon Bridge
9. parking lot



## 5. READ

Van, a student from Hồ Chí Minh City, is an exchange student in the USA. He is now living with the Parker family on a farm 100 kilometers outside Columbus, Ohio. He will stay there till the beginning of October.

Mr. Parker grows maize on his farm, while Mrs. Parker works part-time at a grocery store in a nearby town. They have two children. Peter is the same age as Van, and Sam is still in primary school.

Since Van arrived, he has been learning a lot about life on a farm. In the afternoon, as soon as he completes his homework, he feeds the chickens and collects their eggs. On weekends, if Mr. Parker is busy, the three boys help him on the farm.

On Saturday afternoons, Peter plays baseball. The Parker family and Van eat hamburgers or hot dogs while they watch Peter play. The Parkers are nice so Van feels like a member of their family.

ca Match the words in column A with the words or groups of words in column B having the same meaning.

A	B
maize	bring things together
feed	where people buy food and small things
grocery store	give food to eat
part time	corn
collect	shorter or less than standard time

ba Complete the summary. Use information from the passage.

A Vietnamese boy named Van is living with the Parker family in the American state of (1) \_\_\_\_\_. Mr. Parker is a (2) \_\_\_\_\_ and Mrs. Parker (3) \_\_\_\_\_ in a nearby town. They have two children, (4) \_\_\_\_\_ and (5) \_\_\_\_\_. Van often does chores (6) \_\_\_\_\_ school. Sometimes, he also helps on the (7) \_\_\_\_\_. The family relaxes on Saturday afternoons and (8) \_\_\_\_\_ Peter play (9) \_\_\_\_\_. Van likes the Parkers, and he enjoys being a (10) \_\_\_\_\_ of their family.

## 6. WRITE

Look at the pictures and the information given. Then write a passage entitled "A Country Picnic." Start like this:

It was a beautiful day ...

beautiful day my friends and I go picnic  
take bus countryside walk 20 minutes  
picnic site river



put down blankets lay out food



After meal play games "What song is it?"  
blind man's buff

Late afternoon go fishing  
we enjoy picnic.



when look at time it nearly 6.30 pm  
hurriedly gather things run bus stop.



we lucky catch last bus and we arrive  
home very late evening.





## LANGUAGE FOCUS

- Modal *could* with *wish*
- The past simple with *wish* (review)
- Prepositions of time
- Adverb clauses of result

### 1. What do these people wish? Write the sentences.

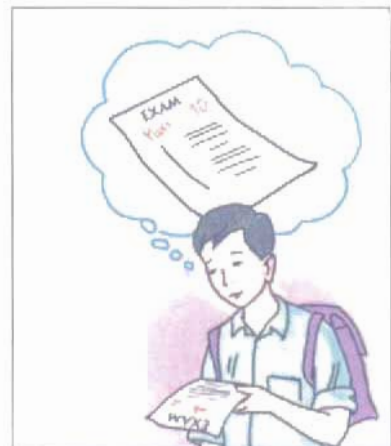
a) Ba / can have / new bicycle

*Ba wishes he could have a new bicycle*



b) Hoa / can visit / parents

c) I / pass / exam







d) We - it - not rain



e) He - can fly



f) They - stay - Hue

## 2. Work with a partner.

Look at Mr. Thanh's itinerary for his business trip to Singapore. Complete the sentences. Use the prepositions in the box.

## Itinerary for Le Huy Thanh

<b>Monday, September 20</b> Depart: Ha Noi / 2 pm Arrive: Singapore / 6.30 pm  <b>Tuesday, September 21</b> MEETING Raffles Center / 11 am - 1 pm LUNCH Lion City Restaurant / 1.30 - 2 pm	<b>Wednesday, September 22</b> MEETING Raya Palace / 2.15 - 7 pm DINNER Little India Restaurant / 7.30 - 10 pm  <b>Thursday, September 23</b> Depart: Singapore / 9 am Arrive: Ha Noi / 11.30 am
--	--

at      till      on      after      up to      between

- Mr. Thanh leaves Ha Noi at 2 pm.
- He arrives in Singapore on Monday evening.
- On Tuesday morning, there is a meeting from 11 am and 1 pm.
- On Wednesday, Mr. Thanh has appointments until 10 pm.
- He returns to the hotel at 10 pm.
- He will be in Singapore from Monday to Thursday.

## 3. Complete the sentences with on, at, in, for.

- Goodbye! See you on Monday.
- The bus collected us at 5 o'clock early in the morning.
- We usually go to our home village at least once in the summer.
- We walked for half an hour to reach the waterfall.

- e) They planned to have the trip \_\_\_\_ June.  
f) She loves to watch the stars \_\_\_\_ night.

*4. Match the half-sentences. Then write the full sentences in your exercise book*

- |                                    |   |
|------------------------------------|---|
| 1. Hoa worked hard, ...            | a) so I turned on the air conditioner.        |
| 2. It was hot, ...                 | b) so she didn't have time for breakfast.     |
| 3. Nga is sick today, ...          | c) so Mrs. Robinson took it back to the shop. |
| 4. Na woke up late, ...            | d) so she won't go to school.                 |
| 5. The new camera didn't work, ... | e) so she passed her exam.                    |

**Example:**

*1 - e) Hoa worked hard so she passed the exam*

## UNIT 4

# LEARNING A FOREIGN LANGUAGE

### 1. GETTING STARTED



*How do you learn English? Check (✓) things you do from the list. Add more things you do or you want to do. Then work with a partner and compare your list.*

1. Do the homework.
2. Do more grammar exercises in grammar books.
3. Read short stories or newspapers in English.
4. Write English as much as possible.
5. Learn by heart all the new words and texts.
6. Speak English with friends.
7. Use a dictionary for reading.
8. Practice listening to English tapes or English programs on the radio.
9. Watch English TV programs.
10. Learn to sing English songs.



### 2. LISTEN AND READ

**Paola:** Hey, Lan! Have you finished your exam?

**Lan:** Yes ... I have.

**Paola:** Were the questions difficult?

**Lan:** Well, they were quite hard.

**Paola:** Did you pass?

**Lan:** I'm not sure. The examiner didn't tell me.

**Paola:** What questions did she ask you?

**Lan:** First she asked me what my name was, and where I came from.

**Paola:** They were easy for you, weren't they?

**Lan:** ... Then she asked me why I was learning English, ... and if I spoke any other languages.

**Paola:** Go on.

**Lan:** ... Then she asked me how I learned English in my country.

... And she asked how I would use English in the future.

**Paola:** What else did she ask you?

**Lan:** Oh, Paola! Let me try to remember! ... Ah, she asked me what aspect of learning English I found most difficult.

**Paola:** Is that all, Lan?

**Lan:** Oh. There were a lot of other questions. She also asked me to read a passage

**Paola:** What did she say in the end?

**Lan:** I'm trying to remember...  
Oh, yes! Exactly she said "If you want to attend the course, you must pass the written examination. Good luck!"

**Paola:** It's terrible, Lan. I don't think I will be able to pass the exams.

**Lan:** Don't worry, Paola. Everything will be all right.



*a) Practice the dialogue with a partner*

*b) Answer: What exactly did the examiner ask Lan? Look at the list of questions and check (✓) the boxes*

## ROYAL ENGLISH COLLEGE

### Examination in English as a foreign language

#### Stage One: Oral Examination

*(This list must not be shown to the candidates.)*

1. What is your name?
2. Where do you come from?
3. Where do you live?
4. Do you live with your parents?
5. When did you begin studying English?
6. Why are you learning English?
7. Do you speak any other languages?
8. How did you learn English in your country?
9. How will you use English in the future?
10. What aspect of learning English do you find most difficult?
11. What are you going to learn?
12. What are your hobbies?
13. Look at this picture. Describe it.
14. Read this passage.

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

### 3. SPEAK

Work in groups. You are Thu, Tam, and Kim, and you are awarded a scholarship of US\$2,000 to attend an English language summer course abroad. Try to persuade your partner to attend the school you would like to go to. The expressions in the box may help you.

<b>I think...</b>	<b>Why don't we ...?</b>
<b>What do you think ...?</b>	<b>If we go to ..., we can...</b>
<b>I agree/ disagree because ...</b>	<b>We should ...</b>
<b>I don't understand.</b>	<b>Let's ...</b>

Thu	Tam	Kim
<p>The Brighton Language Center – UK</p> <ul style="list-style-type: none"> <li>live in a dormitory on campus</li> <li>school has excellent reputation</li> <li>six weeks</li> </ul> <p><b>approximately US\$2,000</b></p>	<p>Seattle School of English – USA</p> <ul style="list-style-type: none"> <li>stay with Vietnamese friends</li> <li>experience Western culture</li> <li>seven weeks</li> </ul> <p><b>approximately US\$1,700</b></p>	<p>Brisbane Institute of English – Australia</p> <ul style="list-style-type: none"> <li>stay with an Australian family</li> <li>quite close to Viet Nam</li> <li>beautiful scenery</li> <li>seven weeks</li> </ul> <p><b>approximately US\$1,200</b></p>

Example:



*I think we should go to the Seattle School of English in the USA. You can stay with Vietnamese friends.*

*I disagree because we can't practice speaking English with native speakers.*



*Why don't we go to the Brighton Language Center in the United Kingdom? If we go there, we can live in a dormitory on campus.*



But the course is too expensive.  
It costs US\$2,000.



What do you think about the  
Brisbane Institute of English in  
Australia?



.....

#### 4. LISTEN

Nga is talking to Kate about her studying English. Listen to their conversation.  
Check (✓) the boxes and correct the false sentences.

	True	False
a) Nga's studying English for her work.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) She learned English at school and university.	<input type="checkbox"/>	<input type="checkbox"/>
c) She works for a national bank in Ha Noi.	<input type="checkbox"/>	<input type="checkbox"/>
d) She needs to improve her writing.	<input type="checkbox"/>	<input type="checkbox"/>
e) Her listening is excellent.	<input type="checkbox"/>	<input type="checkbox"/>
f) She hopes she can talk to people from all over the world, and understand her favorite English songs.	<input type="checkbox"/>	<input type="checkbox"/>



## 5. READ

### Notes

#### English class

- early evening
- intermediate level
- starting late October / early November

### FOREIGN LANGUAGE COUNCIL

G/F, 12 Nam Trang Street  
Study English, French or Chinese in the morning & evening  
Places available in beginner/intermediate classes  
Courses start on 3<sup>rd</sup> November

### TUITION

If you want to improve your English, we can help you.  
Our teachers offer afternoon, evening and weekend classes for those new to English.  
Come and see us at the New English Institute today.  
We are at 108 Trang Thi Street.

### Academy of Language

Why not learn to speak a foreign language with others?  
We have well-qualified teachers  
Classes in the morning, afternoon and evening  
Courses begin first week of November  
Phone 8278787 for more information

a) Read the notes carefully and fill in the table with the correct answers from the advertisements

School	Class time (morning/afternoon/ evening, ..)	Language Level (beginner/intermediate/ advanced)	Time to start
Academy of Language			
Foreign Language Council			
New English Institute			

b) Read the notes Mr Lam made. Then look at the advertisements and choose a suitable language school for him. Give reasons for your choice.

## 6. WRITE

25 Le Duan St., District 1  
Ho Chi Minh City, Viet Nam  
April 17<sup>th</sup>, 2003

Dear Sir,

I saw your school's advertisement in today's edition of the Viet Nam News.

I am interested in learning Vietnamese and I would like some information about your school.

I speak a little Vietnamese, but I want to learn to read and write it. Could you please send details of courses and fees? I can complete a spoken Vietnamese test if necessary.

I look forward to hearing from you.

Yours faithfully,

*J. Robinson*

John Robinson



Let's try to write a letter to the school in English. We can use the information in the advertisement to help us.

### Outline

- |                             |   |
|-----------------------------|---|
| <b>Introduction:</b>        | Say how you come to know about the Institution (advertisement on newspaper / watch on TV); express your interest (want to know more information). |
| <b>Request:</b>             | State how good your English is; exactly what kind of information you want.  |
| <b>Further information:</b> | Say you are ready to supply more information about your English / study (record of study) if necessary.   |
| <b>Conclusion:</b>          | End with a polite closing.  |

## LANGUAGE FOCUS



- Modal verbs with *if*
- Direct and reported speech:
  - *here* and *now* words in reported speech
  - reported questions

1. Complete the sentences. Use the modal verbs in brackets and the information in the box.

stay / bed	do / homework	do / exercise
go / university	study hard	miss / train

- a) **Lan:** My grades are terrible.  
**Mrs. Quyen:** If you want to get good grades, you *must study hard*.  
 (must)
- b) **Hoa:** I'd like to be a doctor.  
**Aunt Thanh:** You *have to go to university* if you want to study medicine.  
 (have to)
- c) **Ba:** Oh, no! I weigh 60 kilos!  
**Nga:** If you want to lose weight, ....  
 (should)
- d) **Tuan:** Where is Ba? He's very late.  
**Mrs. Thoa:** If he doesn't come soon, ...  
 (might)
- e) **Mr. Ha:** I feel sick.  
**Mrs. Nga:** If you want to get well, .....  
 (ought to)
- f) **Na:** I'd like to go to the movies, Mom.  
**Mrs. Kim:** ... if you want to go out.  
 (must)

2. Complete the table.

Direct speech	Reported speech	Direct speech	Reported speech
present simple tense	past simple tense	this	that
		these	
present progressive tense		here	
future simple tense		now	then
can/may		today	
must		tomorrow	the following day

3. Lan's father held a party to celebrate his mother's birthday. Unfortunately, Mrs. Thu, her grandmother, has a hearing problem and she couldn't hear what people were saying. After the party, Lan reported everything to her grandmother.

Example: "I'm happy to see you." (Aunt Xuan)

*Aunt Xuan said she was happy to see you.*

- a) "This birthday cake is delicious." (Uncle Hung)
  - b) "I love these roses." (Miss Nga)
  - c) "I'm having a wonderful time here." (Cousin Mai)
  - d) "I will go to Hue tomorrow." (Mr. Chi)
  - e) "I may have a new job." (Mrs. Hoa)
  - f) "I must leave now." (Mr. Quang)
4. This morning Nga had an interview for a summer job. When she arrived home, she told her mother about the interview.

Example:

"Do you like pop music?"

→ *She asked me if I liked pop music.*

or *She asked me whether I liked pop music.*

"Where do you live?"

→ *She asked me where I lived.*

- a) "How old are you?"
- b) "Is your school near here?"
- c) "What is the name of your school?"
- d) "Do you go to school by bicycle?"
- e) "Which grade are you in?"
- f) "Can you use a computer?"
- g) "Why do you want this job?"
- h) "When does your school vacation start?"



## UNIT 5

# THE MEDIA

### 1. GETTING STARTED

*Work with a partner. Ask and answer questions about your favourite activities and how much time you spend on each activity.*



watching TV

reading  
newspapers

listening to  
the radio

reading  
magazines

using the  
Internet

Example:

*A: Which of these is your favourite activity in your free time?*

*B: Watching TV.*

*A: How many hours a week do you spend watching TV?*

*B: About 4 or 5 hours a week.*

### 2. LISTEN AND READ

#### The Media

- A** Before newspapers were invented, town criers would go through city streets ringing a bell. They shouted the latest news as they were walking



**B** In Viet Nam people love reading newspapers and magazines. The *Kien Thuc Ngay Nay* is one of the most popular magazines and is widely read by both teenagers and adults.



**C** Thanks to television people can get the latest information and enjoy interesting programs in an inexpensive and convenient way. Nowadays, viewers can watch a variety of local and international programs on different channels.



**D** The next stage in the development of television is interactive TV. Viewers are able to ask questions about the show by using their remote controls.



*to complete the table with the passage letters in which the facts or events are mentioned.*

Facts & Events	Passage Letter
1. Remote controls are used to interact with TV.	D
2. One of the most popular magazines	
3. People of different ages like this magazine.	
4. Benefits of TV	
5. People got the news from town criers.	
6. Interactive TV is available now.	

*10. Answer the questions.*

1. What was a town crier?
2. How popular is the *Kien Thuc Ngay Nay*?
3. What benefits does TV bring about to people's life?
4. What kinds of magazines and newspapers do you read?
5. What's your favorite type of media? Why?

### 3. SPEAK

*Work with a partner. Read the dialogues.*

- Lien:** You like watching sports, don't you, Trung?
- Trung:** Not really. Some sports are so violent, and I don't like watching them. I prefer documentaries.
- Lien:** I'm the opposite. I love watching sports, and documentaries seem quite boring to me.
- Trung:** But you watch the news, don't you?
- Lien:** Yes, every day. It's very informative.
- Trung:** I enjoy it too. You don't like foreign films, do you?
- Lien:** No, I don't.

*Now make similar dialogues. Talk about the programs you like and dislike.*

DAILY TELEVISION GUIDE Thursday, Oct 16		
VTV1	VTV2	VTV3
8.30 Folk Music	9.15 Documentary: Dien Bien Phu Battle	6.00 Football: Newcastle vs. Southampton
10.00 Cartoon: Tom & Jerry	13.00 Learning English through Songs	11.30 Children's Corner
18.15 Literature & Art	14.00 Health for Everyone	15.15 Film: Being a Mother (Viet Nam)
19.00 News	15.30 Gardening: How to Plant Pear Trees	21.00 Songs I Love
20.00 Safe Traffic News	21.30 Wildlife World	22.00 Sports: English Badminton
21.30 Drama: Love and Life	22.15 Weather Forecast	23.30 English News



## 4. LISTEN

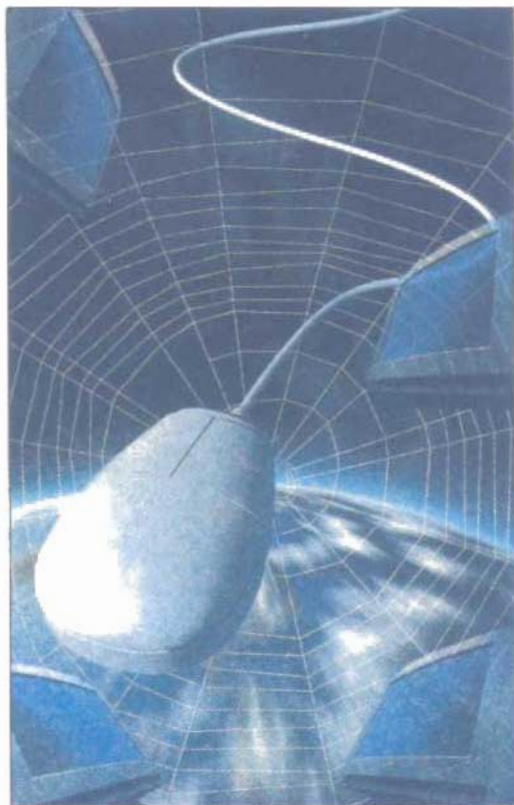
Listen to a conversation between Chau and her father. Fill in the table with the information you hear.

When?	What happened?
7th or 8th century	The first printed newspaper appeared in China.
(a).....	The telegraph was invented.
early 20th century	Two new forms of news media appeared: (b).....
(c).....	Television became popular.
mid- and late 1990s	(d)..... became a major force in journalism.

## 5. READ

Read the forum on the Internet

The Internet posted by Jimhello on Tuesday, 10 December 2002, at 9.07 pm.



The Internet has increasingly developed and become part of our everyday life. Do you find the Internet useful? What do you use the Internet for? How much time do you spend surfing the web a day? Please respond to these questions.

### FORUM

#### Response # 1Re: The Internet

Posted by Sandra Morgan

In my opinion, the Internet is a very fast and convenient way for me to get information. I can also communicate with my friends and relatives by means of e-mail or chatting. However, I don't use the Internet very often because I don't have much time. For me, the Internet is a wonderful invention of modern life. It makes our world a small village.

## **Response # 2 Re: The Internet**

*Posted by Honghoa*

Nobody can deny the benefits of the Internet in our life. However, it is a pity for me as well as for most of my friends in the countryside. The Internet is available only in cities, therefore I cannot easily get access to it. I sometimes visit my uncle in the city on weekends, and this is a good occasion for me to explore the net. I spend most of the time wandering because I just don't know which website is useful for me.

## **Response # 3 Re: The Internet**

*Posted by Huansui*

People use the Internet for many purposes: education, communication, entertainment and commerce. However, the Internet has limitations. It is not only time-consuming and costly but also dangerous because of viruses and bad programs. Moreover, Internet users sometimes have to suffer various risks such as spam or electronic junk mail, and personal information leaking. So, while enjoying surfing, be alert!

*DISCUSS*

1. What does Sandra use the Internet for?
2. Why is it difficult for Honghoa to get access to the Internet?
3. According to Huansui, why do people use the Internet?
4. Make a list of benefits of the Internet according to the three responses.
5. Are there any disadvantages of the Internet? If so, what are they?
6. Do you agree or disagree with the responses?
7. What is your response to this forum?

## **6. WRITE**

*Read the forum on the Internet in the reading text again (5. Read). Write a passage about the benefits of the Internet. You can use the following cues.*

- The Internet as a source of information (news, articles, weather forecast, etc.)
- The Internet as a source of entertainment (music, movies, games, etc.)
- The Internet as a means of education (on-line schools, on-line lessons, self-study, etc.)

## LANGUAGE FOCUS

- Tag questions
- Gerunds after some verbs

1. Complete the dialogues with the correct tag

- a) **Jim:** You have read this article on the website, *haven't you?*  
**Lina:** Not yet.
- b) **Minh:** Baird produced the first TV picture in 1926, ...?  
**Thao:** Yes, he did.
- c) **Thu:** A daily newspaper was published in Germany in 1550, ...?  
**Tri:** No, it wasn't. It was in 1650.
- d) **Ha:** You don't like playing computer games, ...?  
**Thanh:** Yes, I do. But I don't have much time for it.
- e) **Mai:** We are going to have cable TV soon, ...?  
**Thang:** Yes, I think so.

2. Work with a partner. Look at the table. Ask and answer questions about television programs these people like and dislike. Use tag questions.

Key: ✓ = like                      ✗ = do not like

Example:

A: Do you like watching television?  
 B: Yes, I do.

A: Do you like watching cartoons?  
 B: No, I don't.

	Programs	Tuan	Hanh	Mai	Anh
1	News	✓	✓	✗	✗
2	Movies	✗	✗	✓	✓
3	Music	✗	✓	✗	✗
4	Sports	✓	✗	✗	✓
5	Quizzes	✗	✓	✗	✓
6	Games	✗	✗	✓	✗
7	English Lessons	✓	✗	✗	✗
8	Cartoons	✗	✓	✓	✗

3. Work with a partner. Ask and answer questions about each item in the box.

soccer	fishing	movies
detective stories	candy	music

*Do you like playing soccer?*

*Yes, I do.*

*No, I hate it.*

*Do you enjoy fishing?*

*Yes, I love it.*

*I don't know. I've never tried it.*

4. Use the words in the three boxes to write true sentences about your parents, siblings, relatives, friends and yourself.

Example:

*My father likes watching sports but my mother doesn't. She loves listening to music.*

like
love
enjoy
dislike
hate

watch
listen
play
write
read

games
music
articles
letters
advertisements
sports

## UNIT 6

# THE ENVIRONMENT

### 1. GETTING STARTED

*Match these environmental problems to the pictures.*

garbage dump

air pollution

water pollution

deforestation

dynamite fishing

spraying pesticides



a)



b)



c)



d)



e)



f)

### 2. LISTEN AND READ

*Mr Brown is talking to some volunteer conservationists*

"I want everyone to listen carefully, please. First of all, I'd like you to divide into three groups. Each group should take five plastic bags. Once you have

filled a bag, come back to me as you will need another. I need group one to walk along the shore. Group two should check the sand, and group three has to check among the rocks. Mr. Jones is going to collect all the bags and take them to the garbage dump. Mrs. Smith has kindly provided a picnic lunch for us, but we won't eat until the whole area is clean. If you can't find your place, I will help you get there with this map. Don't worry. ... uh ... I'm disappointed that people have spoiled this area. However, we are here to do something about this pollution. We must all work very hard. And, if we work hard, we'll make this beach a clean and beautiful place again. OK. Now, let's get started."

#### Exercise 2: Match A and B

A	B
1. Group 1	a) collect all the bags and take them to the garbage dump.
2. Group 2	b) check among the rocks.
3. Group 3	c) provide a picnic lunch for everyone.
4. Mr. Jones	d) give out the bags.
5. Mrs. Smith	e) check the sand.
6. Mr. Brown	f) walk along the shore.

#### Exercise 3

1. Who is the speaker?
2. Who are the listeners?
3. Where are they?
4. What are they going to do?
5. What will they achieve if they work hard today?
6. Have you ever done anything similar? If yes, what did you do? Where did you do it?
7. If the pollution continues, what might happen?

### 3. SPEAK

*Write down the English words and phrases that you have learned in this unit. Then use them to make up dialogues or short plays. You can use the ideas below to help you.*

I think you should ....

Why don't you ...?

Won't you ... ?

Why not ...?

It would be better if you ....

What / How about ...?

- Use banana leaves to wrap food. (plastic bags are very hard to dissolve / save paper)
- Reuse and recycle bottles and cans. (reduce garbage / save natural resources)
- Not throw trash onto the water. (keep the water clean / polluted water can directly do harm to people's health and kill fish)
- Go to school or go to work by bike. (save energy / keep the air cleaner)
- Put garbage bins around the schoolyard. (prevent lazy students from throwing trash / keep the schoolyard clean)
- Use public buses instead of motorbikes. (avoid traffic jams / reduce exhaust fume / save energy)

Example:

- 1. *I am in the city. It is too hot. I don't like banana leaves instead of paper bags to wrap food.*
- 2. *A person is always throwing trash onto the water. The water is polluted. It is very bad for people's health. I don't like it.*
- 3. *There are many motorbikes in the city. There is a traffic jam. It is very bad for the environment. I don't like it.*

#### Questionnaire

##### Protecting the environment

How can we ...

- save paper?
- use fewer plastic bags?
- reduce water pollution?

- prevent littering?
- reduce air pollution?
- reduce the amount of garbage we produce?



3 Now discuss with a partner the best way to protect the environment. Take notes to try and persuade your partner into doing things you think the most practical. Use the ideas and the expressions for persuading in section 2, and the answers to the questionnaire on p. 4.

Example:

I think we should burn trash to reduce the amount of garbage we produce to protect the environment.

No, we shouldn't do that. Burning trash will pollute the air. I think the best way to reduce garbage is to reuse and recycle things.

How can we do that? I think only the factory can.

What about collecting used paper, bottles and cans every day? It's not difficult.

That's a good idea! Let's do that.



#### 4. LISTEN

Listen to the report on how our oceans are polluted. Then complete the notes.

#### How the ocean is polluted

Firstly: raw sewage is pumped directly into the sea.

Secondly: \_\_\_\_\_ dropped into the sea.

Thirdly: oil spills \_\_\_\_\_.

Next: \_\_\_\_\_.

Finally: \_\_\_\_\_.

**5. READ**

*Read this poem about the environment.*

**MUMMY, OH MUMMY**

"Mummy, oh Mummy, what's going to happen  
If all the pollution goes on?"

"Well the world will end up like a second-hand junk-yard,  
With all of its treasures quite gone.

5 The fields will be littered with plastics and tins,  
The streams will be covered with foam.  
Now throw those soda bottles over the hedge,  
Save us from taking them home."

"But Mummy, oh Mummy, if I throw the bottles,  
10 Won't that be polluting the woods?"  
"Nonsense! That isn't the same thing at all,  
You just keep quiet and be good.  
If you're going to start getting silly ideas,  
I'll take you home right away.

15 Because pollution is something that other folk do,  
We're just enjoying our day."

*a) Match each word in A to an appropriate explanation in B*

A	B
1. junk-yard	a) a row of things forming a fence
2. end up	b) people
3. treasure	c) a piece of land full of rubbish
4. foam	d) a flow of water
5. stream	e) mass of bubbles of air or gas
6. hedge	f) valuable or precious things
7. folk	g) reach a state of

*b) Answer. Then write the answers in your exercise book*

1. According to the mother, what will happen if the pollution goes on?
2. Who does the mother think pollute the environment?
3. What will happen to the boy if he keeps on asking his mother such questions?
4. Do you think the boy's question (lines 9-10) is silly? Why (not)?
5. What does the poet want us to learn about keeping the environment unpolluted?
6. What could you do in your school / house to minimize pollution?

## 6. WRITE

A complaint letter has five sections

Situation	states the reason for writing
Complication	mentions the problem
Resolution	makes a suggestion
Action	talks about future action
Politeness	ends the letter politely

a) Mr. Nhan wrote a complaint letter to the director of L&P Company in Ho Chi Minh City. The five sections of the letter are not in the right order. Label each section with the appropriate letter: S, C, R, A or P.

26 Tran Phu Street  
Ha Noi  
October 9, 2003

The Director  
L&P Transport Company  
431 Le Loi Boulevard  
HCMC

Dear Sir/Madam,

I would suggest that your company should tell your drivers to clear up all the trash on the ground before leaving.

I am writing to you about the short stop of your trucks around my house on their way to the north.

I look forward to hearing from you and seeing good response from your company.

When the trucks of your company have a short break on the streets around my house, the drivers have left lots of garbage on the ground after their refreshment. When the trucks leave the place, the ground is covered with trash and a few minutes later there is smell and flies.

Yours faithfully,  
Tran Vu Nhat

Now, write a letter to the head of the local authorities to complain about the way of catching fish in the lake behind your house. Following S C R A P format. Begin with:

Dear Mr. President,

*I am writing to you about the problem of fish catching in the lake behind my house...*

## LANGUAGE FOCUS

- Adjectives and adverbs
- Adverb clauses of reason (*as, because, since*)
- Adjective + that clause
- Conditional sentences: type 1

Adjective	Adverb
extreme	<i>extremely</i>
good	
happy	
sad	
slow	

- a) Hoa was *extremely* pleased that she got an A for her assignment.
- b) The old man walked \_\_\_ to the park.
- c) Tuan sighed \_\_\_ when he heard that he failed the test.
- d) The baby laughed \_\_\_ as she played with her toys.
- e) Mrs. Nga speaks English quite \_\_\_.

**2. Join the pairs of sentences together. Use because, as or since.**

Example:

a) Ba is tired *because / as / since* he stayed up late watching TV.



I'm tired. I stayed up late watching TV.



I have a broken leg. I fell over while I was playing basketball.



I'm going to be late for school. The bus is late.



I broke the cup. I was careless.

e)



I want to go home.  
I feel sick.

f)



I'm hungry.  
I haven't eaten all day.

3. Complete the dialogues. Use the words in brackets.

a) **Ba:** Dad! I got mark 9 on my test!

**Mr. Ha:** That's wonderful. I'm \_\_\_\_\_. (pleased/work hard)

*That's wonderful. I'm pleased that you are working hard*

b) **Mrs. Quyen:** When are you going on vacation with your family, Sally?

**Mrs. Robinson:** Tomorrow. I'm \_\_\_\_\_. (excited/go/Da Lat)

c) **Lan:** I'm \_\_\_\_\_. (sorry/break bicycle)

**Tien:** Don't worry. I can fix it.

d) **Liz:** I forgot to tell you I was going to Lan's place.

**Mr. Robinson:** I'm \_\_\_\_\_. (disappointed/not phone)

e) **Miss Lien:** Congratulations!

**Nga:** Thanks. I'm \_\_\_\_\_ (amazed/win first prize)

Example: 1- e

A	B
1. If we pollute the water, ...	a) there will be big floods every year.
2. If you cut down the trees in the forests, ...	b) a lot of sea creatures will be well preserved.
3. If there is too much exhaust fume in the air, ...	c) more and more people will cope with respiratory problems.
4. If you can keep your neighborhood clean, ...	d) you will have an ideal place to live.
5. If people stop using dynamite for fishing, ...	e) we will have no fresh water to use.

8. Complete the sentences.

Example: 1. If the rice paddies are polluted, ... (rice plants / die)

a) If the rice paddies are polluted, ... (rice plants / die)

b) If we go on littering, ... (environment / become / seriously polluted)

c) If we plant more trees along the streets, ... (we / have / more shade and fresh air)

d) If we use much pesticide on vegetables, ... (the vegetables / become / poisonous and inedible)

e) If we keep our environment clean, ... (we / live / happier and healthier life)

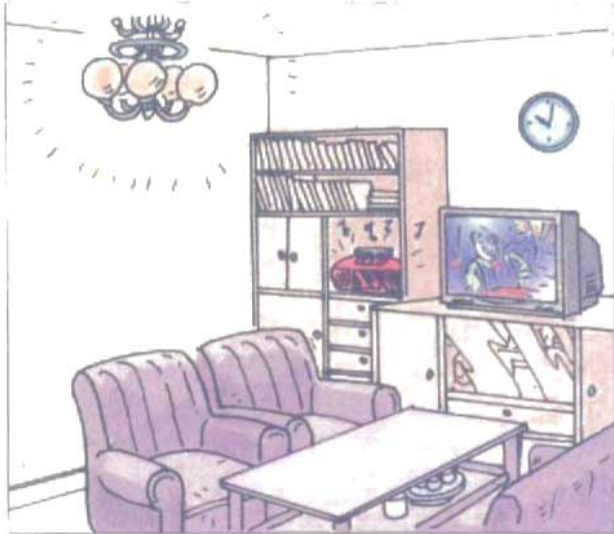


## UNIT 7

# SAVING ENERGY

### 1. GETTING STARTED

*Look at the pictures. Work with a partner to make a list of things the family could do to save energy.*



### 2. LISTEN AND READ

*Mrs. Mi is talking with her neighbor, Mrs. Ha.*

**Mrs. Mi:** What's the matter, Mrs. Ha?

**Mrs. Ha:** I'm worried about my most recent water bill. It's enormous.

**Mrs. Mi:** Let me see. 200,000 dong! You should reduce the amount of water your family uses.

**Mrs. Ha:** How do I do that?

**Mrs. Mi:** First of all, get a plumber to make sure there are no cracks in the pipes.

**Mrs. Ha:** I'll do that.

**Mrs. Mi:** Baths use twice as much water as showers, so I suggest taking showers. And remember to turn off the faucets. A dripping faucet can waste 500 liters of water a month.

**Mrs. Ha:** I see. Thank you.

a) Practice the dialogue with a partner.

b) True or False? Check ☒ the boxes. Then correct the false statements.

	<b>T</b>	<b>F</b>
1. Mrs. Ha is worried about her water bill.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Mrs. Mi gives Mrs. Ha advice on how to save water.	<input type="checkbox"/>	<input type="checkbox"/>
3. Mrs. Ha has checked the pipes in her house and found no cracks.	<input type="checkbox"/>	<input type="checkbox"/>
4. Mrs. Ha suggests getting some tool to check cracks in the pipes.	<input type="checkbox"/>	<input type="checkbox"/>
5. Mrs. Mi suggests taking showers to save water.	<input type="checkbox"/>	<input type="checkbox"/>

### 3. SPEAK

a) Look at the expressions in the tables and pictures. Make suggestions about how to save energy.

Example:

A: I think we should turn off the fan. *It's hot.*  
I suggest fixing the fan. *It's noisy.*

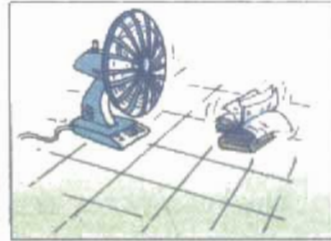
<b>Suggestion</b>	<b>Response</b>
I suggest + <i>V-ing</i> ...	OK.
I think we should ...	That's a good idea.
Shall we ...?	All right.
Why don't we ...?	No, I don't want to.
How about + <i>V-ing</i> ...?	I prefer to ...
What about + <i>V-ing</i> ...?	Let's ...
Let's ...	



A



B



C



D



E



F



G



H

b) Work in a group of four. Work out an action plan to save energy for your class. The expressions and ideas in section a) may help you.

Example:

A: I think we should take a shower instead of a bath to save energy.

B: That's a good idea.

C: How about making posters on energy saving and hanging them around our school?

D: Great! Let's do that.



#### 4. LISTEN

2. Listen to the audio and write T (True) or F (False) in the boxes.

	T	F
1. Solar energy can be cheap and clean.	<input type="checkbox"/>	<input type="checkbox"/>
2. Most of our electricity now comes from nuclear power.	<input type="checkbox"/>	<input type="checkbox"/>
3. The solar energy that gets to the Earth cannot provide enough power for the world's population.	<input type="checkbox"/>	<input type="checkbox"/>
4. Solar energy can be used on cloudy days.	<input type="checkbox"/>	<input type="checkbox"/>
5. All buildings in Sweden will be heated by solar energy in 2050.	<input type="checkbox"/>	<input type="checkbox"/>

3. Complete the sentences.

- The sun can be an \_\_\_\_\_ source of power.
- Solar energy doesn't cause \_\_\_\_\_.
- A lot of \_\_\_\_\_ in the world are already using solar energy.
- It is possible to \_\_\_\_\_ solar energy for a number of days.
- Solar panels are installed on the \_\_\_\_\_ of a house to receive the energy from the sun.
- We can save natural resources by using solar energy \_\_\_\_\_ of coal, gas and oil.

#### 5. READ

In Western countries, electricity, gas, and water are not luxuries but necessities. Companies now realize that consumers want products that will not only work effectively, but also save money.

For most North American households, lighting accounts for 10 percent to 15 percent of the electricity bill. However, this amount can be reduced by replacing an ordinary 100-watt light bulb with an energy-saving bulb. These bulbs use a quarter of the electricity of standard bulbs and last eight times longer. Therefore consumers can save about US\$7 to US\$21 per bulb.



In Europe, there is a labeling scheme for refrigerators, freezers, washing machines and tumble dryers. The label tells the consumers how much energy efficiency each model has, compared with other appliances in the same category.

Ultimately, these innovations will save money as well as conserve the Earth's resources.

1. *Explain the purpose of the labeling scheme.*

1. Energy-saving bulbs should be used to save electricity.
2. In Western countries electricity, gas, and water are necessities.
3. North American and European countries are interested in saving money and natural resources.
4. Labeling schemes help save energy.

2. *Answer the questions about the labeling scheme.*

1. What are Western consumers interested in?
2. What can we do to spend less on lighting?
3. Mrs. Jones uses only two ordinary bulbs and she pays US\$8 for lighting. How much will she pay if she uses two energy-saving bulbs instead?
4. What is the purpose of the labeling scheme?
5. Why should we save energy?

## 6. WRITE

*A speech usually has three parts: **Introduction, Body and Conclusion.***

*Match the parts of a speech with their functions.*

A	B
Parts of a speech	Functions
1. Introduction	A. summing up what you have said
2. Body	B. getting people's attention and telling them what you are going to talk about
3. Conclusion	C. giving details in easy-to-understand language

1. *Explain the purpose of the labeling scheme.*

1. If you follow these simple rules, not only will you save money, but also the environment will be cleaner.

2. Most of us use too much gas. You can reduce this amount by:

- traveling by bicycle or public transport
- having a mechanic check your motorcycle regularly

3. Good evening, ladies and gentlemen. I'm Professor Roberts and tonight I'm going to tell you how to save money.

*1) Choose one of the following topics and prepare a speech for your classmates. The ideas in the callouts may help you.*

● Reducing garbage

- collect plastic bags
- not keep solid waste with food waste
- put different kinds of waste in different places

● Reusing paper

- have a separate wastebasket for wastepaper
- keep sheets with single printed page for drafting

● Saving energy in the kitchen

- turn off the lights
- prepare food carefully before turning on the stove
- keep refrigerator door closed

## LANGUAGE FOCUS

- Connectives: **and, but, because, or, so, therefore, however**
- Phrasal verbs: **turn off, turn on, look for, look after, go on**
- Make suggestions: **suggest + verb-ing, suggest (that) + S + should**

*1. Complete the sentences. Use the correct connectives.*

- a) Mrs. Quyen bought corn, potatoes \_\_\_\_\_ cabbages at the market.  
(and / or)
- b) I'd love to play volleyball \_\_\_\_\_ I have to complete an assignment. (and / but)

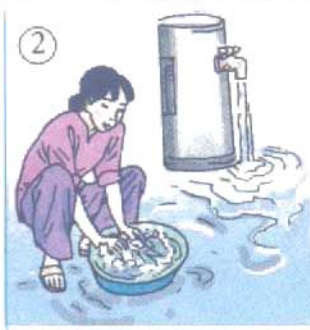


- c) Nam got wet \_\_\_\_\_ he forgot his umbrella. (*so / because*)  
 d) Hoa failed her math test. \_\_\_\_\_, she has to do the test again.  
 (*However / Therefore*)  
 e) Do you want Vietnamese tea \_\_\_\_\_ milk tea? (*and / or*)  
 f) It's raining, \_\_\_\_\_ I can't go to the beach. (*so / however*)  
 g) Ba's hobbies are playing football \_\_\_\_\_ collecting stamps. (*and / or*)  
 h) Na is very tired. \_\_\_\_\_, she has to finish her homework before she goes to bed. (*However / Therefore*)

**2. Complete the sentences. Use the right tense form of the phrasal verbs in the box and the pictures.**

turn on	turn off	look for	look after	go on
---------	----------	----------	------------	-------

- a) Hanh can't go to the movies with us tonight. She will have to \_\_\_\_\_ her little sister.  
 b) If we \_\_\_\_\_ wasting water, there will be a shortage of fresh water in a few decades.  
 c) "I think I've lost my new pen. I've \_\_\_\_\_ it everywhere but I can't find it anywhere."  
 d) "\_\_\_\_\_ the TV for me, will you? I want to watch the weather forecast."  
 e) Mrs. Yen forgot to \_\_\_\_\_ the faucet when she left for work.





*c. Make suggestions.*

*ex. Your class wants to help the poor in the neighborhood of your school. The following ideas may help you.*

**Example:** *I suggest collecting some money.*

- collect unused clothes
- organize a show to raise money
- give lessons to poor children
- help elderly people and war invalids with their chores
- ...

*ex. Your friend wants to improve his/her English. The following ideas may help you.*

**Example:** *I suggest that you should work harder on your pronunciation.*

- write sentences with new words
- speak English in class
- buy a good dictionary
- do some reading every day
- ...

# UNIT 8

## CELEBRATIONS

### 1. GETTING STARTED

*Work with a partner. Match the icons with the names of the celebrations they represent.*

Easter

Lunar New Year

Christmas

birthday

Mid-Fall Festival

wedding



### 2. LISTEN AND READ

Although there are many celebrations throughout the year, Tet or the Lunar New Year holiday is the most important celebration for Vietnamese people. Tet is a festival which occurs in late January or early February. It is a time for families to clean and decorate their homes, and enjoy special food such as sticky rice cakes. Family members who live apart try to be together at Tet.

Passover is in late March or early April. This festival is celebrated in Israel and by all Jewish people. On this festival, people celebrate freedom from slavery. Passover is also an ancient spring festival. On the first and second nights of Passover, Jewish families eat a special meal called the Seder.



Easter is a joyful festival which is celebrated in many countries. It happens at around the same time as Passover. On Easter Day (Easter Sunday), young children receive chocolate or sugar eggs - as long as they are good. In many countries, people crowd the streets to watch colorful parades.



*Now, complete the table*

Celebration	When?	Activities	Food	Country
<i>Tet</i>				

### 3. SPEAK

*This is how to give and respond to compliments*

#### Give a compliment

*Well done*

*That's a great/an excellent ...*

*Let me congratulate you on ...*

#### Respond to a compliment

*Thanks.*

*It's nice of you to say so.*

*That's very kind of you.*

*Read the following situations with a partner, then give and respond to appropriate compliments*

- a) Trang has just won the first prize in the English speaking contest.

Example: *Mai: Well done, Trang.*

*Trang: Thanks*



- b) On her mother's birthday, Huyen made a beautiful cake to celebrate.

Mother: .....

Huyen: .....



- c) Tuan is an active student. He has taken part in different charity activities in his town. Tuan has been nominated as the most effective activist in the town charity program.

Friends: .....

Tuan: .....



- d) Hoa brings to class a new picture she has painted.

You: .....

Hoa: .....



.....

...

...

## 4. LISTEN

*Should auld acquaintance be forgot, and never brought to mind?*

### Auld Lang Syne

Should auld acquaintance be forgot  
and never brought to mind?

Should auld acquaintance be forgot  
and (a) \_\_\_\_\_ of auld lang syne?

For auld lang syne, my dear,

for auld lang syne,

we'll (b) \_\_\_\_\_ a cup of kindness yet,  
for auld lang syne.

Should auld acquaintance be forgot  
and never brought to (c) \_\_\_\_\_?

Should auld acquaintance be forgot  
and days of auld lang syne?

And here's a (d) \_\_\_\_\_, my trusty friend

And gie's a hand o' thine

We'll tak' a cup o' (e) \_\_\_\_\_ yet

For auld lang syne.

## 5. READ

*This is an activity to practise for your class. Give each student a card with a name, feelings and memories and tell him to draw them in a card. Give it to his friend. Australia and the USA*

Rita (Australia)

*To the one who teaches me how to love,  
cry and laugh.*

*To the one who says never lose heart and always  
finish what you start.*

*To the one whose feelings for me are so strong that  
the word love can't describe them.*

*Can you guess who it is?*

*It's not too hard to tell.*





Jane (USA)

*Daddy, I am writing this to tell you how much you are missed and loved. I will always remember that day – my wedding day. You were standing there with tears in your eyes while I was walking towards my groom. You gave me a hug, and the feeling that you never wanted to let me go. But at last I had to leave you and start my new life... a moment in time that lasted forever. I now have children, Dad, but I will always be your little girl! Happy Father's Day.*

Bob (Australia)

*You ask me what I think about my dad. Great! Great! I must tell you my dad is the best person in the world. Do you know what I mean? He is a considerate and generous man who is loved not only by his family but also by all his friends. His priority is always his family. His sense of humor distinguishes him from others. In a word, my dad's terrific! I'm so proud of him and love him so much. Happy Father's Day, Daddy!*



Questions

- Who do you think Rita sends this card to?
- Is Jane's father alive or dead? How do you know this?
- What quality makes Bob's father different from others?
- What image of a father can you draw from the three passages?

## 6. WRITE

*In Viet Nam people do not celebrate Mother's Day or Father's Day. You think it is necessary to have a day to celebrate for your mom and another for your dad. Write to a friend to share this idea. Follow this outline.*

### Outline

- First paragraph:** Tell your friend the reason(s) for celebrating this day (for children to express their feelings, memories, and love for their parents, to enhance family traditions, to bring family members closer ...)
- Second paragraph:** Give details about:
- when to celebrate: in what season, or what month, on what date of the month or day of the week ... (why?)
  - how to celebrate: having parties, sending cards, going on picnics ...
  - what special gifts to give: gifts to moms, gifts to dads.
  - what special food to offer.
- Third paragraph:** State whether or not you think your idea will be supported and you hope the day will be celebrated nationwide.

## LANGUAGE FOCUS

- Relative clauses
- Adverb clauses of concession

*1. Join the sentences. Use relative clauses.*

Example:

- Tet is a festival. Tet occurs in late January or early February.

*Tet is a festival which occurs in late January or early February.*

- a) *Auld Lang Syne* is a song. *Auld Lang Syne* is sung on New Year's Eve.
- b) This watch is a gift. The watch was given to me by my aunt on my 14<sup>th</sup> birthday.



- c) My friend Tom can compose songs. Tom sings Western folk songs very well.
- d) We often go to the town cultural house. The town cultural house always opens on public holidays.
- e) I like reading books. Books tell about different peoples and their cultures.
- f) On my mom's birthday my dad gave her roses. The roses were very sweet and beautiful.
- g) Judy liked the full-moon festival very much. The festival is celebrated in mid-fall.
- h) Tomorrow I'll go to the airport to meet my friends. My friends come to stay with us during the Christmas.

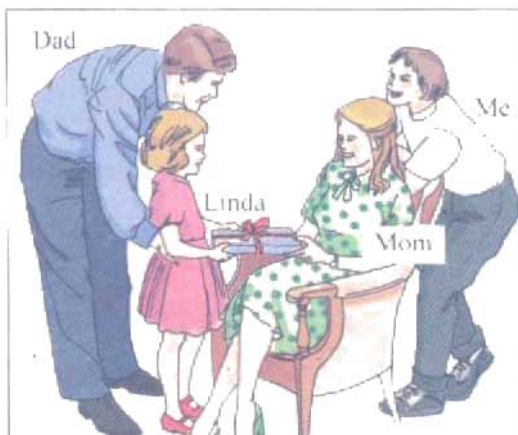
**2. Describe each of the people in the pictures. Use relative clauses.**

Example:

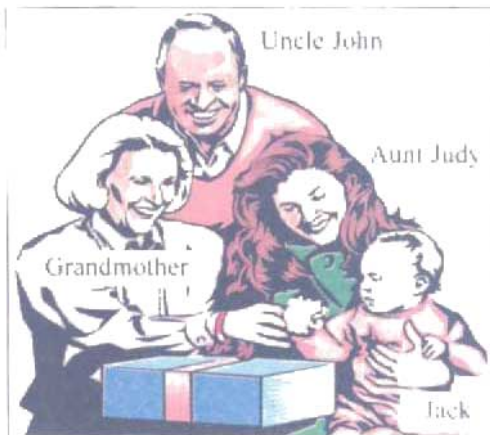
*I am the boy who is wearing a white T-shirt*

*My Aunt Judy is the woman who is holding Jack.*

**My Family**



**My Aunt's Family**



**3. Join the sentences. Use the words in brackets. The first is done for you.**

- a) Thu Ha is not satisfied with her preparations for Tet. Thu Ha has decorated her house and made plenty of cakes. *(even though)*

*Thu Ha is not satisfied with her preparations for Tet even though she has decorated her house and made plenty of cakes*

- b) We don't have a Mother's Day in Viet Nam. Dad and I have special gifts and parties for my mom every year on the 8<sup>th</sup> of March. *(although)*
- c) We went to Ha Noi to watch the parade on National Day last year. We live in Nam Dinh. *(even though)*
- d) Many tourists enjoy festivals in Viet Nam. Tourists do not understand Vietnamese culture very much. *(though)*
- e) In Australia, Christmas season is in summer. The Australians enjoy Christmas as much as people in European countries do. *(even though)*
- f) Jim could see the main part of the show. He came to the show late due to the traffic jam. *(although)*

4. Look at the pictures. Complete the sentences. Use the correct tense of the verbs and the information.



a) help / Tuan / homework



b) watch / TV



c) weather bureau / predict / fine weather



d) eat / lot / food



e) finish / letter

- a) Although Mrs. Thoa was tired, she helped Tuan with his homework.
- b) Even though Liz has an exam tomorrow, \_\_\_\_\_.
- c) It rained yesterday although \_\_\_\_\_.
- d) Ba \_\_\_\_\_ though he wasn't very hungry.
- e) Even though the keyboard wasn't working well, \_\_\_\_\_.

## UNIT 9

# NATURAL DISASTERS

### 1. GETTING STARTED

Match the pictures to the correct words. Then compare your answers with a partner's.

snowstorm    earthquake    volcano    typhoon



### 2. LISTEN AND READ

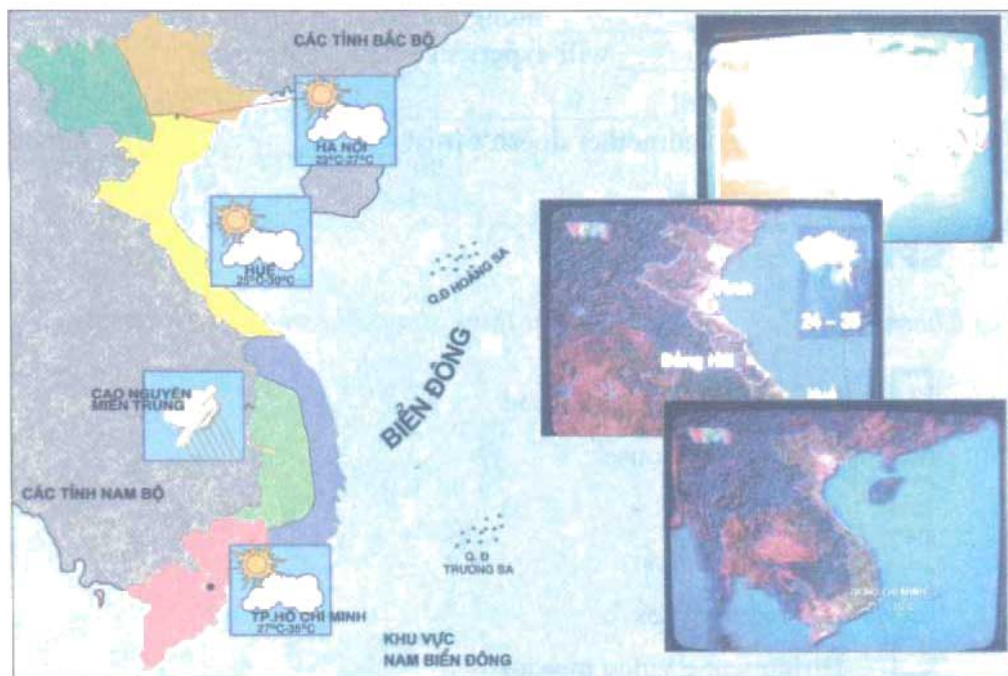
Thuy is talking to her grandmother.

**Thuy:** Grandma, it's the weather forecast on TV.

**Grandma:** Can you turn up the volume, Thuy?

**Thuy:** Yes, Grandma.

**Weatherman:** Here is tomorrow's weather forecast. Ha Noi and areas to the north will be sunny. Ha Noi will have temperatures between 23°C and 27°C. It will be raining along the coast of Thanh Hoa. The south-central coast can expect thunderstorms. Hue will experience temperatures between 25°C and 30°C. There will also be thunderstorms over the central highlands.



*Areas around the Cuu Long Delta can expect clouds during the day. Ho Chi Minh City's temperatures will be between 27°C and 35°C.*

- Thuy:** That's all, Grandma.
- Grandma:** Thank you, dear. What are you doing?
- Thuy:** I'm preparing for a picnic with some old friends of mine. We haven't met since we left school. We're going to a park on the other side of the river.
- Grandma:** Don't forget to bring along a raincoat.
- Thuy:** But Grandma, the forecast says it'll be sunny.
- Grandma:** I never trust weather forecasts.
- Thuy:** You don't miss a single one on TV, do you?
- Grandma:** But I like watching them, dear.
- Thuy:** Alright Grandma, I'll bring a raincoat just in case. I hope my friends won't laugh at me.

*a) Practice the dialogue in a group of three*

*b) Fill in each blank with one word or phrase from the dialogue.*

1. Thuy's grandmother wants her to \_\_\_\_\_ the volume on TV because she wants to listen to the \_\_\_\_\_.

2. It will be \_\_\_\_\_ along the coast of Thanh Hoa.
3. The \_\_\_\_\_ will experience thunderstorms.
4. Ho Chi Minh City will \_\_\_\_\_ between 27°C and 35°C.
5. Although Thuy's grandmother doesn't trust \_\_\_\_\_, she likes \_\_\_\_\_.

### 3. SPEAK

*Check ✓ what preparations you may should be made for a typhoon.*

- ☐ Buying some canned food
- ☐ Painting the house
- ☐ Buying a dog
- ☐ Buying candles
- ☐ Buying matches
- ☐ Hiring some video movies
- ☐ Filling all buckets with water
- ☐ Buying a ladder
- ☐ Washing your blankets
- ☐ Fixing the leak in the roof
- ☐ Tying the roof to the ground with pegs and ropes
- ☐ Inviting some friends over for a dinner
- ☐ Checking all the window and door latches

*Now, work with a partner. Talk about what you think you want to buy, and also prepare for a typhoon - explain why. The ideas in the box may help you.*

The market will be closed and no food will be available.  
 There may be a power cut.  
 The water pipes may be damaged by the typhoon.  
 There must be strong wind blowing.  
 Big trees may fall down.  
 It will be raining hard.

I think we should buy some canned food before a typhoon.

Yes, I think so too! I agree with you. The market will be closed and no food will be available.

I think we should buy a ladder.

What for?/ Why?

Just in case we need to fix the roof. Because there must be strong wind blowing.

#### 4. LISTEN

Two speakers are having a talk on how to live with earthquakes. Listen to the talk, then complete the table.

#### Living with earthquakes

##### Heavy fixtures, furniture, and appliances:

- Place heavy books on the \_\_\_\_\_ (1) \_\_\_\_\_.
- Block the rollers on your \_\_\_\_\_ (2) \_\_\_\_\_ and \_\_\_\_\_ (3) \_\_\_\_\_.

##### Flying glass:

- Check the \_\_\_\_\_ (4) \_\_\_\_\_.
- Don't put your bed near \_\_\_\_\_ (5) \_\_\_\_\_.

##### Earthquakes drill:

- Stay \_\_\_\_\_ (6) \_\_\_\_\_.
- Sit \_\_\_\_\_ (7) \_\_\_\_\_ or \_\_\_\_\_ (8) \_\_\_\_\_.
- Stand in the \_\_\_\_\_ (9) \_\_\_\_\_.



## 5. READ

**Earthquakes:** Ninety percent of earthquakes occur around the Pacific Rim, which is known as the 'Ring of Fire'. In 1995, a huge earthquake struck the city of Kobe in Japan. A large number of people were killed when homes, office blocks and highways collapsed.



**Tidal waves:** Tidal waves are the result of an abrupt shift in the underwater movement of the Earth. In the 1960s, a huge tidal wave hit Anchorage, Alaska. The tidal wave traveled from Alaska to California!

**Typhoons:** When a tropical storm reaches 120 kilometers per hour, it is called a hurricane in North and South America, a cyclone in Australia, and a typhoon in Asia. The word 'typhoon' comes from Chinese: *tai* means 'big' and *feng* means 'wind', so the word 'typhoon' means 'big wind'.

**Volcanoes:** We can usually predict when a volcano will erupt. Mount Pinatubo, which is a volcano in the Philippines, erupted in 1991. It was the world's largest volcanic eruption in more than 50 years. Hundreds of people died, but thousands were saved because scientists had warned them about the eruption.

**Tornadoes:** Tornadoes are funnel-shaped storms which pass overland below a thunderstorm. They can suck up anything



that is in their path. In Italy in 1981, a tornado lifted a baby, who was asleep in its baby carriage, into the air and put it down safely 100 meters away!

10. *True or False? Check (✓) or the boxes.*

	T	F
1. Most of the earthquakes in the world occur in the Ring of Fire.	<input type="checkbox"/>	<input type="checkbox"/>
2. The earthquake in Kobe in 1995 caused severe damage.	<input type="checkbox"/>	<input type="checkbox"/>
3. A huge tidal wave traveled from California to Alaska and hit Anchorage in the 1960s.	<input type="checkbox"/>	<input type="checkbox"/>
4. Typhoon, hurricane and tropical storm are different words for the same natural disaster.	<input type="checkbox"/>	<input type="checkbox"/>
5. The eruption of Mount Pinatubo is the world's largest ever volcanic eruption.	<input type="checkbox"/>	<input type="checkbox"/>
6. A tornado looks like a funnel.	<input type="checkbox"/>	<input type="checkbox"/>

10. *Complete the sentences.*

1. The majority of earthquakes ... .
2. During the earthquake in Kobe, many ... .
3. A tidal wave can only occur when ... .
4. In Australia, a tropical storm is known as ... .
5. The Chinese language gave us ... .
6. A tornado is a type of storm that ... .

## 6. WRITE

*Use the pictures and the words in the box to write a story. You can make changes or add more details to the story.*

- It / beautiful day.
- Sun/shine; sky / blue; weather / perfect.
- Lan / outside / play / her dog / Skippy.
- All of a sudden / dog / behave strangely.
- She / keep / run around / in circles.
- Lan/ run / home / with / dog / tell / mother / what Skippy / do.
- Lan's mother - Mrs. Quyen / tell Lan / she / hear / on TV / there / be / typhoon coming.
- Mrs. Quyen / gather / family / tell / they / find / shelter / in the home.
- Suddenly / sky / become / very dark.
- Storm / come / with strong winds / heavy rain.
- Mrs. Quyen / family / scared.
- But / soon / storm / finish.
- Everyone / glad.
- What / clever / dog / Skippy! She / save / Lan / from / catch / in / typhoon.



## LANGUAGE FOCUS

- Relative pronouns: *who, that, which*
- Relative clauses (continued)

1. Use your knowledge to answer the questions. Use "who", "which" or "that" in your answers and start your answers with the words given.

Example:

*It's the city which was struck by a huge earthquake in 1995 in Japan is Kyoto.*

- Which city in Japan was struck by a huge earthquake in 1995?  
The city ...
- Which country won the 1998 Tiger Cup?  
The country ...
- Which animal has one or two horns on its snout?  
The animal ...
- Which explorer discovered America?  
The explorer ...
- Which planet is closest to the Earth?  
The planet ...
- Which animal in Viet Nam was chosen to be the logo of SEA Games 2003?  
The animal ...
- Which ASEAN country is divided into two regions by the sea?  
The ASEAN country ...
- Which food you can chew but you cannot swallow and which one you can swallow but you cannot chew?  
The food ...

*Now get and answer each other similar questions about the world and Viet Nam.*

2. Match each of the sentences in column A with a related sentence in column B. Then use a suitable relative pronoun to join the two sentences.

Example: 1. Andrew is flying to Sacramento.  
e. Sacramento is the capital city of California.  
→ Andrew is flying to Sacramento which is the capital city of California.

Column A	Column B
1. Andrew is flying to Sacramento.	a) Hurricane Andrew swept through southern Florida in August 1992.
2. It snowed in Lang Son in the winter of 2002.	b) The Loma Prieta earthquake measured 7.1 on the Richter scale.

3. Pompeii was completely destroyed in A.D. 79 by an eruption of Mount Vesuvius.	c) The cyclone killed about 500,000 people.
4. Hurricane Andrew killed 41 people and made more than 200,000 homeless.	d) The most dangerous earthquake in Japan occurred in 1923.
5. The cyclone of November 1970 in Bangladesh was one of the worst natural disasters of the 20th century.	e) Sacramento is the capital city of California.
6. The most disastrous earthquake in Japanese history damaged Tokyo and Yokohama and killed about 150,000 people.	f) Pompeii is an ancient city of Italy.
7. The October 1989 Loma Prieta earthquake caused extensive damage to older buildings in San Francisco Bay Area.	g) Lang Son is on the Ky Cung River.

3. *Underline the relative clause in the sentence. Then add commas to separate the non-defining relative clause from the rest of the sentence.*

- Viet Nam which is in south-east Asia exports rice.  
*Viet Nam, which is in south-east Asia, exports rice.*
- Kangaroos which come from Australia have long tails.
- Ba who lives on Trang Tien Street likes playing the guitar.
- The novel that you gave me on my birthday has been lost.
- Neil Armstrong who first walked on the moon lived in the USA.
- The chair that I bought yesterday is broken.
- Miss Lien who sings very well is my English teacher.

4. *Rewrite the sentences in Exercise 3. Replace each underlined clause with a clause you have written. You may use facts or your imagination.*

Examples:

*Kangaroos which live only from Australia have long tails.*

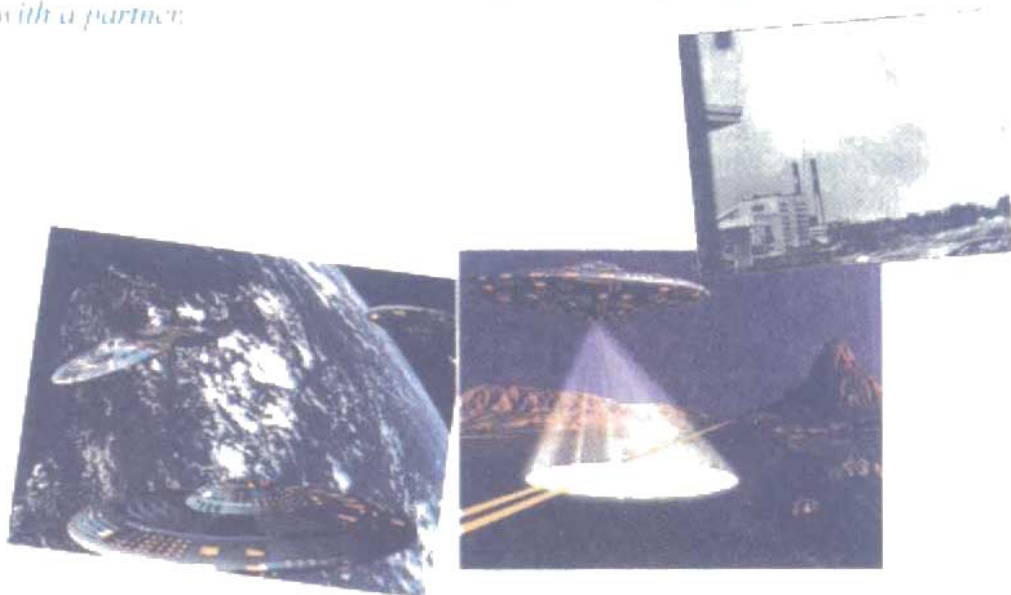
*Kangaroos which can be seen everywhere in Australia have long tails.*  
*Kangaroos, which are called chuột túi in Vietnamese, have long tails.*

## UNIT 10

# LIFE ON OTHER PLANETS

### 1. GETTING STARTED

*Look at the pictures of UFOs (Unidentified Flying Objects). Ask and answer with a partner.*



- a) Have you ever heard about UFOs? Do you think they really exist?
- b) Have you ever seen any films on UFOs? What were they about?
- c) What do you want to know about UFOs?
- d) If you saw a UFO, what would you do?



### 2. LISTEN AND READ

*UFOs are strange flying objects that some people report they have seen in the sky and believed to be spacecraft from another planet. Many scientists do not believe so. They say that if people see a UFO, it might be an aircraft, a weather balloon or a meteor. However, there is still evidence for people to believe in the existence of UFOs.*

In 1947, Kenneth Arnold, an experienced pilot in the USA, reported that he saw nine large round objects traveling at about 2,800 meters an hour to the left and north of Mount Rainier.

In 1952, there were more than 1,500 UFO sightings around the world.

In 1954, a woman and her children believed they saw a UFO above their house. The woman said she saw two aliens in the spacecraft.

In 1964, a farmer claimed he saw an egg-shaped object in one of his fields and also aliens collecting soil samples.

In 1971, two men claimed they were captured by aliens and taken aboard a spacecraft. After being examined by the aliens, the men were freed.

In 1978, a young pilot and his plane disappeared after sighting a UFO.

In 1981, Renato Nicolai, who was living in the south east of France, reported that he saw a plate-like device at a treetop 30 meters away from his garden.



*Put the words in the text having the following meanings.*

1. proof, support
2. falling star, or shooting star
3. unknown / strange people or things
4. bringing together or gathering
5. caught as a prisoner
6. became impossible to see

*Now complete the notes.*



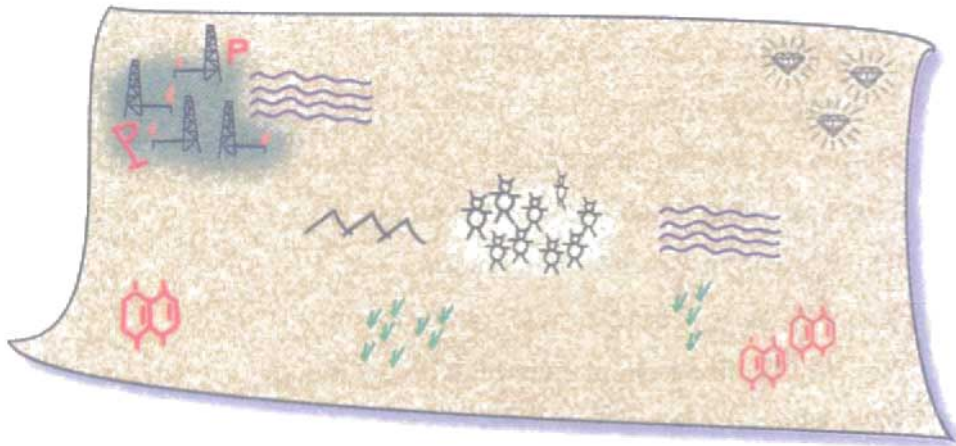
### UFO Sightings

- |  |   |
|--|---|
| a) _____ or _____ can be mistaken for an alien spacecraft. | e) A farmer saw _____ in 1964.                          |
| b) In 1947, a pilot saw _____.                             | f) In 1971, two men _____.                              |
| c) There were over _____ worldwide in 1952.                | g) A pilot _____ in 1978.                               |
| d) In 1954, a woman and her children saw _____ house.      | h) In 1981, a Frenchman reported _____ from his garden. |



### 3. SPEAK

a) There are drawings of things a space-tourist to Mars saw and noted down. Try to guess and match the drawings with the words in the box. Then practice the dialogue with a partner.



minerals	plants	little creatures	mountains
	gemstones	water	gas

**Nam:** What do these drawings say, Hung?

**Hung:** There might be water in Mars.

**Nam:** And what about those black sparkling spots on the right corner?

**Hung:** Well, they might be traces of gemstones. There may be a lot of precious stones on Mars.

b) Make up similar dialogues about the drawings, using the cues in section a).

c) Now talk with a partner. Tell each other what you think there might be on Mars, on the moon and on other planets.



#### 4. LISTEN

*Listen to the description of the moon. Then check (✓) the correct statements about the moon.*

- a) There is no air on the moon.
- b) There are rivers and lakes on the moon.
- c) There are no sounds on the moon.
- d) It is very cold at night on the moon.
- e) During the day the temperature is even lower.
- f) There are great round holes on the moon.
- g) There are no mountains on the moon.
- h) You will weigh 8 kilos heavier on the moon.
- i) You will be able to jump very high on the moon.
- j) One day on the moon lasts for two weeks.

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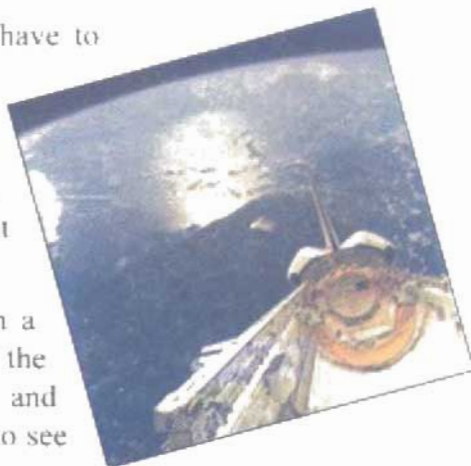
#### 5. READ

##### A SPACE TRIP

Do you want to plan for some kind of exciting trip? Do you have a million dollars? Are you very healthy? Are you a good traveler? Do you want to go to nowhere? Then you can have a trip to space.

If you decide to take the trip, you will have to get ready a few months before the flight. You must be in excellent physical condition. You should run a lot, swim every day, and do aerobics and push-ups. You must get a letter from the doctor that shows you are in perfect health.

Once you get on the trip, you will be in a different world. You will see pictures of the Earth. You may also find your country and other interesting places. You will be able to see



the oceans, the big rivers, the tall mountains. You will be able to see them many times because you will orbit the Earth 16 times a day! You will also be able to see stars that you couldn't see from the Earth.

When you are in orbit, you will be able to get out of your seat and walk in the cabin. You will be able to walk on the walls or on the ceiling like in a circus. You will not weigh anything! You will feel totally free and enjoy the wonderful feeling you have never had before. If you were on board now, you would experience those marvelous things.

So do you think you will be able to take a space trip? Start to dream now and your dream may come true some day.



*a) Put the phrases in order to show what you need and get in joining a trip into the space*

1. get a letter from a doctor to show you are in perfect health
2. see pictures of the Earth, its interesting places, and stars from very far
3. feel free and enjoy wonderful feeling
4. get ready and be in an excellent physical condition
5. get on the trip

*b) Answer: Then write the answers in full sentences*

1. What will you have to do if you decide to take a space trip?
2. What must you do if you want to show you are in perfect health?
3. What scenes on the Earth can you see from outer space?
4. How many times a day can you see those scenes?
5. What things can you do while you are in orbit that you cannot do when you are on the Earth?
6. If you were able to take a space trip, what would you do to prepare for the trip? What would you like to bring along?

## 6. WRITE

*1. Read the outline of an exposition in column A. Then put the paragraphs in column B in order to match the sections in column A.*

A	B
Introduction (presents the writer's viewpoint: I think..., I believe ..., ...)	(i) Therefore, UFOs are just the imagination of some writers and they do exist only in films for entertainment.
Body (gives reasons / examples for persuasion: Firstly, ...; Secondly, ...; .....)	(ii) I don't believe there exist UFOs even though many newspapers talk a lot about them.
Conclusion (sums up the argument: therefore, ...)	(iii) Firstly, flying saucers might be aircraft, balloons, clouds or tricks of light. Secondly, there are not enough photos showing clearly the shapes of the UFOs. Moreover, if there are UFOs, there will certainly be traces of their landing on the ground.

*2. Read the dialogue between A and B about the existence of UFOs.*

**An:** Do you think UFOs exist?

**Ba:** Yes. Articles and reports in newspapers talk lots about UFO appearance.

**An:** What makes you believe there are UFOs?

**Ba:** Well, many people around the world say they have seen flying saucers, so they must exist.

**An:** Flying saucer! It might be their imagination.

**Ba:** I don't think so. There are plenty of photos of them. And, some of the photographers said they saw man-like creatures get out of the saucers.

**An:** If there were flying saucers, there would be traces of their landing.

**Ba:** You're right. People are talking about the mysterious circles on the fields in Great Britain. UFOs are no longer human beings' imagination. They're real. We should be ready to welcome their visits.

Now use the expression in the dialogue to write an exposition about the existence of UFOs. Begin with

*I believe UFOs exist because articles and reports in newspapers.....*

## LANGUAGE FOCUS

- Modals: *may, might*
- Conditional sentences: type 1 and type 2

1. Work with a partner. Use *may* or *might* and talk about Andy's presents.

*It may be a book or  
it might be a game.*

a)



book   game

b)



box of crayons / box of paints

c)



football / basketball

d)



boat / train

e)



flying saucer / meteor

f)



evening star / spacecraft

2. Complete the sentences. Use the verbs in the box.

rain / not go out  
not be / drop

join / finish  
miss / not hurry

write / not forget

a) If it *rains* this evening, I *won't go out*.

b) Lan \_\_\_\_\_ the bus if she \_\_\_\_\_.

c) If Ha \_\_\_\_\_ careful, he \_\_\_\_\_ the cup.

d) Mrs. Nga \_\_\_\_\_ us if she \_\_\_\_\_ her work early.

e) If Mrs. Binh \_\_\_\_\_ a shopping list, she \_\_\_\_\_ what to buy.

3. Look at the pictures. Complete the sentences.

a)

Example:

Ba / be rich // travel around the world

*If Ba were rich, he would travel around the world.*



b)



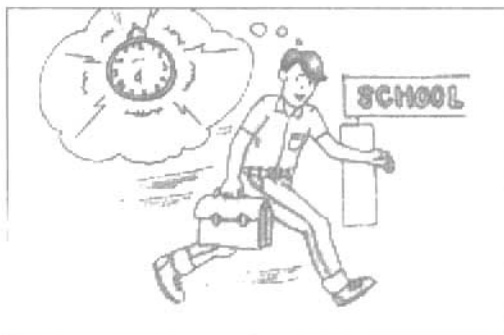
Mr. Loc / have / car // drive to work

c)



Lan / live / Ho Chi Minh City // visit / Saigon Water Park

d)



Nam / arrive / school / on time // have / alarm clock

e)



Hoa / live / Hue // see / parents every day

f)



Nga / own / piano // play / well

g)



Tuan / get / better / grades // study / harder



h)



Na / buy / new computer / have enough money

1. *What would you do if you met an alien from outer space? Write 3 things you would like to do.*

Example:

*If I met an alien from outer space, I would give him/her some money and food.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## GRAMMAR

### 1. Past simple tense

• To talk about past activities

- a) Lan took Maryam to Hoan Kiem Lake.
- b) The girls visited Ho Chi Minh's Mausoleum.

• With *wish*

- a) I wish you had a longer vacation.
- b) I wish I were older.
- c) They wish they stayed in Hue.

### 2. The Present perfect

I	}	have	(I've)	seen the film.	
You			(You've)		
He	}	has	(He's)		
She			(She's)		
It	}		(It's)		
We			(We've)		
You	}	have	(You've)		
They			(They've)		

- a) Writers and musicians have mentioned the *áo dài* in poems, novels and songs.
- b) I've already seen Giac Lam Pagoda.
- c) Have you ever eaten Vietnamese food?!

### 3. Direct and reported speech

#### • Changes in tense

Direct speech	Reported speech
present simple <i>I walk.</i>	past simple <i>I walked.</i>
present progressive <i>I am walking.</i>	past progressive <i>I was walking.</i>
past simple <i>I walked.</i>	past simple/past perfect* <i>I walked. / I had walked.*</i>
past progressive <i>I was walking.</i>	past progressive/past perfect progressive* <i>I was walking. / I had been walking.*</i>
present perfect <i>I have walked.</i>	past perfect <i>I had walked.</i>
present perfect progressive <i>I have been walking.</i>	past perfect progressive <i>I had been walking.</i>
past perfect <i>I had walked.</i>	past perfect <i>I had walked.</i>
past perfect progressive <i>I had been walking.</i>	past perfect progressive <i>I had been walking.</i>

\* optional, dependent on context

#### NOTE:

*The past perfect tenses **had + past participle**, **had + been + V-ing** will be introduced in grades 10, 11 and 12.*

- Aunt Xuan said she was happy to see you.
- Ba told Liz that he had been there before.

### • Reported questions

- a) She asked me what my name was.
- b) She asked me where I lived.
- c) She asked me if I spoke any other languages.
- d) She asked me if I liked pop music.
- e) She asked me who taught me English.
- f) She asked me how I learned English.

#### 4. *Here* and *now* words in reported speech

	Direct speech	Reported speech
TIME	<i>now</i> <i>today</i> <i>tonight</i> <i>tomorrow</i> <i>yesterday</i> <i>last night</i> <i>two days ago</i>	<i>then / immediately</i> <i>that day</i> <i>that night</i> <i>the next / following day</i> <i>the day before / the previous day</i> <i>the night before</i> <i>two days before / earlier</i>
PLACE	<i>here</i>	<i>there</i>
DEMONSTRATIVE HEADS	<i>this</i> <i>these</i>	<i>that</i> <i>those</i>

- a) "I'll go to Hue tomorrow."  
Miss Chi said she would go to Hue the following day.
- b) "I'm having a wonderful time here."  
Mai said she was having a wonderful time there.

## 5. Passive voice

*Be + past participle*

*Modal verbs + be + past participle*

- a) Rice *is grown* in tropical countries.
- b) Traditionally, the *ao dai* *was frequently worn* by both men and women
- c) Jean clothes *were made* completely from cotton.
- d) The food *has been cooked*.
- e) Five million bottles of champagne *will be produced* next year.
- f) This exercise *must be done* carefully.
- g) The problem *can be solved* easily.

## 6. Gerunds

### Gerunds after some verbs

Verbs such as *enjoy, hate, like, love, ...* can be followed by a gerund.

- a) In Viet Nam people *love reading* newspapers and magazines.
- b) She *enjoys cooking* on weekends.
- c) You *like watching* sports, don't you?
- d) Ba *hates waking* up early.

## 7. Tag questions

- a) You like watching sports, *don't you*, Trung?
- b) You don't like foreign films, *do you*?
- c) You have read this article on the website, *haven't you*?
- d) Baird produced the first TV pictures in 1926, *didn't he*?

## 8. Modals with *if*

We can join an *if* clause to a main clause which contains a modal verb. The modal verb gives more information about the outcome relating to ability, certainty, permission, obligation, and/or necessity.

- a) If you want to improve your English, we can help you.
- b) If you want to get good grades, you must study hard.
- c) If you don't pay in advance, you must give us a 10 percent deposit.

**9. Conditional sentences: type 1***if + present tense, will + verb*

- a) If you can't find your place, I will help you get there with this map.
- b) If we work hard, we'll make this beach a clean and beautiful place again.
- c) If the rice paddies are polluted, the rice plants will die.

**10. Conditional sentences: type 2***if + past tense, would/could/might + verb*

- a) If you saw a UFO, what would you do?
- b) If you were on board now, you would experience those marvelous things.
- c) What would you do if you met an alien from outer space?

**11. Relative clauses****• Relative pronouns**

		Defining	Defining and non-defining
SUBJECT	people	that	who
	things		which
OBJECT	people	that / $\emptyset$	who(m)
	things		which
★ POSSESSIVE	people	whose	whose
	things	whose/of which	whose/of which

★ *The possessive relative pronouns will be learned more intensively in the upper grades.*

- a) Tet is a festival *which* occurs in late January or early February.
- b) Family members *who* live apart try to be together at Tet.
- c) To the one *whose* feelings for me are so strong that the word love can't describe them.
- d) He is a considerate and generous man *who* is loved not only by his family but also by all his friends.
- e) Viet Nam, *which* is in south-east Asia, exports rice.
- f) Neil Armstrong, *who* first walked on the moon, lived in the USA.

- **Types of relative clauses**

There are two types of relative clauses: defining and non-defining.

**Defining**

- g) Tornadoes are funnel-shaped storms which pass overland below a thunderstorm.
- h) The typhoon may damage the water pipes which supply our home.

**Non-defining**

- i) Mount Pinatubo, which is a volcano in the Philippines, erupted in 1991.
- j) Ninety percent of earthquakes occur around the Pacific Rim, which is known as the "Ring of Fire".

## 12. Adjectives

**Adjective + that clause**

This structure is used with adjectives that refer to feelings or certainty. The word *that* does not always have to be included.

Some of the adjectives that can be used in this structure are: *afraid, angry, bad, certain, disappointed, glad, grateful, happy, helpful, hopeful, important, lucky, pleased, possible, sad, sorry, sure, thankful, true, wrong*.

- a) I'm disappointed that people have spoiled this area.
- b) We are pleased that you got in touch.

## 13. Adverb clauses

- **Adverb clauses of result**

- a) Everyone felt tired and hungry, *so* they sat down under the tree and had a snack.
- b) The Parkers are nice *so* Van feels like a member of their family.

- **Adverb clauses of reason**

- a) *Because* pollution is something that other folk do, we're just enjoying our day.
- b) Unfortunately my company does not produce recycled paper *since* it is more expensive to make than regular paper.



• **Adverb clauses of concession**

- a) Thu Ha is not satisfied with her preparation for Tet, *even though* she has decorated her house and made plenty of cakes.
- b) *Although* we don't have a Mother's Day in Viet Nam, Dad and I have special gifts and parties for my mom every year on the 8th of March.
- c) Many tourists enjoy festivals in Viet Nam *though* they do not understand Vietnamese culture very much.

14. Prepositions of time: *up to, till,...*

- a) He will stay there *till* the beginning of October.
- b) *In* the afternoon, he feeds the chickens and collects their eggs.
- c) Mr. Thanh leaves Ha Noi *at* 2 pm.

# GLOSSARY

## PRONUNCIATION SYMBOLS of the International Phonetic Alphabet (IPA)

### Vowel Symbols

æ	bat, hand
ɑ	hot, barn
ɑː	aunt, tomato (variant pronunciation)
ɑː	gentle (variant pronunciation)
aɪ	bite, sky
aʊ	house, now
e	bet, head
eɪ	late, play
i	fit, bit
iː	feet, please
iː	either: iː or ɪ
ɪ	saw, dog
ɪ	salon (variant pronunciation)
ɔɪ	boy, join
oʊ	go, boat
oʊ	put, good
uː	rude, boot
ʊ	cut, love
ʊ	lull
ɪ	bird, fur (used only before <i>r</i> in stressed syllables)
ə	sitter, alone

### Other symbols

The stress mark is placed before a syllable with the heaviest stress, as before the first syllable of **business** - 'biznəs

The stress mark is placed before a syllable with lighter stress, as before the last syllable of **businesslike** - 'biznəs laɪk

The raised dot separates syllables

The hyphen shows that only part of a variant pronunciation is given. It also represents a syllable in showing stress patterns for phrasal verbs.

### Consonant Symbols

b	bid, job
d	do, lady
dʒ	jump, bridge
f	foot, safe
g	go, dog
h	home, behind
hw	which, where (Many people say <i>w</i> instead of <i>hw</i> )
j	yes, onion
k	kiss, come
l	look, pool
ʔ	little, metal (Used in a syllable with no vowel sound)
m	many, some
ʔm	hm (Used in a syllable with no vowel sound)
n	need, open
ʔn	hidden, cotton (Used in syllable with no vowel sound)
ŋ	sing, sink
p	pen, hope
r	road, card
s	see, recent
ʃ	shoe, nation
t	team, meet
t	meeting, latter
θ	think, both
ð	this, father
tʃ	choose, rich
v	visit, save
w	watch, away
x	Chanukah (variant pronunciation)
z	zoo, these
ʒ	beige, measure

## Unit 1

Buddhism	/ 'bu:ð,ɪzəm /	[n]	đạo Phật
climate	/ 'klaɪmət /	[n]	khí hậu, thời tiết
comprise	/ kəm'praɪz /	[v]	bao gồm, gồm có
compulsory	/ kəm'pʌlsəri /	[adj]	bắt buộc
correspond	/ kɔ:ɪrə'spænd /	[v]	trao đổi thư tín
depend	/ dɪ'pend /	[v]	phụ thuộc, lệ thuộc
divide	/ dɪ'vaɪd /	[v]	chia, chia ra
ethnic	/ 'eθnɪk /	[adj]	thuộc dân tộc, thuộc sắc tộc
federation	/ ,fedə'reɪʃən /	[n]	liên đoàn, liên bang, hiệp hội
friendliness	/ 'frendlɪnəs /	[n]	sự mến khách, sự hiếu khách, sự cởi mở
ghost	/ goʊst /	[n]	ma quỷ, con ma, bóng ma
Hinduism	/ 'hɪndu:ɪzəm /	[n]	đạo Hin-đu, đạo Ấn, Ấn Độ Giáo
impress	/ ɪm'pres /	[v]	gây ấn tượng, để lại ấn tượng
Islam	/ ɪz'lɑm /	[n]	đạo Hồi
mausoleum	/ ,maʊsə'liəm /	[n]	lăng, lăng tẩm, lăng mộ
mosque	/ məsk /	[n]	nhà thờ Hồi Giáo
notice	/ 'nəʊtɪs /	[v]	nhận thấy, nhận ra
official	/ ə'fɪʃəl /	[adj]	chính thức
optional	/ 'ɒpʃənəl /	[adj]	lựa chọn, có thể lựa chọn, không bắt buộc
pray	/ preɪ /	[v]	cầu nguyện, cầu khẩn, cầu trời, v.v...
primary	/ 'praɪ,merɪ, -məri /	[adj]	hàng đầu, ban đầu, cơ bản ban đầu
puppet	/ 'pʌpət /	[n]	con rối, bù nhìn
region	/ 'rɪ:dʒən /	[n]	vùng, miền
religion	/ rɪ'lɪdʒən /	[n]	tôn giáo
ringgit	/ 'rɪŋɡɪt /	[n]	ring-gít (đơn vị tiền tệ của Ma-lai-xi-a)
separate	/ 'sepa,reɪt /	[v]	tách ra, phân chia, làm tách biệt
soil	/ soɪl /	[n]	đất
Tamil	/ 'tæməl /	[n]	người/ tiếng Ta-mi-l (Nam Ấn Độ và Sri Lanka)
territory	/ 'terə,tɔ:ri /	[n]	vùng, vùng lãnh thổ
tropical	/ 'trɒpɪkəl /	[adj]	thuộc nhiệt đới, thuộc khu vực nhiệt đới

## Unit 2

baggy	/ 'bæɡɪ /	[adj]	rộng thùng thình, thùng (tã quần áo)
bear	/ ber, bæɪ /	[v]	mang (vd: tên)
casual	/ 'kæʒəwəl /	[adj]	không trịnh trọng, bình thường (quần áo)
champagne	/ ʃæm'peɪn /	[n]	rượu sâm-panh
comic	/ 'kɒmɪk /	[n]	truyện tranh liên hoàn
cotton	/ 'kɒtən /	[n]	bông, sợi bông
cross	/ krɒs /	[n]	chữ thập, dấu chéo

design	/dɪ'zain/	[n]	kiểu dáng thiết kế
economic	/,ɪkə'nomɪk, 'ekə/	[adj]	thuộc kinh tế
embroider	/ɪm'brɔɪdər/	[v]	thêu (hoa văn, hình, v.v.)
encourage	/ɪn'kʌrɪdʒ, -'kʌrɪdʒ/	[v]	động viên, khuyến khích
equal	/'iːkwəl/	[adj]	công bằng, bằng nhau
fade	/feɪd/	[v]	bạc màu, phai màu, làm cho bạc/phai màu
fashion	/'fæʃən/	[n]	mốt, thời trang
grow	/grou/	[v]	lớn lên, phát triển
inspiration	/,ɪnspə'reɪʃən/	[n]	cam hứng, hưng khởi
label	/'leɪbəl/	[n]	nhãn, nhãn hiệu
logical	/'lɒdʒɪkəl/	[adj]	cô lô-gic
material	/mə'tɪrɪəl/	[n]	chất liệu, nguyên liệu
minority	/mə'nɔːrəti, maɪ-/	[n]	thiểu số; ethnic minority: dân tộc thiểu số
novel	/'nɒvəl/	[n]	tiểu thuyết
occasion	/ə'keɪʒən/	[n]	địp, cơ hội
peer	/pɪr/	[n]	người cùng lứa tuổi/ địa vị/ thứ bậc, bạn cùng khoa
plaid	/plæd/	[adj]	kẻ ca-rô, kẻ ô vuông
plain	/pleɪn/	[adj]	trơn (không có hoa hay hình vẽ)
poet	/'pɒət/	[n]	nhà thơ
poetry	/'pɒtri/	[n]	thơ ca, thơ văn
rivalry	/'raɪvəlri/	[n]	sự ganh đua, sự ganh tị
sale	/seɪl/	[n]	doanh số, số lượng bán ra
sleeveless	/'sliːvləs/	[adj]	không có tay, cụt tay (áo)
slit	/slɪt/	[n]	đường xé
stripe	/straɪp/	[n]	vạch kẻ
style	/stɑɪl/	[n]	kiểu, kiểu dáng
subject	/'sʌbdʒɪkt/	[n]	chủ đề
symbol	/'sɪmbəl/	[n]	hiệu tượng
tunic	/'tuːnɪk/	[n]	(quần áo) rộng và chùng
unique	/ju'niːk/	[adj]	độc đáo, có một không hai

### Unit 3

admire	/əd'maɪr/	[v]	ngưỡng mộ, hâm mộ, khâm phục, cảm phục
blanket	/'blæŋkət/	[n]	cái chăn, mền, lớp phủ lên trên
collection	/kə'lekʃən/	[n]	bộ sưu tập, tập hợp
comment	'kɒment/	[v]	nhận xét
exchange	/ɪks'tʃeɪndʒ/	[n]	trao đổi
gather	'gæðər/	[v]	thu lượm, thu hoạch (mùa màng)
grocery	'grəʊsəri/	[n]	hàng khô, thức ăn sẵn, hàng tạp hóa - tạp phẩm
hamburger	'hæm,bɜːgər/	[n]	bánh hăm-bơ-gơ (bánh mì tròn kẹp thịt)

hike	/ haɪk /	[v]	đi bộ đường dài
locate	/ 'ləʊkeɪt /	[v]	xác định vị trí, đặt vào vị trí
maize	/ meɪz /	[n]	ngô, bắp
pagoda	/ pə'ɡɒdə /	[n]	chùa
picnic	/ 'pɪknɪk /	[n]	cuộc đi chơi có ăn uống ngoài trời
plow	/ pləʊ /	[v]	(còn viết là plough) cày ruộng
relax	/ rɪ'læks /	[v]	nghi ngơi, giải trí
rest	/ rest /	[v]	nghi giải lao, nghỉ cho đỡ mệt
route	/ ru:t /	[n]	tuyến đường
shrine	/ fraɪn /	[n]	miếu thờ, điện thờ, am
sightseer	/ saɪt-si:ə /	[n]	người ngắm cảnh, khách tham quan
tip	/ tɪp /	[n]	tiền cho thêm (cho người phục vụ), tiền quà

### Unit 11: The City of the Future

advance	/ əd'væns /	[n]	sự xảy ra trước; in advance: trước, làm trước
amount	/ ə'maʊnt /	[n]	số lượng
campus	/ 'kæmpəs /	[n]	khu trường học
course	/ kɔ:rs /	[n]	khoá học
deposit	/ dɪ'pɒzɪt /	[n]	tiền đặt cọc
dormitory	/ 'dɔ:mə'tɔ:ri /	[n]	kì túc xá, nhà ở tập thể
edition	/ ɪ'dɪʃən /	[n]	lần xuất bản, bản in
experience	/ ɪks'piəriəns /	[v]	trải qua, kinh qua
fee	/ fi: /	[n]	phí, lệ phí
institute	/ ɪn'stɪ'tju:t /	[n]	viện, học viện
intermediate	/ ɪntər'mi:diət /	[adj]	trung bình, ở giữa, trung cấp
linguistics	/ lɪŋ'ɡwɪstɪks /	[n]	ngôn ngữ học
order	/ 'ɔ:ɔdə /	[v]	ra lệnh
publish	/ 'pʌblɪʃ /	[v]	xuất bản
reputation	/ ˌrepjə'teɪʃən /	[n]	đanh tiếng
scenery	/ 'si:nəri /	[n]	phong cảnh, cảnh vật, cảnh quan
until	/ ən tɪl, ən- /	[prep]	cho đến, cho tới khi
well-qualified	/ wel-'kwɒlə'faɪd /	[adj]	có trình độ cao, có tay nghề vững vàng

### Unit 12: The City of the Future

access	/ 'ækses /	[n]	sự tiếp cận, quyền được sử dụng
adult	/ ə'dʌlt, 'ædʌlt /	[n]	người lớn, người đã trưởng thành
article	/ 'ɑ:tɪkəl /	[n]	bài báo
benefit	/ 'benə'fɪt /	[n]	lợi ích, phúc lợi
commercial	/ kə'mɜ:ʃəl /	[adj]	mang tính thương mại, để đem bán
communicate	/ kə'mju:nə'keɪt /	[v]	liên lạc, trao đổi thông tin

control	ˈkɒntroʊl	[v,n]	kiểm soát, điều khiển, sự kiểm soát, sự điều khiển
costly	kɒstli	[adj]	đắt, giá đắt, giá cao
crier	kraɪər	[n]	người rao bán, người đi rao hàng, người rao tin tức trên đường phố (thời xưa)
deny	dɪˈnaɪ	[v]	phủ nhận
documentary	ˌdɒkjəˈmentəri	[n]	phim tài liệu
force	fɔːs	[n]	sức mạnh, lực lượng
government	ˈgʌvənmənt	[n]	chính phủ
income	ˈɪŋkʌm	[n]	thu nhập
interactive	ˌɪntəˈræktɪv	[adj]	tương tác
Internet	ˈɪntənɪt	[n]	mạng máy tính quốc tế, mạng in-tơ-nét, mạng
limitation	ˌlɪmɪˈteɪʃən	[n]	giới hạn
opinion	əˈpɪnjən	[n]	ý kiến
purpose	ˈpɜːpəs	[n]	mục đích
remote	ˈriːmʊt	[adj]	từ xa, xa xôi
respond	ˈrɪˈspɒnd	[v]	đáp lại, hưởng ứng
ring	ˈrɪŋ	[v]	rung (chuông)
shout	ʃaʊt	[v]	kêu to, hét lên
stage	steɪdʒ	[n]	giai đoạn
surf	sɜːf	[v]	lướt sóng, lướt mạng in-tơ-nét
teenager	ˈtiːneɪdʒər	[n]	thanh thiếu niên (từ 13 tới 19 tuổi)
time-consuming	taɪm kənˈsuːmɪŋ	[adj]	mất nhiều thời gian, đòi hỏi nhiều thời gian
viable	ˈvaɪəbəl	[adj]	có khả năng tồn tại, có
violent	ˈvaɪələnt	[adj]	bạo lực
wander	ˈwɒndər	[v]	đi lang thang, đi không có định hướng rõ ràng
website	ˈwebsaɪt	[n]	trang web (trên mạng in-tơ-nét)
widely	ˈwaɪdli	[adv]	rộng lớn, trên phạm vi rộng
wonderful	ˈwʌndəfəl	[adj]	tuyệt vời

■ Unit 6

cover	ˈkʌvər	[v]	che phủ, che đậy
deforestation	dɪˈfɔːrəsˈteɪʃən	[n]	sự tàn phá rừng, luận tương rừng bị tàn phá
disappointed	ˌdɪsəˈpaɪntəd	[adj]	thất vọng
dump	dʌmp	[n]	bãi đổ, nơi chứa
dynamite	ˈdʌnaɪˌmaɪt	[n]	thuốc nổ
environment	ɪnˈvaɪrənmənt	[n]	môi trường

fence	ˈfens	[n]	hàng rào, rào chắn
flow	ˈfloʊ	[n]	dòng
fly	ˈflaɪ	[n]	con ruồi
foam	ˈfoʊm	[n]	bọt
folk	ˈfoʊk	[n]	người (cách nói thông tục)
garbage	ˈɡɑːrbɪdʒ	[n]	rác thải
hedge	ˈhedʒ	[n]	hàng rào (hàng cây tiếp nhau)
junkyard	ˈdʒʌŋk.jɑːd	[n]	bãi phế thải, nơi chứa đồ phế thải
mass	ˈmæs	[n]	khối, đồng
minimize	ˈmɪnɪmaɪz	[v]	làm giảm thiểu, làm giảm tới mức thấp nhất
persuade	ˈpəˈsweɪd	[v]	thuyết phục
pesticide	ˈpestɪˌsaɪd	[n]	thuốc diệt trừ sâu bọ, thuốc sâu
pollute	ˈpɒˈluːt	[v]	lâm ô nhiễm, gây ô nhiễm
pollution	ˈpɒˈluːʃən	[n]	sự ô nhiễm
prevent	ˈpriːvent	[v]	ngăn chặn, phòng chống
provide	ˈprəˈvaɪd	[v]	cung cấp
reduce	ˈriːduːs	[v]	làm giảm, giảm
rock	ˈrɒk	[n]	đá, hòn đá, tảng đá
row	ˈroʊ	[n]	hàng (ngang), hàng lối
sewage	ˈsuːdʒ	[n]	nước thải, nước cống
spray	ˈspreɪ	[v]	phun
trash	ˈtræʃ	[n]	đồ cũ bỏ đi, đồ vô dụng
unpolluted	ˌʌnpəˈluːtəd	[adj]	không bị ô nhiễm, chưa bị ô nhiễm
wrap	ˈræp	[v]	gói, bọc lại

## Unit 7 - Vocabulary - Từ vựng tiếng Anh chuyên ngành

account for	ˈəˈkaʊnt fɔː	[v]	chiếm, là yếu tố của
appliance	əˈplaɪəns	[n]	đồ dùng, dụng cụ, đồ gia dụng, thiết bị gia dụng
bill	bɪl	[n]	hoà đơn
bulb	bʌlb	[n]	bóng đèn tròn, bóng đèn đò (khác bóng neon)
car pool	ˈkɑːˌpuːl	[n]	nhóm người cùng đi chung một xe hơi, phần đường dành riêng cho xe hơi chở từ 2 người trở lên
category	ˈkætoɡəˌɡɔːri	[n]	loại, hạng
chopstick	ˈtʃɒpstɪk	[n]	chiếc đũa
conserve	kənˈsɜːv	[v]	bảo tồn, giữ gìn, duy trì
crack	kræk	[n]	vết nứt, vết rạn
drip	dɪp	[v]	nhỏ giọt, nhỏ từng giọt, rỉ nước
effectively	ɪˈfektɪvli	[adv]	có kết quả, có hiệu quả, một cách có hiệu quả
efficiency	ɪˈfɪʃənsi	[adj]	hiệu suất cao, năng suất cao, hiệu quả
energy	ˈenərdʒi	[n]	năng lượng
energy saving	ˈenərdʒiˌseɪvɪŋ	[adj]	tiết kiệm được năng lượng
faucet	ˈfɔːsɪt	[n]	vòi nước
hobby	ˈhɒbi	[n]	sở thích
household	ˈhaʊshəʊld	[n]	hộ gia đình



infrastructure	/ˈɪnfraˌstrʌktʃər/	[n]	cơ sở hạ tầng
innovation	/ɪnəˈveɪʃən/	[n]	sự đổi mới, việc đưa ra phát minh / sáng chế mới
install	/ɪnˈstɔːl/	[v]	lắp đặt, cài đặt
label	/ˈleɪbəl/	[v]	dán nhãn
model	/məˈdɒl/	[n]	mô hình
nuclear	/nuːkliər/	[adj]	thuộc hạt nhân
ordinary	/ɔːrdnəri/	[adj]	biasa thường, thông thường
pipe	/paɪp/	[n]	ống nước
plumber	/ˈplʌmə/	[n]	thợ nước, thợ sửa chữa hệ thống cấp nước
profitable	/ˈprɒfɪtəbəl/	[adj]	có lãi, đem lại lợi nhuận
quarter	/ˈkwɔːtər/	[n]	một phần tư
receive	/rɪˈsiːv/	[v]	nhận, tiếp nhận
recent	/ˈriːsnt/	[adj]	gần đây
regularly	/ˈregjələrli/	[adv]	thường xuyên
replace	/rɪˈpleɪs/	[v]	thay thế
resource	/ˈriːsɔːs, -zɔːs/	[n]	nguồn, nguồn lực
separate	/ˈsepəreɪt, ˈseprət/	[adj]	riêng, rời nhau, khác nhau
solar	/ˈsəʊlə/	[adj]	thuộc mặt trời
solid	/ˈsɒlɪd/	[adj]	rắn, ở thể rắn
source	/sɔːs/	[n]	nguồn, nguồn xuất phát
standard	/ˈstændərd/	[n, adj]	chuẩn, tiêu chuẩn
suggest	/səˈdʒest/	[v]	gợi ý, đóng góp ý kiến
ultimately	/ˈʌltəməli/	[adv]	cuối cùng, xét hiệu quả cuối cùng, xét về lâu về dài

## Unit 10: Festivals and Celebrations

acquaintance	/əˈkweɪntəns/	[n]	người quen
ancient	/ˈeɪntɪənt/	[adj]	cổ, cổ xưa, cổ kính
auld lang syne	/ɔːld læŋ zɑɪn, sɑɪn/	[n]	tên một bài hát: The good old days
celebrate	/ˈselebreɪt/	[v]	làm lễ kỉ niệm, kỉ niệm
celebration	/ˈselebreɪʃən/	[n]	lễ kỉ niệm
charity	/ˈtʃærəti/	[n]	lòng từ thiện, hoạt động từ thiện, hội từ thiện
compose	/kəmˈpəʊz/	[v]	sáng tác, soạn thảo
congratulate	/kənˈgrætʃəleɪt/	[v]	chúc mừng
considerate	/kənˈsɪdərət/	[adj]	ân cần, chu đáo, hay quan tâm tới người xung quanh
decorate	/ˈdekeɪreɪt/	[v]	trang trí, trang hoàng
describe	/dɪˈskraɪb/	[v]	mô tả
distinguish	/dɪˈstɪŋgwɪʃ/	[v]	phân biệt, làm cho khác biệt
Easter	/ˈiːstər/	[n]	lễ Phục sinh
freedom	/ˈfriːdəm/	[n]	sự tự do, tự do
generous	/ˈdʒenərəs/	[adj]	rộng lượng, rộng
groom	/ɡruːm/	[n]	chú rể (viết tắt của bridegroom)
guest	/ɡest/	[n]	khách mời, khách khứa
hug	/hʌɡ/	[n]	ôm (khí chào nhau)
humor	/ˈhjuːmə/	[n]	tinh hài hước (sense of humor: khiếu hài hước)
Jewish	/ˈdʒuːɪʃ/	[adj]	thuộc Do thái, người Do thái
joyful	/ˈdʒɔɪfəl/	[adj]	vui mừng, hân hoan, vui sướng

last	/ læst /	[v]	kéo dài
lunar	/ 'lu:nər /	[adj]	thuộc mặt trăng
miss	/ mɪs /	[v]	nhớ, nhớ mong, nhớ nhung
nominate	/ 'nɒm,neɪt /	[v]	ghỉ danh, mệnh danh, chọn
occur	/ ə'kɜː /	[v]	xảy ra
parade	/ pə'reɪd /	[n]	cuộc diễu hành, đoàn diễu hành, đám rước
Passover	/ 'pæs,ʊəvər /	[n]	Lễ Quá hai (của người Do thái)
predict	/ prɪ'dɪkt /	[v]	dự báo, dự đoán trước
priority	/ praɪ'ɔːrəti /	[n]	sự ưu tiên, quyền ưu tiên
slavery	/ 'sleɪvəri /	[n]	sự nô lệ, cảnh nô lệ, chế độ nô lệ
sticky	/ 'stɪki /	[adj]	dính (sticky rice: gạo nếp)
towards	/ tə'wɔːrds, tə'wɔːrɪz /	[prep]	về phía, hướng về

### Unit 10 - Vocabulary - Words and Phrases

abrupt	/ ə'brʌpt /	[adj]	bất ngờ, đột ngột
battery	/ 'bætəri /	[n]	ắc quy, pin
behave	/ bi'heɪv /	[v]	cư xử, ứng xử, có cư chi / hành động
border	/ 'bɔːrdər /	[v]	tiếp giáp với / giáp với
bureau	/ 'bjʊərə /	[n]	văn phòng, cơ quan, cục
can	/ kæn /	[v]	đóng hộp
carriage	/ 'kærɪdʒ /	[n]	xe (baby carriage: xe nôi)
Celsius (°C)	/ 'selstəs /	[n]	độ C. Ví dụ: 27°C (twenty-seven degrees Celsius)
coast	/ koʊst /	[n]	bờ biển
collapse	/ kə'leɪps /	[v]	đổ, sụp, sập, đổ sập
damage	/ 'dæmɪdʒ /	[n]	hư hỏng, hỏng hóc, thiệt hại vật chất
destroy	/ di'strɔɪ /	[v]	phá huỷ, phá hỏng
earthquake	/ 'ɜːθ,kweɪk /	[n]	động đất
erupt	/ ɪ'rʌpt /	[v]	phun, phun trào
expect	/ ɪk'spekt /	[v]	mong đợi, chờ đón, sẽ đón nhận
extensive	/ ɪk'stensɪv /	[adj]	lớn, rộng lớn
flashlight	/ 'flæʃ,laɪt /	[n]	đèn pin
forecast	/ 'fɔːrkæst /	[n]	bảng dự báo, chương trình dự báo
funnel	/ 'fʌnl /	[n]	cái phễu
highlands	/ 'haɪlændz /	[n]	vùng núi, vùng cao
lift	/ lɪft /	[v]	nâng lên, nhắc lên
Pacific Rim	/ pə'sɪfɪk 'rɪm /	[n]	vùng lòng chảo Thái Bình Dương, vành đai Thái Bình Dương
shift	/ ʃɪft /	[n]	sự chuyển dịch, sự thay đổi
temperature	/ 'tempərətʃər /	[n]	nhệt độ
thunderstorm	/ 'θʌndər,stɔːrm /	[n]	bão có sấm sét và mưa to
tidal	/ 'taɪdəl /	[adj]	thuộc thủy triều, do thủy triều
tide	/ taɪd /	[n]	thủy triều
trust	/ trʌst /	[v]	tin tưởng vào, tin là thực
typhoon	/ taɪ'fu:n /	[n]	bão nhiệt đới (ở Thái Bình Dương và Ấn Độ Dương)
volcano	/ vɒl'keɪnəʊ, vɒl- /	[n]	núi lửa
volume	/ vɒljəm, -ju:m /	[n]	lượng, khối lượng, âm lượng
warn	/ wɔːn /	[v]	báo trước, cảnh báo

100 từ vựng tiếng Anh thông dụng

aboard	ə'bo:əd	[adv]	trên tàu, trên thuyền
alien	ə'li:n	[adj,n]	xa lạ, thuộc nước ngoài, người nước ngoài (lạ) hành tinh khác
capture	kæptʃə	[v]	bắt
claim	kleim	[v]	đòi, đòi quyền, nhận là, tự cho là (của mình)
conclusive	kən'klu:siv, -zɪv	[adj]	đủ kết luận, giúp đi đến kết luận
crazy	'kreizi	[adj]	khùng, điên cuồng
creature	'kri:tʃə	[n]	loài sinh vật, sinh vật
despite	dɪ'spaɪt	[prep]	mặc dù
disappear	dɪsə'piə	[v]	biến mất
evidence	'evɪdəns	[n]	bằng chứng
exist	ɪg'zɪst	[v]	tồn tại
gemstone	'dʒem,stoʊn	[n]	đá quý
grade	greɪd	[v]	phân loại, xếp hạng
hole	hoʊl	[n]	cái lỗ
imagination	ɪ'mædʒə'neiʃən	[n]	sự tưởng tượng, trí óc tưởng tượng
infant	ɪnfənt	[n]	trẻ sơ sinh
meteor	'mi:tɪə	[n]	sao băng
microorganism	maɪkroʊ'ɔrgənɪzəm	[n]	vi sinh vật
mineral	'mɪnərəl	[n]	khoáng chất, khoáng sản
mysterious	'mɪstɪriəs	[adj]	hiếm
news	'nu:z	[n]	tin tức
object	'ɒbdʒɪkt	[n]	vật thể
planet	'plænɪt	[n]	hành tinh
precious	'preʃəs	[adj]	quý, quý giá, quý báu
prove	'pru:v	[v]	chứng minh
public	'pʌblɪk	[n]	cộng cộng, công chúng, chỗ đông người
pull	'pul	[n]	lực kéo, lực hút
round	raʊnd	[adj]	tròn, có hình tròn
sample	'sæmpəl	[n]	mẫu, vật làm mẫu
shape	'ʃeɪp	[n]	hình dáng
sight	'saɪt	[v]	nhìn thấy, nhìn thấy tận mắt, mục đích
spacecraft	'speɪs,kraɪft	[n]	tàu vũ trụ
spot	'spɒt	[n]	điểm, chấm
subject to	'sʌbdʒɪkt tə, -dʒekt	[adj]	chịu, bị ảnh hưởng bởi
terrify	'terə'faɪ	[v]	làm cho sợ hãi, làm cho khiếp đảm
trace	treɪs	[n]	dấu vết
trick	trɪk	[n]	trò khéo léo, mẹo, mẹo nhà nghề, kĩ xảo
UFO	'ju:efoʊ	[n]	(tắt của Unidentified Flying Object) vật thể bay lạ, đĩa bay
unidentified	ˌʌnaɪ'dentɪfaɪd	[adj]	không nhận dạng được, không rõ tung tích, lạ



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