

BỘ GIÁO DỤC VÀ ĐÀO TẠO

Tiếng Anh

9



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

English

BỘ GIÁO DỤC VÀ ĐÀO TẠO

NGUYỄN VĂN LỢI (Tổng chủ biên)

NGUYỄN HẠNH DUNG (Chủ biên) - TRẦN HUY PHƯƠNG

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

Tiếng Anh 9

(Tài bản lần thứ sau)

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 HUỲNH KIM TUẤN
Biên tập tái bản :	TRẦN THU HÀ
Biên tập mĩ thuật, minh họa :	TÀO THANH HUYỀN - PHẠM TUẤN
Thiết kế sách :	NGUYỄN TIẾN DŨNG
Trình bày bìa	BÙI QUANG TUẤN
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Bản quyền thuộc Nhà xuất bản Giáo dục Việt Nam - Bộ Giáo dục và Đào tạo

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.
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In xong và nộp lưu chiểu tháng 1 năm 2011.

1.3 Giới thiệu

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.

nằm 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.

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

Unit

Competences

Language focus

6

page 47

The environment

- Persuade
- Complete a questionnaire
- Write a letter of complaint

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

7

page 57

Saving energy

- Show concern
- Give and respond to suggestions
- Seek information
- Write a speech

- Connectives: *and, but, because, or, so, therefore, however*
- Phrasal verbs
- Make suggestions: *suggest + verb-ing, suggest (that) + S + should*

8

page 65

Celebrations

- Give and respond to compliments
- Describe events
- Express opinions
- Write a letter to a pen pal

- Relative clauses
- Adverb clauses of concession

9

page 74

Natural disasters

- Make predictions
- Talk about the weather forecast
- Describe events
- Write a story

- Relative pronouns
- Relative clauses (continued)

10

page 83

Life on other planets

- Talk about possibility
- Seek information
- Write an exposition

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

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 choices.

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 their 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)

Like Vietnamese people
Love old cities in
Viet Nam

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

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

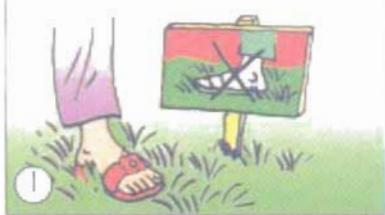
Jane from a small town
in Perth, Australia
(a quiet small town)

Love the temples and
churches in Viet Nam
Love *ao dat*, 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)

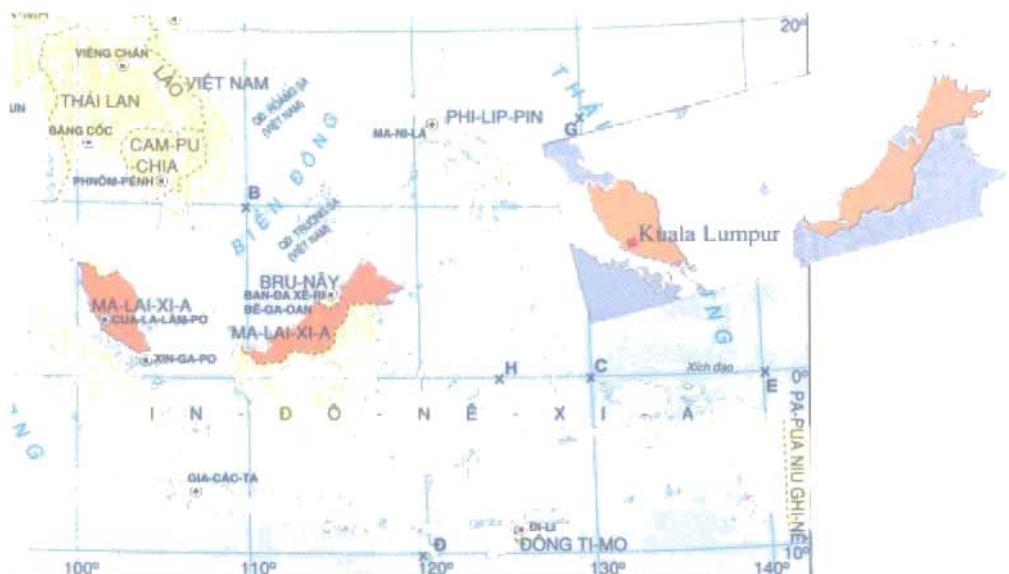


c)


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

1. Malaysia is a member country of ASEAN.
2. There are two religions in Malaysia.
3. People speak only Malay in Malaysia.
4. Primary school children learn three languages at school.
5. All secondary school children learn in English.

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?

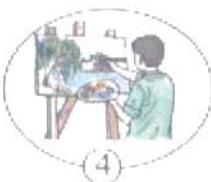
He saw it on Saturday afternoon at two o'clock.

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.

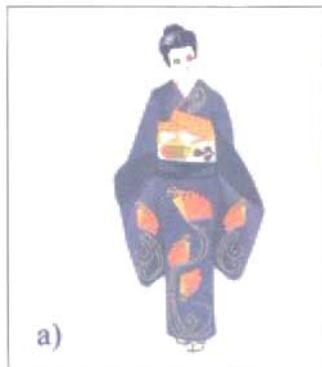
- a) You are not very tall.
- b) It's so hot. You want to be in the swimming pool.
- c) You don't have a computer.
- d) You live very far from school.
- e) You don't have a sister.
- f) You draw very badly.
- g) You don't have your friend's phone number.
- h) You don't know many friends.
- i) There aren't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

UNIT 2

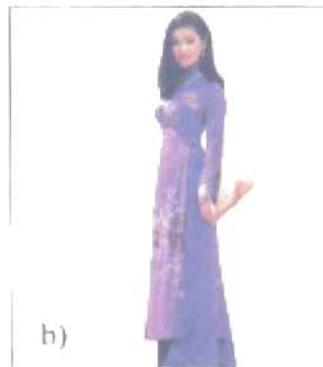
CLOTHING

1. GETTING STARTED

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



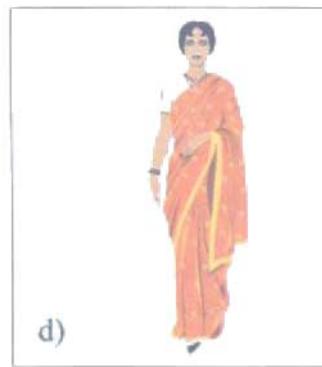
a)



b)



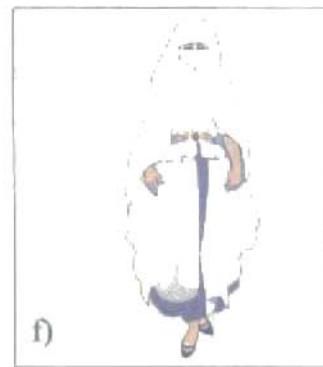
c)



d)



e)



f)



2. LISTEN AND READ

For centuries, poets, writers and musicians have mentioned the *ao dai* in poems, novels and songs. The *ao dai* 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 *ao dai*. Some have printed lines of poetry on the *ao dai*, 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 *ao dai*, 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 *ao dai* has been the subject of _____.
2. The *ao dai* is described as a _____.
3. The majority of Vietnamese women prefer _____.
4. Some designers have modernized the *ao dai* by printing _____.
5. Another alternative is to add _____.

b) Answer the questions.

1. Who used to wear the *ao dai* 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 *ao dai*?

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) ...



c) ...



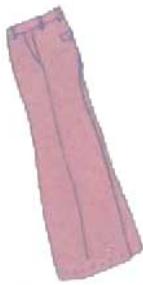
d)



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

Decide how to present your side of the argument. It is best to stick to one or two main points. To argue at shoulder height.

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

at Read the right and think about them in the passage

Secondary school students should wear uniforms

Outline A

Wearing uniforms:

- encourages students to be proud of their school because the uniforms bear their school's name.
- helps students feel equal in many ways, whether they are rich or poor.
- is practical. No need to think of what to wear every day.

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

Have you ever read a comic?

Yes, I have.

When did you last read one?

This morning.

Have you ever been to Singapore?

No, I haven't.

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 18th 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 Nói. 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

Work with a partner. Read the questions. Then play the role of A and B and ask and answer about your partner's home village using the role cards in the box.

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

Where is your home village?

B

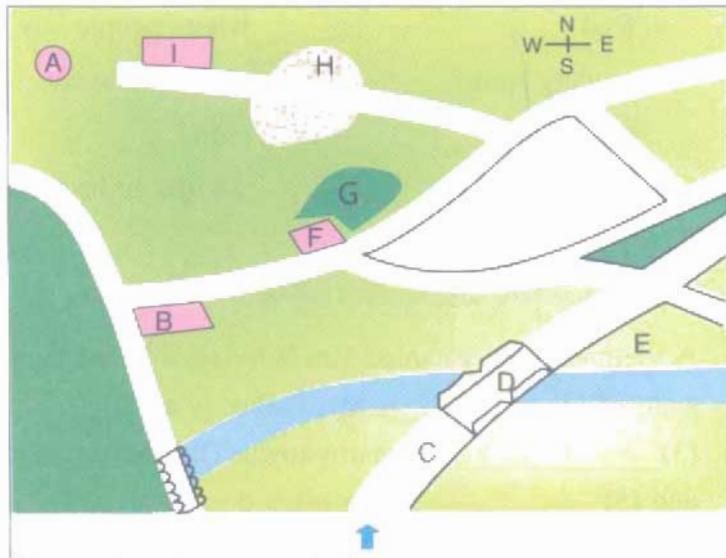
It's to the west of the city.

Now ask and answer about your real home village. If you do not have a real village, make up information similar to those in Box 1 on 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 Ho Chi 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.

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

A

maize

feed

grocery store

part time

collect

B

bring things together

where people buy food and small things

give food to eat

corn

shorter or less than standard time

b) 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



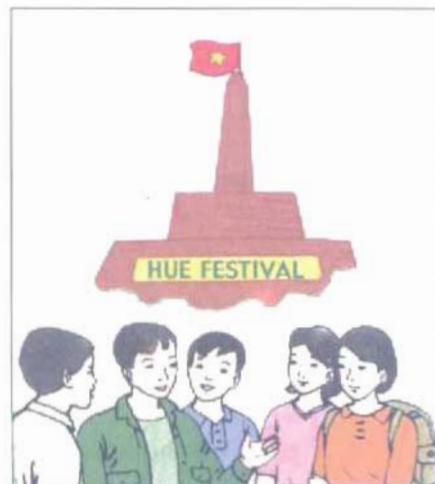
c) I / pass / exam



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

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

at till on after up to between

- a) He finds his way to the airport at 7 pm.
b) He arrives in Singapore on Monday evening.
c) On Tuesday morning, there is a meeting between 11 am and 1 pm.
d) On Wednesday, Mr. Thanh has appointments up to 10 pm.
e) He returns to the hotel till 10 pm.
f) He will be in Singapore from Monday to Thursday.

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

- a) Goodbye! See you on Monday.
b) The bus collected us at 5 o'clock early in the morning.
c) We usually go to our home village at least once in the summer.
d) 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. Hoa worked hard, ... → so she passed her 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.

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.

I think....

What do you think ...?

I agree/ disagree because

I don't understand.

Why don't we ...?

If we go to ..., we can....

We should

Let's

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



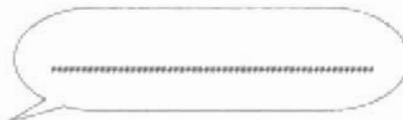
Why don't we go to the Brighton Language Center in the United Kingdom? If we go there, we can live in a dormitory on campus.



*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.
- b) She learned English at school and university.
- c) She works for a national bank in Ha Noi.
- d) She needs to improve her writing.
- e) Her listening is excellent.
- f) She hopes she can talk to people from all over the world, and understand her favorite English songs.

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 3rd 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) Listen and answer questions about the English classes 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. Long 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 17th, 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



Outline

- | | |
|-----------------------------|---|
| Introduction: | Say how you come to know about the Institution (advertisement on newspaper / watch on TV); express your interest (want to know more information). |
| Request: | State how good your English is; exactly what kind of information you want. |
| Further information: | Say you are ready to supply more information about your English / study (record of study) if necessary. |
| Conclusion: | 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) **Hoá:** I'd like to be a doctor.
Aunt Thanh: You *have to go to university* if you want to study medicine.
(*have to*)
- c) **Bá:** 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 him.

- 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 favorite 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 favorite 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. I guess.



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.



a) 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.	

To 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 dialogue.

- 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

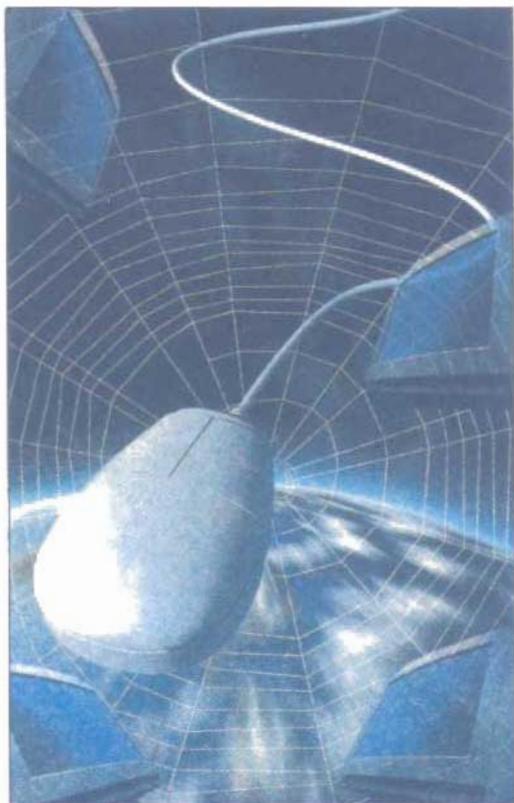
Listen to a conversation between Chau and her father. Fill in the table with the information you hear.

When?	What happened?
7th or 8th century	<i>The first printed newspaper appeared in China.</i>
(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 # 1 Re: 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!

DISCUSSION

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 ideas:

- 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:

Do you like the news program?

It's not my favorite.

Do you like American talk shows or game shows?

I like them a lot.

	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
detective stories

fishing
candy

movies
music

Do you like playing soccer?

Yes, I do.

Do you enjoy fishing?

Yes, I love it.

No, I hate 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

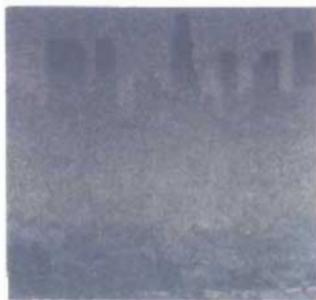
air pollution

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."

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.

Questions

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

It's time to speak about protecting the environment. The following words and expressions will help you to express your ideas.

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 think you should use the banana leaves instead of paper or plastic bags to wrap food.
2. I don't advise you to throw trash onto the water. It's bad for our health and it kills fish.

Now you can ask your friends different questions about protecting the environment.

Questionnaire

Protecting the environment

How can we ...

- | | |
|---------------------------|--|
| • save paper? | • prevent littering? |
| • use fewer plastic bags? | • reduce air pollution? |
| • reduce water pollution? | • reduce the amount of garbage we produce? |

3. Now discuss with a partner the best way to protect the environment. Take turns to try and persuade your partner into doing things you think the most practical. Use the ideas and the expressions for persuading in section A and the answers to the questionnaire in B.

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

- According to the mother, what will happen if the pollution goes on?
- Who does the mother think pollute the environment?
- What will happen to the boy if he keeps on asking his mother such questions?
- Do you think the boy’s question (lines 9-10) is silly? Why (not)?
- What does the poet want us to learn about keeping the environment unpolluted?
- 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) Ms. Nhat 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

The lake behind my house is very dirty. I don't like it at all. The water is brown and there are many dead fish floating on the surface. There are also many dead leaves and other trash floating around. The water is not clean enough for swimming or drinking. I think the local authorities should do something about this problem. They should ban fishing in the lake and clean up the water. I hope you will take my suggestion into consideration.

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

Change the adjectives into adverbs. Then use the adverbs to complete the sentences.

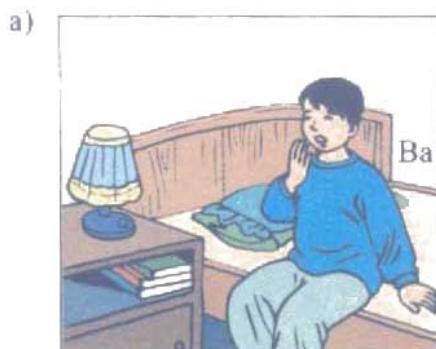
Adjective	Adverb
extreme	<i>extremely</i>
good	
happy	
sad	
slow	

- 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 ___.

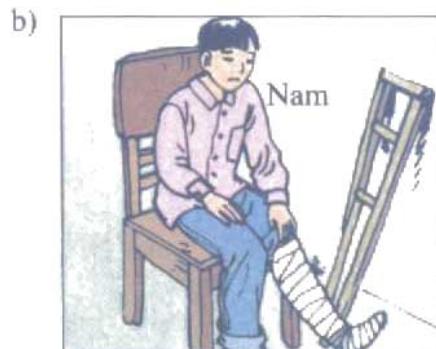
2. Join the pairs of sentences together. Use because, as or since.

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.

5. Complete the sentences.

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

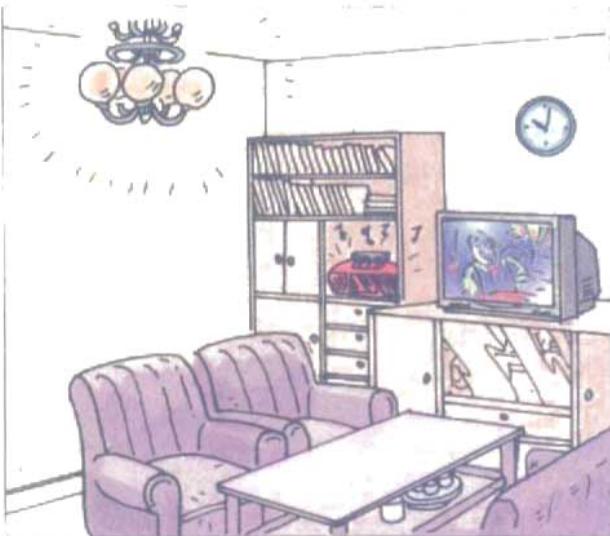
- a) If the rice paddies are polluted, ... (rice plants / die)
- b) If we go on littering, ... (environment / become / seriously polluted)
- c) If we plant more trees along the streets, ... (we / have / more shade and fresh air)
- d) If we use much pesticide on vegetables, ... (the vegetables / become / 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.

	T	F
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:

N: I think we should turn off the lights.
I suggest turning the lights off.

Suggestion

Response

I suggest + V-ing ...

OK.

I think we should ...

That's a good idea.

Shall we ...?

All right.

Why don't we ...?

No, I don't want to.

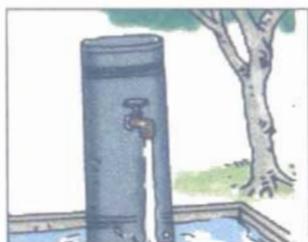
How about + V-ing ...?

I prefer to ...

What about + V-ing ...?

Let's ...

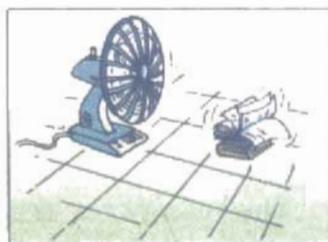
Let's ...



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

Listen to the recording and tick the boxes if the statements are true (T) or false (F).

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

- Fill in the blanks.
1. The sun can be an _____ source of power.
 2. Solar energy doesn't cause _____.
 3. A lot of _____ in the world are already using solar energy.
 4. It is possible to _____ solar energy for a number of days.
 5. Solar panels are installed on the _____ of a house to receive the energy from the sun.
 6. 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. 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.

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.**

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

After reading the following tips, write a speech about how to save energy.

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.

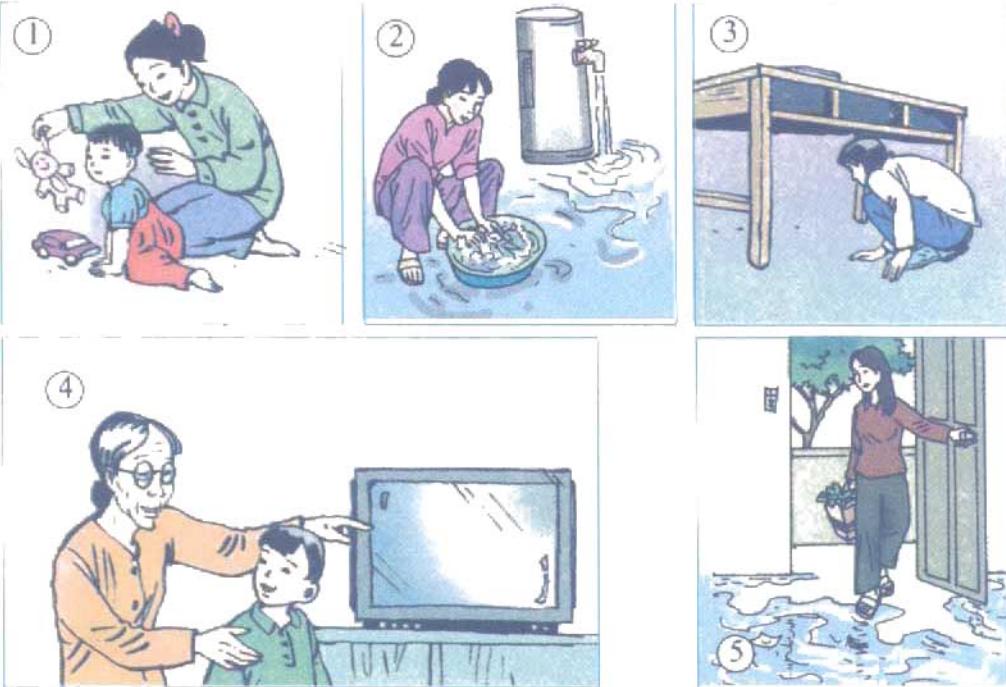
- a) Mrs. Quyen bought corn, potatoes _____ cabbages at the market. (*and / or*)
- b) I'd love to play volleyball _____ I have to complete an assignment. (*and / but*)

- 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.



i) *Take suggestions.*

a) Your class wants to help the poor in the neighbourhood 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
- ...

b) 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
Tet				

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:



Hoa painted a picture for her mother. She is going to show it to the class tomorrow. Could Hoa tell the class about her picture? Please give some ideas.

...

...



4. LISTEN

Play a recording of the song "Auld Lang Syne". Listen and sing along.

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 a poem by a student for Valentine's Day. She describes the feelings of love, joy, and sadness. It also includes feelings and memories of her best friend from Australia, Rita. Read it with your friends.

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!



Answers

- 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 that 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 14th 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.

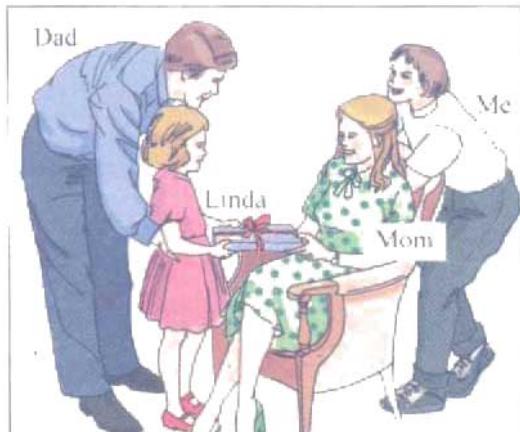
2. Describe each of the people in the pictures. Use relative clauses.

Example:

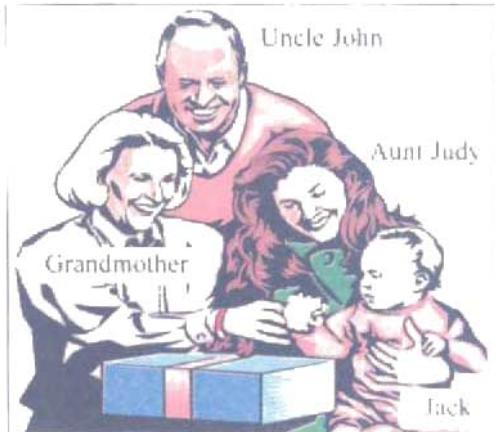
I am the boy who is wearing a white T-shirt

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 8th 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

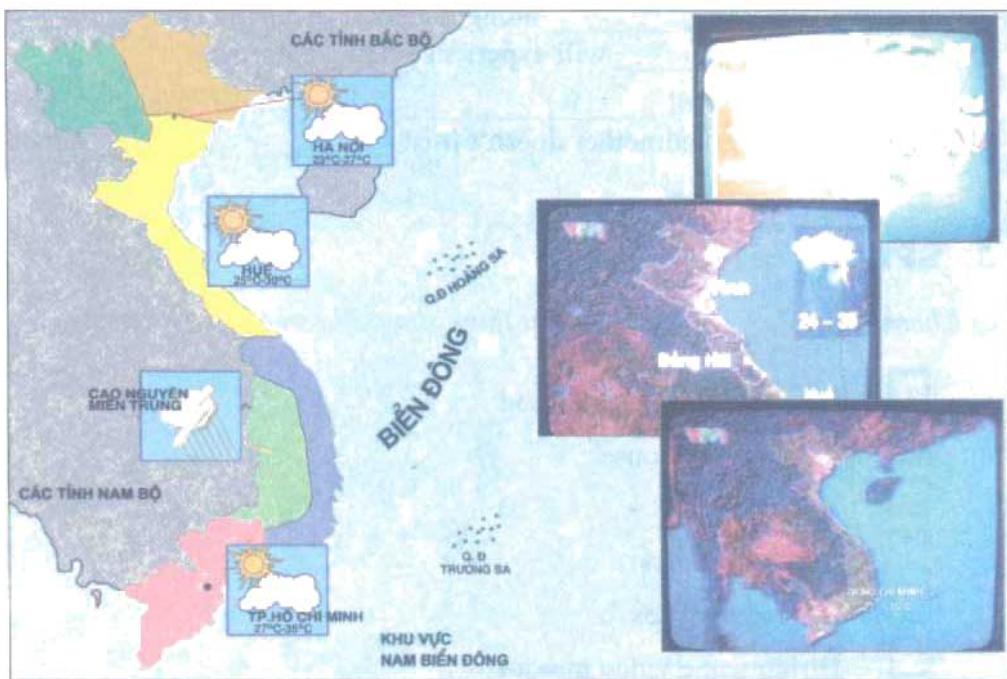
Thuy is talking to her grandmother.

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 Cửu 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.

at Practice the dialogue in a group of three

bi 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

(b) Check the preparation activities should be made for 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

(c) Now work with a partner. Talk about what you think you want to buy and make preparations 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

In groups, decide a task which you have to complete. Listen to the tape, then complete the task.

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!

(in Time of Tides, © Black Cat Books)

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

(in Time of Tides, © Black Cat Books)

- The majority of earthquakes
- During the earthquake in Kobe, many
- A tidal wave can only occur when
- In Australia, a tropical storm is known as
- The Chinese language gave us
- 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:

a) *The city which was struck by a huge earthquake in 1995 in Japan is known ...*

a) Which city in Japan was struck by a huge earthquake in 1995?

The city ...

b) *Which country won the 1998 Tiger Cup?*

The country ...

c) *Which animal has one or two horns on its snout?*

The animal ...

d) *Which explorer discovered America?*

The explorer ...

e) *Which planet is closest to the Earth?*

The planet ...

f) *Which animal in Viet Nam was chosen to be the logo of SEA Games 2003?*

The animal ...

g) *Which ASEAN country is divided into two regions by the sea?*

The ASEAN country ...

h) *Which food you can chew but you cannot swallow and which one you can swallow but you cannot chew?*

The food ...

Note: you can choose activities 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.

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

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

- a) Viet Nam which is in south-east Asia exports rice.
Viet Nam, which is in south-east Asia, exports rice.
- b) Kangaroos which come from Australia have long tails.
- c) Ba who lives on Trang Tien Street likes playing the guitar.
- d) The novel that you gave me on my birthday has been lost.
- e) Neil Armstrong who first walked on the moon lived in the USA.
- f) The chair that I bought yesterday is broken.
- g) 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 come from Australia have long tails.

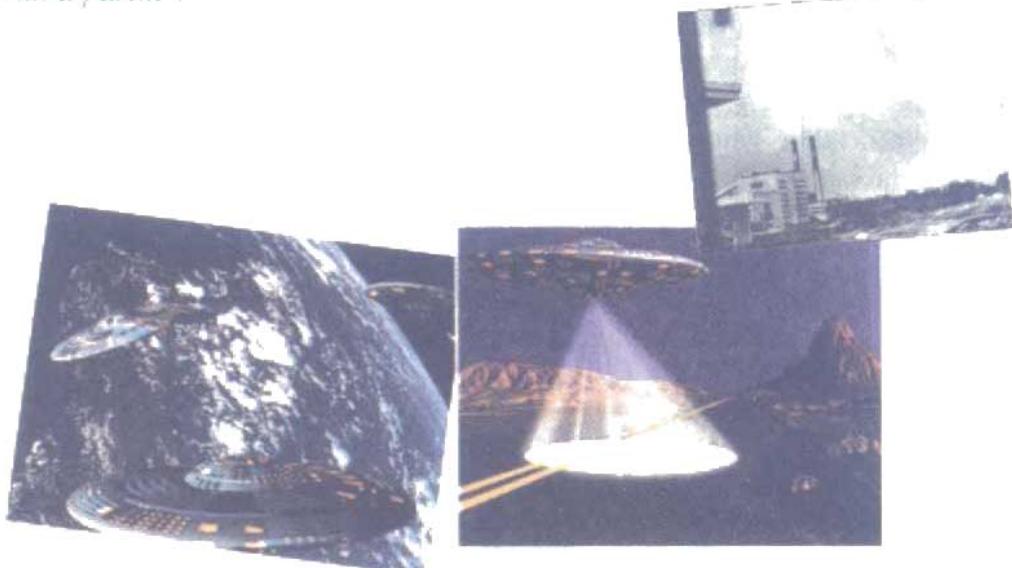
Kangaroos which can be seen everywhere in Australia have long tails.

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.



a) Find 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

b) Complete the quotes.

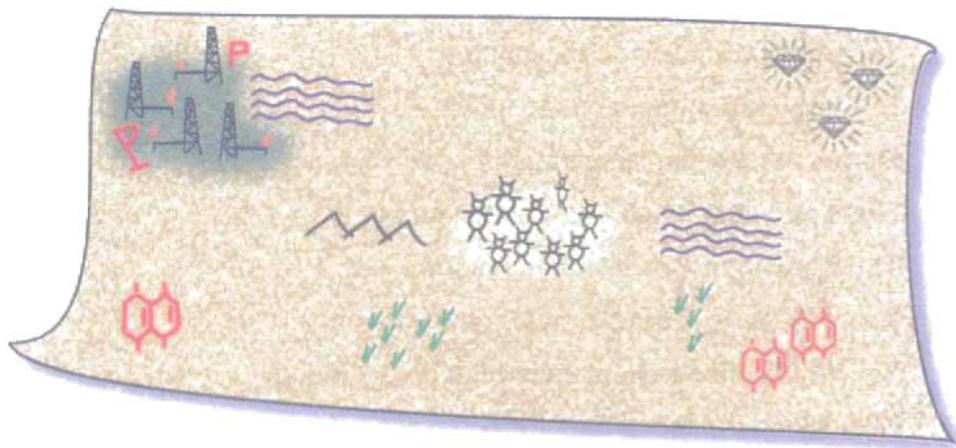


UFO Sightings

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

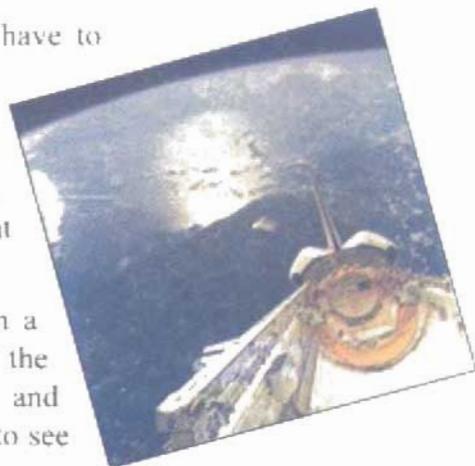
5. READ

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 An and Ba 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 opinion in the dialogue to write an opinion 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.*



book game



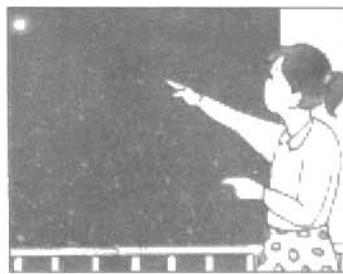
box of crayons / box of paints



football / basketball



boat / train



flying saucer / meteor



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

- If it *rains* this evening, I *won't go out*.
- Lan *join* the bus if she *misses* it.
- If Ha *not be* careful, he *drop* the cup.
- Mrs. Nga *not write* us if she *finishes* her work early.
- If Mrs. Binh *not have* a shopping list, she *not remember* what to buy.

3. Look at the pictures. Complete the sentences.

a)



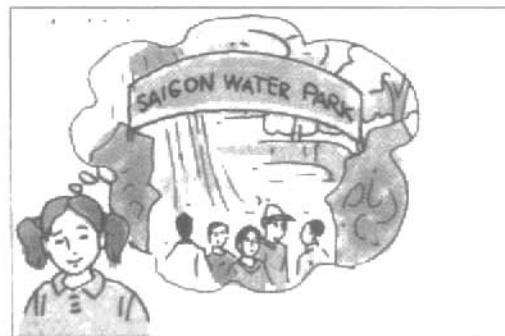
Example:

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

b)



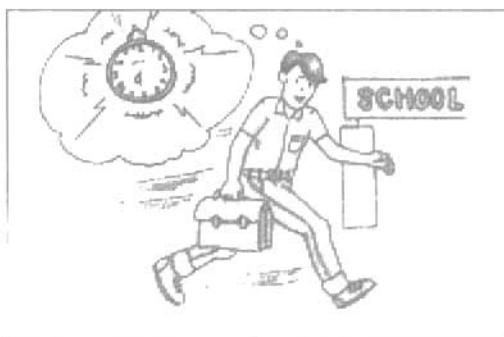
c)



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

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

d)



e)



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

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

f)



g)



Nga / own / piano // play / well

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

h)



No / buy a new computer / have enough money

- f) 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 invite him/her to my house to eat dinner.

1. _____

2. _____

3. _____

GRAMMAR

1. Past simple tense

- To talk about past activities

- Ian took Maryam to Hoan Kiem Lake.
- The girls visited Ho Chi Minh's Mausoleum.

- With *wish*

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

2. The Present perfect

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

- Writers and musicians have mentioned the *ao dai* in poems, novels and songs.
- I've already seen Chae Lam Pagoda.
- 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 / Ø	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^t 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
ə	hot, barn
ɑ:	aunt, tomato (<i>variant pronunciation</i>)
ɔ:	gentle (<i>variant pronunciation</i>)
ɒ	bite, sky
ɑ:	house, now
e	bet, head
ɛ	late, play
i:	fit, bit
ɪ	feet, please
ɜ:	either, n, or r
ʌ	saw, dog
ɔ:	salon (<i>variant pronunciation</i>)
ɔɪ	boy, join
ʊ	go, boat
ʊ	put, good
ʌ	rude, boot
ʌ	cut, love
ʌ	Huh
ɹ	bird, fur (used only before r 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** /'bɪznəs/

The stress mark is placed before a syllable with lighter stress, as before the last syllable of **businesslike** /'bɪznəslɪk/

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 (<i>Many people say w instead of hw.</i>)
tʃ	yes, onion
k	kiss, come
l	look, pool
ɫ	little, metal (<i>Used in a syllable with no vowel sound.</i>)
m	many, some
əm	hm (<i>Used in a syllable with no vowel sound.</i>)
n	need, open
ən	hidden, cotton (<i>Used in a syllable with no vowel sound.</i>)
ŋ	sing, sink
p	pen, hope
r	road, card
s	see, recent
ʃ	shoe, nation
t	team, meet
tʃ	meeting, latter
θ	think, both
ð	this, father
tʃ	choose, rich
v	visit, save
w	watch, away
x	Chanukah (<i>variant pronunciation</i>)
z	zoo, these
ʒ	berge, measure

■ Unit 1

Buddhism	/'bu:dizəm/	[n]	đạo Phật
climate	/'klaɪmət/	[n]	kì hậu, thời tiết
comprise	/kəm'prais/	[v]	bao gồm, gồm có
compulsory	/kəm'pulsəri/	[adj]	bắt buộc
correspond	/kɔ:rə'spənd/	[v]	trao đổi thư tín
depend	/dɪ'pend/	[v]	phụ thuộc, lệ thuộc
divide	/dɪ'veɪd/	[v]	chia, chia ra
ethnic	/eθnɪk/	[adj]	thuộc dân tộc, thuộc sắc tộc
federation	/feda'reifən/	[n]	liên đoàn, liên bang, hiệp hội
friendliness	/'frendlɪnəs/	[n]	sự mến khách, sự hiếu khách, sự coi mờ
ghost	/goʊst/	[n]	ma quỷ, con ma, bóng ma
Hinduism	/'hindu:izəm/	[n]	đạo Hin-du, đạo Ấn, Ấn Độ Giáo
impress	/ɪm'pres/	[v]	gây ấn tượng, để lại ấn tượng
Islam	/ɪz'læm/	[n]	đạo Hồi
mausoleum	/mɔ:sə'lju:m/	[n]	lăng, lăng tẩm, lăng mộ
mosque	/mask/	[n]	nhà thờ Hồi Giáo
notice	/'nou:təs/	[v]	nhận thấy, nhận ra
official	/ə'fɪʃəl/	[adj]	chính thức
optional	/'ɒpfʃənl/	[adj]	lựa chọn, có thể lựa chọn, không bắt buộc
pray	/preɪ/	[v]	cầu nguyện, cầu khẩn, cầu trời, v.v...
primary	/'pri:ə,merɪ, -məri/	[adj]	hàng đầu, ban đầu, cơ bản ban đầu
puppet	/'pʌpət/	[n]	con rối, bú nhín
region	/'rɪ:dʒən/	[n]	vùng, miền
religion	/rɪ'lɪdʒən/	[n]	tôn giáo
ringgit	/'rɪŋgɪt/	[n]	ring-git (đơn vị tiền tệ của Ma-lai-xi-a)
separate	/'sepə'reit/	[v]	tách ra, phân chia, lâm tách biệt
soil	/sɔ:l/	[n]	đất
Tamil	/tæ'məl/	[n]	người/ tiếng Ta-min (Nam Ấn Độ và Sri Lanka)
territory	/'terə,tɔ:ri/	[n]	vùng, vùng lãnh thổ
tropical	/trə'pɪkəl/	[adj]	thuộc nhiệt đới, thuộc khu vực nhiệt đới

■ Unit 2

baggy	/'bægɪ/	[adj]	rỗng thủng thỉnh, thụng (tà quần áo)
bear	ber, bær/	[v]	mang (vd: tên)
casual	/'kæʒəwəl/	[adj]	không trọng 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	/krɔ:s/	[n]	chữ thập, dấu chéo

design	/dɪ'zaɪn /	[n]	kiểu dáng thiết kế
economic	/,ɪkə'nomɪk, ,eɪkə /	[adj]	thuộc kinh tế
embroider	/'embraɪdər /	[v]	thêu (hoa văn, hình, v.v.)
encourage	/'ɪn'keɪrɪdʒ, -'kærɪdʒ /	[v]	động viên, khuyến khích
equal	/'tɪ:kwəl /	[adj]	công bằng, bằng nhau
fade	/feɪd /	[v]	bạc màu, phai màu, làm cho bạc/phai màu
fashion	/'fæʃən /	[n]	mốt, thời trang
grow	/gru: /	[v]	lớn lên, phát triển
inspiration	/,ɪnspa'reɪʃən /	[n]	cam hứng, hứng khởi
label	/'leɪbəl /	[n]	nhãn, nhãn hiệu
logical	/'lodʒɪkəl /	[adj]	có lô-gic
material	/mə'tɪriəl /	[n]	chất liệu, nguyên liệu
minority	/mə'nɔ:rəti, mai-/	[n]	thiểu số; ethnic minority: dân tộc thiểu số
novel	/'nəʊvəl /	[n]	tiểu thuyết
occasion	/ə'keɪʒən /	[n]	dịp, cơ hội
peer	/pir /	[n]	người cùng lứa tuổi/đja vj/ thứ bắc, bạn cùng khoả
plaid	/ plæd /	[adj]	ké ca-rô, ké ô vuông
plain	/plein /	[adj]	trơn (không có hoa hay hình vẽ)
poet	/'poəət /	[n]	nhà thơ
poetry	/'pootri /	[n]	thơ ca, thơ văn
rivalry	/'rɪvəlri /	[n]	sự ganh đua, sự ganh tị
sale	/seil /	[n]	doanh số, số lượng bán ra
sleeveless	/'slɪ:vles /	[adj]	không có tay, cùt tay (áo)
slit	/slɪt /	[n]	đường xé
stripe	/straɪp /	[n]	vạch kẻ
style	/stайл /	[n]	kiểu, kiêu dáng
subject	/'sʌbdʒɪkt /	[n]	chu đέ
symbol	/'sɪmbəl /	[n]	biểu tượng
tunic	/'tu:nɪk /	[n]	(quần áo) rộng và chùng
unique	/'ju:nɪk /	[adj]	độc đáo, có một không hai

■ Unit 3

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

hike	/ haɪk /	[v]	đi bộ đường dài
locate	/ 'laʊkeɪt /	[v]	xác định vị trí, đặt vào vị trí
maize	/ meɪz /	[n]	ngô, bắp
pagoda	/ pə'goudə /	[n]	chùa
picnic	/ 'pɪknɪk /	[n]	cuộc đi chơi cỏ 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	/ ʃraɪn /	[n]	mẫu thờ, điện thờ, am
sightseer	/ saɪt'sɪ:tə /	[n]	người ngắm cảnh, khách tham quan
tip	/ tɪp /	[n]	tiền cho thêm (cho người phục vụ), tiền quà

■ TỪ VỰNG

advance	/ əd'veəns /	[n]	sự xảy ra trước; in advance: trước, lâm trước
amount	/ ə'mo:nt /	[n]	số lượng
campus	/ 'kæmpəs /	[n]	khu trường học
course	/ kɔ:s /	[n]	khoa học
deposit	/ dɪ'pozɪt /	[n]	tiền đặt cọc
dormitory	/ 'dɔ:mətɔ:rɪ /	[n]	ki túc xá, nhà ở tập thể
edition	/ ɪ'dɪʃən /	[n]	lần xuất bản, bản in
experience	/ ɪk'spɪriəns /	[v]	trải qua, kinh qua
fee	/ fi: /	[n]	phi, lè phi
institute	/ 'ɪnstɪ,tut /	[n]	viện, học viện
intermediate	/ ,ɪn'ter'mi:dɪ:t /	[adj]	trung bình, ở giữa, trung cấp
linguistics	/ 'lɪŋ'gwɪstɪks /	[n]	ngôn ngữ học
order	/ 'ɔ:rdər /	[v]	ra lệnh
publish	/ 'pʌblɪʃ /	[v]	xuất bản
reputation	/ ,repjʊ'teɪʃən /	[n]	danh tiếng
scenery	/ 'si:nəri /	[n]	phong cảnh, cảnh vật, cảnh quan
until	/ ən'til, ən- /	[prep]	cho đến, cho tới khi
well-qualified	/ wel-'kwɔ:lə,faid /	[adj]	có trình độ cao, có tay nghề vững vàng

■ TỪ VỰNG

access	/ 'ækses /	[n]	sự tiếp cận, quyền được sử dụng
adult	/ ə'dælt, 'ædælt /	[n]	người lớn, người đã trưởng thành
article	/ 'ɑ:tɪkl /	[n]	bài báo
benefit	/ 'benə,fit /	[n]	lợi ích, phúc lợi
commercial	/ kə'mɜ:nʃəl /	[adj]	mang tính thương mại, đế đem bán
communicate	/ kə'mju:nɪkeɪt /	[v]	liên lạc, trao đổi thông tin

control	kən'trool	[v,n]	kiểm soát, điều khiển, sự kiểm soát, sự điều khiển
costly	'kɔ:stli	[adj]	đắt, giá đắt, giá cao
crier	'kri:tər	[n]	người rao bán, người đi rao hàng, người rao tin tức trên đường phố (thời xưa)
deny	dī'nai	[v]	phù nhận
documentary	'dju:kju:məntəri	[n]	phim tài liệu
force	fɔ:s	[n]	sức mạnh, lực lượng
government	'gavərnment	[n]	chính phủ
income	'inkʌm	[n]	thu nhập
interactive	ɪn'traکktiv	[adj]	tương tác
Internet	ɪn'tənet	[n]	mạng máy tính quốc tế, mạng in-tor-net, mạng
limitation	lɪmə'teɪʃən	[n]	giới hạn
opinion	ə'pɪnjən	[n]	ý kiến
purpose	pʊ:pəs	[n]	mục đích
remote	rɪ'mout	[adj]	từ xa, xa xôi
respond	rɪ'spond	[v]	đáp lại, hưởng ứng
ring	rɪŋ	[v]	rung (chuông)
shout	ʃaʊt	[v]	kêu to, hét lên
stage	steɪdʒ	[n]	giai đoạn
surf	sɜ:rf	[v]	luốt sóng, luốt mang in-to-nét
teenager	'ti:nɪdʒər	[n]	thanh thiếu niên (từ 13 tới 19 tuổi)
time-consuming	taɪm kən'su:min	[adj]	mất nhiều thời gian, đòi hỏi nhiều thời gian
viable	'viəbəl	[adj]	có khả năng tồn tại, có
violent	'viələnt	[adj]	bạo lực
wander	'wondər	[v]	đi lang thang, đi không có định hướng rõ ràng
website	'websaɪt	[n]	trang web (trên mạng in-tor-net)
widely	wɪdli	[adv]	rộng lớn, trên phạm vi rộng
wonderful	wʌndərfəl	[adj]	tuyệt vời

■ Unit 6

cover	'kʌvər	[v]	che phủ, che đậy
deforestation	dɪ'fɔ:rəs'teɪʃən	[n]	sự tàn phá rừng, hiện tượng rừng bị tàn phá
disappointed	,dɪsə'pɔɪntɪd	[adj]	thất vọng
dump	dʌmp	[n]	bãi rác, nơi chứa
dynamite	'dynamɪt	[n]	thuốc nổ
environment	ɪn'venɪrənmənt	[n]	môi trường

fence	/fens/	[n]	hàng rào, rào chắn
flow	/fləʊ/	[n]	đòng
fly	/flaɪ/	[n]	con ruồi
foam	/fəʊm/	[n]	bọt
folk	/fɔ:k/	[n]	người (tách nối thông tục)
garbage	/'gɑ:bɪdʒ/	[n]	rác thải
hedge	/hedʒ/	[n]	hàng rào (hàng cây tiếp nhau)
junkyard	/'dʒʌŋkjɑ:d/	[n]	bãi phế thải, ncn chưa đố phế thải
mass	/mæs/	[n]	khối, đông
mimimize	/'mɪməmaɪz/	[v]	làm giảm thiểu, làm giảm tối mức thấp nhất
persuade	/pə:sweɪd/	[v]	thuyết phục
pesticide	/'peṣtə,said/	[n]	thuốc diệt trừ sâu bọ, thuốc sâu
pollute	/pə'lut/	[v]	lãm ô nhiễm, gây ô nhiễm
pollution	/pə'lju:ʃn/	[n]	sự ô nhiễm
prevent	/pri'vent/	[v]	ngăn chặn, phòng chống
provide	/prə'veɪd/	[v]	cung cấp
reduce	/ri'du:s/	[v]	lãm giảm, giảm
rock	/rɒk/	[n]	đá, hòn đá, tang đá
row	/ru:ə/	[n]	hang (ngang), hàng lối
sewage	/'su:dʒ/	[n]	nước thải, nước cống
spray	/spreɪ/	[v]	phun
trash	/traeʃ/	[n]	đồ cũ bỏ đi, đồ vô dụng
unpolluted	/ʌnpə'lutɪd/	[adj]	không bị ô nhiễm, chưa bị ô nhiễm
wrap	/ræp/	[v]	gói, bọc lại

■ TỪ VỰNG

account for	/ə'kaʊnt fɔ:r/	[v]	chiếm, là yếu tố của
appliance	/ə'plju:nəs/	[n]	đồ dùng, dụng cụ, đồ gia dụng, thiết bị gia dụng
bill	/bil/	[n]	hoa đơn
bulb	/bulb/	[n]	bóng đèn tròn, bóng đèn do (khac bóng neon)
car pool	/'kɑr,pʊ:l/	[n]	nhóm người cùng đi chung một xe hơi, phần đường dành riêng cho xe hơi chở từ 2 người trở lên
category	/'keiəti̬,gori/	[n]	loại, hạng
chopstick	/'tʃɒpstɪk/	[n]	chiếc đũa
conserve	/kən'sɜ:v/	[v]	bao tồn, giữ gìn, duy trì
crack	/kræk/	[n]	vết nứt, vết ran
drip	/drɪp/	[v]	nho giọt, nhỏ từng giọt, rỉ nước
effectively	/'efektɪvlɪ/	[adv]	có kết quả, có hiệu quả, một cách có hiệu quả
efficiency	/'efɪənsi/	[adj]	hiệu suất cao, năng suất cao, hiệu quả
energy	/'enərdʒi/	[n]	năng lượng
energy saving	/'enərdʒi,seɪvɪŋ/	[adj]	tiết kiệm được năng lượng
faucet	/'fɔ:sət/	[n]	vòi nước
hobby	/'habɪ/	[n]	sở thích
household	/'haʊshəuld/	[n]	hộ gia đình

infrastructure	/'ɪnfra,striktʃər /	[n]	cơ sở hạ tầng
innovation	/in'veiʃən /	[n]	sự đổi mới, việc đưa ra phát minh / sáng chế mới
install	/in'stɔ:l /	[v]	lắp đặt, cài đặt
label	/'leibəl /	[v]	dán nhãn
model	/'mɔ:dəl /	[n]	mô hình
nuclear	/nu:kli:iər /	[adj]	thuộc hạt nhân
ordinary	/'ɔ:rdən,eri /	[adj]	bình thường, thông thường
pipe	/paip /	[n]	ống nước
plumber	/'plʌmər /	[n]	thợ nước, thợ sửa chữa hệ thống cấp nước
profitable	/prəfə'təbl /	[adj]	có lãi, đem lại lợi nhuận
quarter	/'kwɔ:tər /	[n]	một phần tư
receive	/ri'seiv /	[v]	nhận, tiếp nhận
recent	/ri'sent /	[adj]	gần đây
regularly	/regjə'leitli /	[adv]	thường xuyên
replace	/ri'pleis /	[v]	thay thế
resource	/ri:sɔ:s, -zɔ:s /	[n]	nguồn, nguồn lực
separate	/sepə'reit, 'sep'reit /	[adj]	riêng, rời nhau, khác nhau
solar	/'sɔ:lər /	[adj]	thuộc mặt trời
solid	/'solid /	[adj]	rắn, ở thê rắn
source	/'sɔ:s /	[n]	nguồn, nguồn xuất phát
standard	/'stændərd /	[n,adj]	chuẩn, tiêu chuẩn
suggest	/sag'dʒest /	[v]	gợi ý, đóng góp ý kiến
ultimately	/'Altəmæθli /	[adv]	cuối cùng, xét hiệu quả cuối cùng, xét về lâu về dài

B			
acquaintance	/ə'kweintəns /	[n]	người quen
ancient	/'eintʃənt /	[adj]	cũ, cổ xưa, cổ kính
auld lang syne	/əuld læŋ zain, soin /	[n]	tên một bài hát: The good old days
celebrate	/'selə,breit /	[v]	lâm lễ kỉ niệm, kỉ niệm
celebration	/'selə'bri:tʃən /	[n]	lễ kỉ niệm
charity	/'tʃærəti /	[n]	lòng từ thiện, hoạt động từ thiện, hội từ thiện
compose	/kəm'pooz /	[v]	sang tác, soạn thảo
congratulate	/kən'grætʃə leit /	[v]	chúc mừng
considerate	/kən'sɪdərət /	[adj]	ân cần, chu đáo, hay quan tâm tới người xung quanh
decorate	/dəkə,reit /	[v]	trang trí, trang hoàng
describe	/dɪ'skrəib /	[v]	mô tả
distinguish	/dɪ'stɪngwiʃ /	[v]	phân biệt, làm cho khác biệt
Easter	/'ɛ:stər /	[n]	lễ Phục sinh
freedom	/fru:dom /	[n]	sự tự do, tự do
generous	/'dʒenərəs /	[adj]	rộng lượng, rộng
groom	/gru:m /	[n]	chú rể (viết tắt của bridegroom)
guest	/gest /	[n]	khách mời, khách khứa
hug	/ha:g /	[n]	ôm (khi chào nhau)
humor	/'hju: mər /	[n]	tinh hài hước (sense of humor: khiếu hài hước)
Jewish	/'dʒui:ʃə /	[adj]	thuộc Do thái, người Do thái
joyful	/'dʒɔ:fəl /	[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	/ 'nɒmɪneɪt /	[v]	ghi danh, inhen danh, chọn
occur	/ ə'kər /	[v]	xảy ra
parade	/ pɑ:reɪd /	[n]	cuộc diễu hành, đoàn diễu hành, đám rước
Passover	/ 'pæsəʊvər /	[n]	Lễ Quá hải (của người Do thái)
predict	/ pri'dikt /	[v]	dự báo, dự đoán trước
priority	/ prɪ'ɔ:rɪti /	[n]	sự ưu tiên, quyền ưu tiên
slavery	/ 'sləivəri /	[n]	sự nô lệ, cảnh nô lệ, chế độ nô lệ
sticky	/ 'stɪki /	[adj]	dính (sticky rice: gạo nếp)
towards	/ twɔ:tdz, tə'wɔ:rdz / [prep]		về phía, hướng về

■ TỪ NGỮ

abrupt	/ ə'b्रʌpt /	[adj]	bất ngờ, đột ngột
battery	/ 'beɪtəri /	[n]	ắc quy, pin
behave	/ bɪ'hɛv /	[v]	cư xử, ứng xử, có cư chi / hành động
border	/ 'bɔ:rdər /	[v]	tiếp giáp với / giáp với
bureau	/ 'bjʊroo /	[n]	văn phòng, cơ quan, cục
can	/ kæn /	[v]	đóng hộp
carriage	/ 'kærɪdʒ /	[n]	xe (baby carriage: xe nôi)
Celsius (C)	/ 'selsi:as /	[n]	độ C. Ví dụ: 27°C (twenty-seven degrees Celsius)
coast	/ ko:st /	[n]	bờ biển
collapse	/ kə'læps /	[v]	đổ, sụp, sập, đổ sập
damage	/ 'deɪmɪdʒ /	[n]	hở hong, hỏng hóc, thiệt hại vật chất
destroy	/ dɪ'strɔ:i /	[v]	phá huỷ, phá hỏng
earthquake	/ 'ərθ,kweɪk /	[n]	động đất
erupt	/ ɪ'ræpt /	[v]	phun, phun trào
expect	/ ɪk'spekt /	[v]	mong đợi, chờ đón, sê đón nhận
extensive	/ ɪk'stensɪv /	[adj]	lớn, rộng lớn
flashlight	/ 'flæʃlaɪt /	[n]	đèn pin
forecast	/ 'fɔ:kæst /	[n]	bảng dự báo, chương trình dự báo
funnel	/ 'fʌnəl /	[n]	cái phễu
highlands	/ 'haɪləndz /	[n]	vùng núi, vùng cao
lift	/ lift /	[v]	nâng lên, nhấc lên
Pacific Rim	/ pə'sifik 'rɪm /	[n]	vung lồng cháo Thái Bình Dương, vành đai Thái Bình Dương
shift	/ ſɪft /	[n]	sự chuyển dịch, sự thay đổi
temperature	/ 'tempərətʃər /	[n]	nhiệt độ
thunderstorm	/ 'θʌndər,sto:rm /	[n]	bão eo sấm sét và mưa to
tidal	/ 'taɪdəl /	[adj]	thuộc thuỷ triều, do thuỷ triều
tide	/ taɪd /	[n]	thuỷ triều
trust	/ tra:s /	[v]	tin tưởng vào, tin là thực
typhoon	/ tai'fu:n /	[n]	bão nhiệt đới (ở Thái Bình Dương và Ấn Độ Dương)
volcano	/ və'lkeɪnəʊ, və'ləʊ- /	[n]	núi lửa
volume	/ val'ju:m, -ju:m /	[n]	lượng, khối lượng, âm lượng
warn	/ wɔ:n /	[v]	báo trước, cảnh báo

aboard	ə'bɔ:d	[adv]	trên tàu, trên thuyền
alien	'eɪlɪən	[adj.n]	xã lạ, thuộc nước ngoài; người nước ngoài là hành tinh khác
capture	kæptʃər	[v]	hất
claim	kleɪm	[v]	đòi, đòi quyền, nhận là, tu cho là (của mình)
conclusive	kən'klu:sɪv, -zɪv	[adj]	để kết luận, giúp đi đến kết luận
crazy	'kreɪzi	[adj]	khùng, điên khùng
creature	'kri:tʃər	[n]	loài sinh vật, sinh vật
despite	dɪ'sਪtɪ	[prep]	mặc dù
disappear	di'sə:pər	[v]	bị biến mất
evidence	'evɪdəns	[n]	bằng chứng
exist	ɪg'zɪst	[v]	tồn tại
gemstone	'dʒem,stu:n	[n]	đá quý
grade	grēd	[v]	phân loại, xếp hạng
hole	hōl	[n]	cái lỗ
imagination	ɪ'mædʒə'nɛfən	[n]	sự tưởng tượng, trí óc tưởng tượng
infant	'ɪnfənt	[n]	trẻ sơ sinh
meteor	'meteɔ:r	[n]	sao băng
microorganism	'maɪkro'ɔ:rgənizəm	[n]	vì sinh vật
mineral	'mɪnərəl	[n]	khoáng chất, khoáng sản
mysterious	'mɪstəriəs	[adj]	hi hiếm
news	nuz	[n]	tin tức
object	'objekٹ	[n]	vật thể
planet	'pleniət	[n]	hành tinh
precious	'pre:səs	[adj]	quý, quý giá, quý báu
prove	pru:v	[v]	chứng minh
public	'pʌblɪk	[n]	công cộng, công chúng, chủ động người
pull	pul	[n]	lực kéo, lực hút
round	rəund	[adj]	tròn, có hình tròn
sample	'si:mpl	[n]	mẫu, vật làm mẫu
shape	ʃe:p	[n]	hình dáng
sight	sit	[v]	nhìn thấy, nhìn thấy tận mắt, mục kích
spacecraft	'speis,kraefٹ	[n]	tàu vũ trụ
spot	sput	[n]	điểm, chấm
subject to	'sə:b'dʒækti tə, -dʒekti	[adj]	chứu, bị ảnh hưởng bởi
terrify	'terə'fai	[v]	làm cho sợ hãi, làm cho khiếp đảm
trace	treis	[n]	dấu vết
trick	trik	[n]	trò khéo lèo, mèo, mèo nhà nghé, kĩ xảo
UFO	'ju:foo	[n]	(tắt của Unidentified Flying Object) vật thể bay lạ, đĩa bay
unidentified	'ʌndɪ'dentɪ,fɔ:d	[adj]	không nhận dạng được, không rõ tung tích, la



HUÂN CHƯƠNG HỒ CHI MINH



VƯƠNG MIỀN KIM CƯƠNG
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SÁCH GIÁO KHOA LỚP 9

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