

BỘ GIÁO DỤC VÀ ĐÀO TẠO

Tiếng Anh

SÁCH HỌC SINH

TẬP MỘT

10



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

PEARSON

BỘ GIÁO DỤC VÀ ĐÀO TẠO

HOÀNG VĂN VÂN (Tổng Chủ biên) – HOÀNG THỊ XUÂN HOA (Chủ biên)

ĐẶNG HIỆP GIANG – PHAN HÀ – HOÀNG THỊ HỒNG HẢI

KIỀU THỊ THU HƯƠNG – VŨ THỊ LAN – ĐÀO NGỌC LỘC

Với sự cộng tác của DAVID KAYE



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LỜI NÓI ĐẦU

Tiếng Anh 10, Tập Một là cuốn sách đầu tiên được Nhà xuất bản Giáo dục Việt Nam tổ chức biên soạn theo Chương trình Giáo dục phổ thông môn Tiếng Anh thí điểm cấp Trung học phổ thông do Bộ Giáo dục và Đào tạo ban hành theo Quyết định số 5209/QĐ-BGDĐT ngày 23 tháng 11 năm 2012, tiếp theo Chương trình tiếng Anh tiểu học và Chương trình tiếng Anh trung học cơ sở. Sách được biên soạn theo đường hướng giao tiếp, giúp học sinh, thông qua sử dụng ngữ liệu (ngữ âm, từ vựng, ngữ pháp), phát triển năng lực giao tiếp bằng tiếng Anh dưới bốn hình thức nghe, nói, đọc và viết. **Tiếng Anh 10, Tập Một** chủ trương lấy **HỌC** làm trung tâm, trong đó học sinh là chủ thể của quá trình dạy - học, giáo viên là người hướng dẫn, người tổ chức các hoạt động trên lớp, giúp học sinh giao tiếp có hiệu quả. **Trong Tiếng Anh 10, Tập Một**, tâm lí lứa tuổi của học sinh và các đặc điểm văn hóa của Việt Nam và của các nước trên thế giới, đặc biệt là của các nước nói tiếng Anh và các nước trong khu vực, được coi trọng.

Tiếng Anh 10, Tập Một được biên soạn xoay quanh hai chủ điểm (theme) gần gũi với học sinh: *Our Lives* và *Our Society*. Mỗi chủ điểm được chia thành hai hoặc ba đơn vị bài học (Unit) tương ứng với các chủ đề (topic) gợi ý trong Chương trình. Sau mỗi chủ điểm là một bài ôn (Review) tập trung vào kiến thức ngôn ngữ và kĩ năng ngôn ngữ học sinh đã được học và rèn luyện.

Tiếng Anh 10, Tập Một được biên soạn trên cơ sở những kinh nghiệm thực tiễn của việc dạy và học tiếng Anh trung phổ thông ở Việt Nam. Sách nhận được sự hợp tác chặt chẽ về chuyên môn và kĩ thuật của Nhà xuất bản Pearson và Hội đồng Anh.

Nhóm tác giả rất mong nhận được những ý kiến đóng góp của các nhà giáo, các bậc phụ huynh, các em học sinh và đồng đảo bạn đọc quan tâm để sách được hoàn thiện hơn trong các lần in sau.

Các tác giả

BOOK MAP

	Reading	Speaking	Listening	Writing
Unit 1: Family Life	<ul style="list-style-type: none"> - Reading for general ideas about household chores and duties - Understanding word meanings in context - Understanding references 	<ul style="list-style-type: none"> - Expressing opinions about housework 	<ul style="list-style-type: none"> - Listening for specific information about how roles in the family are changing 	<ul style="list-style-type: none"> - Writing about doing household chores
Unit 2: Your Body and You	<ul style="list-style-type: none"> - Reading for specific information about acupuncture 	<ul style="list-style-type: none"> - Talking about how to get rid of bad habits 	<ul style="list-style-type: none"> - Listening for gist about choosing a healthy diet 	<ul style="list-style-type: none"> - Writing about what to eat and not to eat
Unit 3: Music	<ul style="list-style-type: none"> - Reading for specific information about TV shows 	<ul style="list-style-type: none"> - Talking about TV shows 	<ul style="list-style-type: none"> - Listening to a conversation for specific information about music 	<ul style="list-style-type: none"> - Writing a biography
REVIEW 1				
Unit 4: For a Better Community	<ul style="list-style-type: none"> - Reading for specific information about why people do volunteer work 	<ul style="list-style-type: none"> - Talking about local community development 	<ul style="list-style-type: none"> - Listening to an announcement for volunteers for specific information 	<ul style="list-style-type: none"> - Writing an application letter for volunteer work
Unit 5: Inventions	<ul style="list-style-type: none"> - Reading for the main idea and specific information about inventions based on nature 	<ul style="list-style-type: none"> - Talking about inventions, their uses and their benefits 	<ul style="list-style-type: none"> - Listening to an interview for specific information 	<ul style="list-style-type: none"> - Writing about the benefits of an invention
REVIEW 2				

Language Focus	Culture	Project
<ul style="list-style-type: none"> - Review: The present simple vs. the present continuous - Words about household chores and duties in the family - Consonant clusters /tr/, /br/ and /kr/ 	<p>Family life in Singapore and in Viet Nam</p>	<p>Doing a survey on family life of the students in the class</p>
<ul style="list-style-type: none"> - Review: The future simple with <i>will</i> vs. <i>be going to</i>; The passive - Words about illnesses and health and systems of the body - Consonant clusters: /pl/, /pr/, /gl/, /gr/ 	<p>Health practices in Indonesia and in Viet Nam</p>	<p>Doing a survey on the importance of categories in staying healthy</p>
<ul style="list-style-type: none"> - Adjectives of attitude - Compound sentences; <i>to</i>-infinitives and bare infinitives - Words about music - Sound clusters: /est/, /ənt/, /eɪt/ 	<p>Folk music of Indonesia and Viet Nam</p>	<p>Doing research on a (Vietnamese folk) song and a Dangdut song</p>
<ul style="list-style-type: none"> - The past simple vs. the past continuous with <i>when</i> and <i>while</i> - Irregular past tense verbs - Adjective suffixes: <i>-ed</i> vs. <i>-ing</i>; <i>-ful</i> vs. <i>-less</i> - Words about volunteers and volunteer work - Consonant and consonant clusters: /nd/, /ŋ/, /nt/ 	<p>Local and global activities for community development</p>	<p>Making a plan to help a person / a place in need in the students' community</p>
<ul style="list-style-type: none"> - The present perfect - Gerunds and infinitives for description - Words about inventions - Stress patterns: compound nouns and noun groups 	<p>Inventions in Asian countries</p>	<p>Describing an imaginary invention</p>

GETTING STARTED

Household chores

 Listen and read.

Nam: Hello?

Mr Long: Hello, Nam? This is Uncle Long. Is your dad there? I'd like to ask him out for a game of tennis.

Nam: Well, I'm afraid he can't go out with you now. He's preparing dinner.

Mr Long: Is he? Where's your mum? Doesn't she cook?

Nam: Oh, yes. My mum usually does the cooking, but she's working late today.

Mr Long: How about your sister and you? Do you help with the housework?

Nam: Yes, we do. In my family, everybody shares the household duties. Today my sister can't help with the cooking. She's studying for exams.

Mr Long: I see. So how do you divide household chores in your family?

Nam: Well, both my parents work, so we split the chores equally - my mother cooks and shops for groceries, my father cleans the house and does the heavy lifting, my sister does all the laundry, and I do the washing-up and take out the rubbish.

This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to household chores and duties

Pronunciation

/tr/, /kr/ and /br/

Grammar

The present simple vs. the present continuous

SKILLS

- Reading about the benefits of sharing housework
- Exchanging opinions about household chores
- Listening to a TV programme about the roles of family members
- Writing about doing household chores in the family

COMMUNICATION AND CULTURE

Family life in different cultures

Mr Long: Really? It's different in my family. My wife handles most of the chores around the house and I'm responsible for the household finances. She's the homemaker and I'm the breadwinner. Anyway, I have to go now. Tell your dad I called. Bye.

Nam: Oh yes, I will. Bye, Uncle Long.



LANGUAGE

Vocabulary

1 Match the words and phrases with their meanings below.

- | | |
|------------------|---------------|
| 1. chore | 2. homemaker |
| 3. breadwinner | 4. groceries |
| 5. split | 6. laundry |
| 7. heavy lifting | 8. washing-up |

- the member of a family who earns the money that the family needs
- divide
- the act of washing the dishes after a meal
- an action that requires physical strength
- a person who manages the home and often raises children instead of earning money from a job
- a routine task, especially a household one
- clothes washing
- food and other goods sold at a shop or a supermarket

2 List all the household chores that are mentioned in the conversation. Then add more chores to the list.

3 Work in pairs. Discuss the questions below.

- What household chores do you usually do?
- How do you divide household duties in your family?

2 Work in pairs. Decide whether the following statements are true (T), false (F), or not given (NG) and tick the correct box.

	T	F	NG
1. Nam's father is going out to play tennis with Mr Long.			
2. Nam's mother is a busy woman.			
3. Nam's sister is cooking dinner.			
4. Sometimes Nam's father cooks.			
5. Everybody in Nam's family does some of the housework.			
6. Mr Long never does any household chores.			

3 Listen and repeat the words or phrases.

rubbish washing-up laundry
household finances groceries
household chores heavy lifting

4 Write the verbs or verb phrases that are used with the words or phrases in the conversation.

	Verbs / verb phrases	Words / phrases
1		(household) chores
2		rubbish
3		laundry
4		groceries
5		heavy lifting
6		washing-up
7		household finances



Pronunciation

1 Listen and repeat.

/tr/	/kr/	/br/
trash	create	breadwinner
tree	critical	breakfast
train	cream	brown
treat	crane	brother
true	crack	brush

2 Listen to the sentences and circle the word you hear.

- a. trashed b. crashed c. brushed
- a. train b. crane c. brain
- a. tread b. create c. bread
- a. true b. crew c. brew

Grammar

1 Read the text and choose the correct verb form.

Mrs Hang is a housewife. Every day, she (1) does / is doing most of the housework. She (2) cooks / is cooking, washes the clothes and (3) cleans / is cleaning the house. But today is Mother's Day and Mrs Hang isn't doing any housework. Her husband and children are doing it all for her. At the moment, she (4) watches / is watching her favourite programme on TV. Her daughter, Lan, (5) does / is doing the cooking; her son, Minh, (6) does / is doing the laundry; and her husband, Mr Long, (7) tidies up / is tidying up the house. Everybody in the family (8) tries / is trying hard to make it a special day for Mrs Hang.



Do you know ...?

- The present simple is used to talk about daily habits and routines.
- The present continuous is used to talk about something that is happening or not happening now, at the moment of speaking.

2 Use the verbs in brackets in their correct form to complete the sentences.

- Mrs Lan usually (do) the cooking for the family, but she (not cook) now. She (work) on an urgent report at the moment.
- I'm afraid you can't talk to him now. He (take out) the rubbish.
- He (clean) the house every day. He (clean) it now.
- My sister can't do any housework today. She (prepare) for her exams.
- They divide the duties in the family. She (look after) the children, and her husband (work) to earn money.
- It's 7.30 p.m. now and my father (watch) the *Evening News* on TV. He (watch) it every evening.



Watch out!

What are some words that can give you clues about which tense to use?

now ... , at the moment ... , + present continuous
presently ...
usually, always, every day, ... + present continuous



SKILLS

Reading

Sharing housework



1 Look at the picture and answer the questions.

1. What are the people in the picture doing?
2. Do you think they are happy? Why / Why not?

2 Read the text below and decide which of the following is the best title for it.

- a. Doing Housework is Good for Children
- b. Husbands Who Share Housework Make Their Wives Happy
- c. Sharing Housework Makes the Family Happier

In many cultures, doing housework is considered a woman's duty. The mother is usually the homemaker, who has to do most of the household chores, while the father is the breadwinner, who is responsible for the family finances. However, it is not good for the mother when the rest of the family does not help out. When families share household chores, it is good for them as individuals and good for all the relationships within the family.

According to psychologists, most people do not realise the enormous benefits that come to a family when husbands and children share the housework. Children who share the housework with their mums and dads do better at school, become more sociable, and have better relationships with their teachers and friends. They learn good skills, are more responsible, and tend to be overall good people. When men share the housework, they tend to have better relationships with their wives. Women often feel happy when they see their husbands doing housework because **it** says, 'He cares about me and he doesn't want to put all of the housework on me.' Women whose husbands do not contribute to the household chores are more vulnerable to illness and tend to think more about divorce.

When everyone works together on household chores, **it** creates a positive atmosphere for the family and sets a good example for the children. This is especially true if mum and dad can find a way to work well together and are not critical of each other.

3 Read the text again. Do you understand the words from the context? Tick the appropriate meaning for each word from the text.

1. sociable
 a. friendly
 b. unfriendly
2. vulnerable
 a. able to be well protected
 b. able to be easily physically, emotionally, or mentally hurt.
3. critical
 a. saying that something is good
 b. saying that something is bad
4. enormous
 a. not very large
 b. very very large
5. tend
 a. likely to behave in a particular way
 b. unlikely to behave in a particular way

4 a What does 'it' in line 11 mean ...?

- A. women feeling happy
- B. women seeing their husbands doing housework
- C. the husbands doing housework

b What does 'it' in line 14 mean ...?

- A. a good example for children
- B. everyone working together in the house
- C. a positive family atmosphere

5 Answer the questions.

1. How do children benefit from sharing housework?
2. Why do men tend to have better relationships with their wives when they share housework?
3. What may happen to women whose husbands do not contribute to the household chores?
4. How does the family benefit when everyone works together on household chores?

6 Discuss with a partner.

1. Do you have any problems with sharing housework?
2. What benefits do you get when sharing housework?

Speaking

Chores I like!

1 Which household chores do you like doing and which do you dislike? Write your answers to the questions in the table below and add a reason.

Likes		Dislikes	
Name of chore	Reason	Name of chore	Reason
<i>cooking</i>	<i>I like eating.</i>	<i>cleaning the bathroom</i>	<i>It's dirty.</i>

2 Below is part of Anna's interview with Mai. They are talking about the household chores Mai likes and dislikes. Match Mai's answers with Anna's questions. Then practise the conversation.

Anna	Mai
1. What household chores do you do every day?	a. Well, I think I like sweeping the house.
2. Which of the chores do you like doing the most?	b. Washing the dishes, because I often break things when I do the washing-up.
3. What do you like about it?	c. I do the laundry, wash the dishes, and sweep the house. I sometimes do the cooking when my mum is busy.
4. Which of the chores do you dislike doing the most?	d. It's not too hard, and I like seeing the house clean after I sweep it.



3 Have a similar conversation with a partner. Find out which chores she / he likes or dislikes the most and why. Report your findings to the class.

Listening

Family life – Changing roles

1 Look at the chart and discuss the changes in weekly hours of basic housework by married men and married women in the USA between 1976 and 2012. Guess the reasons for the changes.



2 Listen to a family expert talking about how the roles of men and women in families have changed and decide whether the following statements are true (T) or false (F).

	T	F
1. Men's and women's roles in the family have become similar.		
2. Both men and women now work to contribute to the family finances.		
3. According to 'equally shared parenting', both men and women have equal chances for recreation.		
4. According to 'equally shared parenting', the husband's career is less important than the wife's.		
5. Families following 'equally shared parenting' are happier.		

3 Work in pairs. Match the word / phrase with its appropriate meaning.

1. balance

2. nurture

3. equally shared parenting

4. traditional

5. solution

a. a way of solving a problem or dealing with a difficult situation

b. to care for and protect somebody / something while they are growing and developing

c. sharing housework and childcare evenly

d. existing for a long time

e. a state where things are of equal weight or force

4 Listen again and answer the questions.

- How has the role of men in the family changed?
- How have men's and women's roles become alike?
- What is the result of 'equally shared parenting'?



Writing

“Many hands make light work.”

- 1 **Work in pairs. Discuss the meaning of the saying above. Do you agree with it? How does this saying apply to doing housework in the family?**
- 2 **Read the text about Lam’s family below and complete the chore chart.**

I live in a family of four: my parents, my younger sister and I. We are all very busy people: both my parents work, my sister and I spend most of our time at school, so we split the household chores equally.

My dad is responsible for mending things around the house. He also cleans the bathroom twice a week. My mum does most of the cooking and grocery shopping.

Being the elder child in the family, I take up a large share of housework. I do the laundry, take out the rubbish, and clean the fridge once a week. My younger sister An’s responsibilities include helping Mum to prepare meals and washing the dishes. My sister and I take turns laying the table for meals, sweeping the house, and feeding the cat.

We do our share of housework willingly as we know that if everyone contributes, the burden is less and everyone can have some time to relax.

HOUSEHOLD CHORE CHART

Dad	
Mum	
Lam	
An	

3 Read the text again and answer the questions.

1. How many people are there in Lam’s family?
2. Why are they very busy?
3. How do they split the housework in the family?
4. What household chores does each member of the family do?
5. Do the family members enjoy the housework?
6. What are the benefits of everyone in the family sharing the housework?

4 Make your family chore chart. Then, using the ideas in the chart, write a paragraph about how people in your family share housework based on the ideas in the chart. You can use the questions in 3 as cues for your writing.

Family Chore Chart

Name: Mum

Chore List

_____ ★★★★★

_____ ★★★★★

_____ ★★★★★

_____ ★★★★★

Name: Dad

Chore List

_____ ★★★★★

_____ ★★★★★

_____ ★★★★★

_____ ★★★★★

Name: _____

Chore List

_____ ★★★★★

_____ ★★★★★

_____ ★★★★★

_____ ★★★★★

Name: _____

Chore List

_____ ★★★★★

_____ ★★★★★

_____ ★★★★★

_____ ★★★★★

COMMUNICATION AND CULTURE

Communication

Discussion

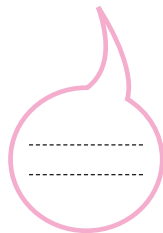
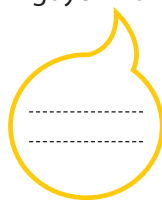
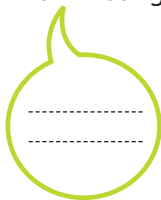
Who does what in your family?



1 Look at the pictures. What is the person in each picture doing? Do you think they are happy? Why? or Why not?

2 Listen to the TV talk show. Who said what?

1. Mr Pham Hoang 2. Mr Nguyen Nam 3. Ms Mai Lan



- Women also work to share the household financial burden with their husbands.
- Homemaking can't only be the job of the wife.
- A woman's job is to look after everybody in the family and take care of the house.
- Both husband and wife should join hands to provide for the family and to make it happy.
- In the family, the husband is the provider.
- Women's roles have changed.

3 Work in groups. Discuss the questions. Then, report your group's opinions to the class.

- Whose opinion do you agree with?
- What do you think the roles of the wife and the husband should be? Give reason(s) for your opinion.
- What roles do your mother and father perform in your family?
- Are your mother and father happy about their roles? Why? or Why not?

Culture

Read the two texts about family life in Singapore and in Viet Nam then answer the questions.

SINGAPORE

In Singapore today, people tend to live in nuclear families which consist of parents and children. Families in Singapore are getting smaller. Many children even grow up in single-parent homes. In most Singaporean families, both parents work. Very young children go to nursery schools or stay home with a child-minder when their parents are at work. Old people usually live in their own homes or a nursing home if they cannot look after themselves. Singaporean parents try to spend their free time collaborating with the school in educating their children through the activities of the Parent Support Group or Parent Teacher Association.

VIET NAM

The extended family, which consists of three or even four generations - great grandparents, grandparents, parents and children - is still very popular in Viet Nam. In most Vietnamese families, when both parents work, young children stay home and are looked after by their grandparents or great-grandparents. On the other hand, it is the duty of the young people to take care of their elderly parents. A person will be considered ungrateful if he / she does not take good care of his / her parents or grandparents. Vietnamese parents often spend their free time helping their children with their homework or giving them advice on behaviour.

	Questions	Answers	
		In Singapore	In Viet Nam
1	What type of family is popular in the country?		
2	Who takes care of young children when their parents are at work?		
3	Who looks after elderly parents?		
4	How do the parents contribute to educating their children?		

LOOKING BACK

Pronunciation

1 Listen and underline the words that have the consonant cluster sounds /tr/, /br/, and /kr/. Write /tr/, /br/ or /kr/ above the word that has the corresponding consonant cluster sound. Then practise reading the sentences.

1. After having the ice cream, she brushed her teeth.
2. The car crashed into a tree near the traffic lights.
3. Try this new dish created by your brother.
4. They often have brown bread for breakfast.
5. That brave young man likes travelling by train.
6. Is it true that the crime rate is increasing?

Vocabulary

1 What chores are the people doing? Write the name of the chore under each picture.



1



2



3



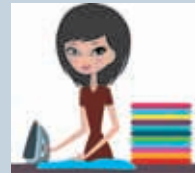
4



5



6



7



8



9



10

2 Use the words / phrases in the box in their correct form to complete the text.

do the washing-up
do the heavy lifting
laundry
do the cooking
sweep the house

take out the rubbish
iron
shop for groceries
lay the table

Household chores are divided equally among the members of Thanh's family. His mother (1) _____. Thanh's father and sister enjoy the food she cooks very much. Besides, she often (2) _____ because she wants to choose the freshest and healthiest ingredients for the meals. Thanh's father is a strong man but he doesn't have much time for housework. So he only (3) _____ that requires physical strength. Thanh helps with (4) _____ and (5) _____. He feels happy to see his parents wearing clean and neat clothes to work. Although he doesn't really like it because he thinks it's dirty, he (6) _____ every day. Thanh's sister contributes by (7) _____. She does it very carefully so the house is always very clean. Before each meal, she (8) _____, and after the meal, Thanh (9) _____. Sometimes, he breaks a bowl or a plate. Everybody in the family shares housework so that all can have some time for rest and recreation.

Grammar

1 Finish the sentences with either the present simple or the present continuous.

1. I (write) to you to tell you how much I (miss) you.
2. Jack is away on business, so I (look after) his dog.
3. Nam always (look) untidy. He (wear) dirty jeans now.
4. I can't answer the phone now. I (cook) the dinner.
5. Excuse me, you (read) your newspaper? Could I borrow it?
6. What do people in your family (do) in the evening?

2 Work in groups. Discuss the following questions. Then report the results to the class.

1. Should young people like you share the housework? Why? Why not?
2. What household chores are suitable for young people like you?
3. What do you actually do to help with housework in your family?



PROJECT



1 Do a survey. Find out ...

- how many classmates live in a nuclear family and how many live in an extended family;
- how many classmates have both parents working;
- how many classmates spend at least one hour a day doing housework;
- how many classmates have parents who spend at least one hour a day helping them with their homework;
- what your classmates think the ideal family is like.

2 Work in groups. Compare your findings and get ready to report to the class.

NOW YOU CAN

- ▶ Use words / phrases about household chores
- ▶ Use the present simple and the present continuous
- ▶ Exchange opinions about household chores
- ▶ Write about doing household chores in your family

GETTING STARTED

An apple a day

1 Listen and read.

Nam: Hey Scott, have you ever heard the saying, 'An apple a day keeps the doctor away'?

Scott: Of course, why?

Nam: Did you know that it's really true?

Scott: What do you mean? If I eat one apple a day I will never get sick?

Nam: Not exactly, but it can help you lose weight, build healthy bones, and also prevent diseases like cancer.

Scott: Wow! That's incredible. I drink apple juice every day.

Nam: That's good, it will help keep you from getting Alzheimer's disease when you get old.

Scott: Is that the disease that affects your memory?

Nam: Yes. Since drinking apple juice helps boost your brain's memory function, it helps you remember things for a long, long time.

Scott: But Nam!

Nam: Yeah?

Scott: There are a few things I really want to forget.

Nam: Like losing the football match yesterday?

Scott: Exactly!

2 Work in pairs. Read the conversation again and answer the following questions.

1. What does 'An apple a day keeps the doctor away' mean?
2. Name three health benefits of eating apples or drinking apple juice.
3. Which part of the body does Alzheimer's disease affect?
4. How does Scott feel about drinking apple juice?



This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to

- Illnesses and health
- Systems of the body

Pronunciation

/pr/, /pl/, /gl/, /gr/

Grammar

- The future simple with *will* vs. *be going to*
- The passive

SKILLS

- Reading for main ideas and specific information about acupuncture
- Talking about ways to get rid of bad habits
- Listening to a talk about how to choose a healthy diet for specific information
- Writing about what to eat and not to eat

COMMUNICATION AND CULTURE

Health beliefs and practices in Indonesia and in Viet Nam

3 Listen and repeat the words. Then answer the questions below.

- a. Which words did you hear in the conversation? Circle them.

prevent nervous disease bones
balance weight skeleton brain
boost system lungs healthy

- b. Put the words into categories as in the table.

Noun	Adjective	Verb

4 WISE WORDS:

'Laughter is the best medicine.'

Read the common saying above. Do you agree? Can you think of a time when laughter was the best medicine for you?

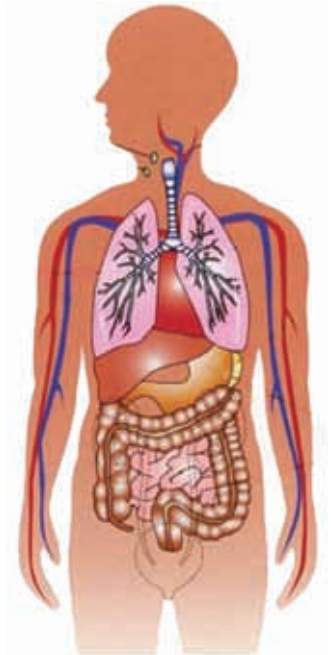
LANGUAGE

Vocabulary

1 Your body

a. Look at the phrases below and match each with its definition.

Circulatory System	a. This system is the controller of the body. Led by the brain and nerves, it allows us to move, talk and feel emotions.
Digestive System	b. This system of the body lets us breathe in oxygen with our lungs and breathe out carbon dioxide.
Respiratory System	c. This system of the body is made up of the heart and blood vessels. The heart pumps blood through the blood vessels to bring oxygen to all parts of the body.
Skeletal System	d. This system of the body lets us break down the food we eat and turn it into energy.
Nervous System	e. This system of the body is made up of our bones. It supports our body and protects our organs.



b. With a partner, practise saying the names of the systems.

2 Which system do the followings belong to? Use a dictionary to look up any words you don't know.

- blood heart breath brain skull lung bone
 stomach intestine spine air nerves thinking pump

Pronunciation



1 Listen and repeat.

1. presentation, print, press, proud, preview
2. play, please, place, plum, plough
3. group, gradual, ground, grey, grand
4. glad, glance, glue, glow, glass

2 Read these sentences aloud.

1. The press came to the presentation with a view to collecting information.
2. The play normally takes place in the school playground.
3. The group gradually increased as more people joined in.
4. I am glad that you have glanced through the glass to see the glow.

Grammar

Will and be going to

1 Read the following about *will* and *be going to*.

'will' can be used to express

1. promises
2. offers and requests for help
3. refusal of things
4. and predictions about the future

'be going to' is used for

5. plans, intentions
6. and making some predictions

Note:

Sometimes *will* and *be going to* are interchangeable when expressing predictions.

2 Identify the use of 'will' and 'be going to' in the sentences below. Write the type of use presented in 1 (1-6) next to each sentence.

1. She will give me a book when I finish cleaning the floor.
2. The screw is stuck. It won't loosen.
3. I am going to travel around the world.
4. Viet Nam is going to become a new industrialised country in the 21st century.
5. *Nam (seeing an elderly lady with heavy bags):* Don't worry, I will carry it for you.

3 Read the following sentences. Put a tick (✓) if it is appropriate, put a cross (×) if it isn't. Give explanations for your choice.

1. I need to fix the broken window. Are you going to help me?
2. The forecast says it will be raining tomorrow.
3. Can you hear that noise? Someone is going to enter the room.
4. It's been decided that we're going to the seaside tomorrow.
5. We've booked the tickets so we will fly to Bangkok next month.
6. I think men will live on the moon some time in the near future.
7. I am going to translate the email, so my boss can read it.
8. Don't worry, I'll be careful.

4 Complete the following sentences with the right form of 'will' or 'be going to'. Sometimes both are correct.

1. Look at the clouds. I think it _____ rain.
2. I cannot open this bottle. The cap _____ move.
3. What _____ the weather _____ be like in the next century?
4. As planned, we _____ drive from our city to the sea.
5. It's not easy to say what the objectives _____ become next year.
6. _____ you _____ travel anywhere this Tet holiday?
7. Despite the heat, we _____ reach our destination in time.
8. I _____ hang out with you as I've decided to stay in and study for the test next week.

Watch out!
The passive

- We use the passive when we do not know who does the action(s).
- We use the passive when the focus is on the action, not the doer(s).



5 Read the surprising facts about your body and complete the following sentences using the passive.

SURPRISING FACTS ABOUT YOUR BODY	
Nerve signals to and from the brain can travel as fast as 170 miles or 273 kilometres per hour.	A heart pumps about 2,000 gallons, or 7570 litres, of blood through our bodies every day.
The brain consumes the same amount of power as a 10-watt light bulb.	We use 17 muscles to smile and 43 to frown.
A simple, moderately severe sunburn damages the blood vessels extensively.	Scientists estimate about 32 million bacteria live on one square inch (2,5cm ²) of our skin.
About 7,000,000,000,000,000,000,000,000,000 (7 octillion) atoms make up your body.	Only humans produce emotional tears.

0. Example: Nerve signals are _____.

Nerve signals are sent to and from the brain as fast as 170 miles or 273 kilometres per hour.

1. The same amount of power as a 10-watt light bulb _____.
2. The blood vessels _____.
3. Your body _____.
4. 2,000 gallons (around 7570 litres) of blood _____.
5. 17 muscles _____ and 43 _____.
6. 32 million bacteria _____.
7. Emotional tears _____.

SKILLS

Reading

Acupuncture

- 1 Look at the picture, do you know anything about acupuncture?
- 2 Read the passage below. In pairs, or groups, choose the three most interesting things you learnt about acupuncture from the passage and report to the class.



Acupuncture is one of the oldest medical treatments in the world. It originated in China more than 2,500 years ago. The practice of acupuncture is rooted in the idea of promoting harmony between humans and the world around them and a balance between yin and yang. Although there are unanswered questions, acupuncture appears to work. Scientific studies offer evidence that it can ease pain and treat from simple to complicated ailments.

The technique of acupuncture involves placing hair-thin needles in various pressure points (called acupoints) throughout the body. Stimulating these points is believed to promote the body's natural healing capabilities and enhance its functions. Originally, there were 365 acupoints, but this has increased to more than 2000 nowadays.

Acupuncture is considered to be very safe when enough precautions are taken. The most common side effects with acupuncture are soreness, slight bleeding, or discomfort. Some people may feel tired after a session. Care is also needed so that inner body parts are not touched by the needles.

Despite its general safety, acupuncture isn't for everyone. People who have bleeding problems or are taking blood related medicine should not have the treatment. It's also not recommended for people who have electronic medical devices inside their bodies.

Today, a lot of people use acupuncture as a reliable alternative to modern medicine. According to a U.S. 2002 survey (the most reliable survey to date), an estimated 8.2 million American adults had tried acupuncture. This number has been reported to be increasing steadily.

- 3 Read the text quickly and find words which are closest in meaning to the following.

1. diseases (n)	
2. stop (v)	
3. pressure points (n)	
4. care (n)	
5. choice (n)	
6. cure (n)	
7. proof (n)	
8. enhance (v)	

- 4 Read the text again and answer the following questions.

1. What is the basic idea of acupuncture?

2. Why is acupuncture believed to be effective?

3. How many acupoints are there nowadays?

4. What are the most common side effects with acupuncture?

5. Who should not take acupuncture?

6. Why do more and more people turn to acupuncture?

- 5 Do you know any other alternative therapies like yoga, acupressure, head massage or aromatherapy? Work in pairs or groups to share information and then report to the class.

Speaking

1 Which of the following habits are good and which are bad for you?

- staying up late
- leaving things until the last minute
- being thankful
- keeping a routine
- watching TV all day
- doing regular exercise
- never giving up
- saving money
- littering
- reading regularly
- arriving just in time
- eating what you like



2 Work in pairs or groups and discuss why some of the habits above are good for you and why some are bad for you.

Use the followings as model:

'I think staying up late is not good since it makes me feel tired the next morning.'

'I think never giving up is good because it gives you determination and courage.'

3 Look at the following text and read the advice. Do you think you could follow it? Why or why not?

The good thing about bad habits is you can kick them!

Here are five tricks to get rid of bad habits and replace them with healthy ones.

- 1.** Make a list.
Write down all your bad habits. Next, write another list of good habits that you could swap for those naughty habits.
- 2.** Shake up your routine.
Habits are often routine-based, so changing your daily routine slightly can sometimes be enough to rid yourself of bad habits.
- 3.** Pretend the habit belongs to someone else!
We're great at giving advice but not so at taking it.
- 4.** Surround yourself with people who've kicked similar habits.
Hang out with people who have already given up their bad habits. They will inspire good habits in you.
- 5.** Think about how you'll feel when you kick the habits.
Imagine the benefits you will have when you get rid of the habits.
Good luck!

Watch out!

'To kick a habit' is an idiom.
Do you know what it means?



4 Work in pairs or groups to choose one bad habit. Make a list of Dos and Don'ts in order to kick that habit. Share the list with others and report to the class.

Example:

How to kick 'Staying up late'

Dos	Don'ts
Plan things carefully;	Watch horror films or frightening TV programmes;
Finish work early;	Drink coffee or strong tea;
Eat just enough at dinner;	Take naps during the day;
Wake up early;	Get up late;
Do exercise;	...
...	

Listening

The food pyramid

1 What do you usually have for lunch or dinner? Do you care about the nutritional value of the things you eat?

2 Look at the picture below. What do you think the listening is about?



3 Listen to the recording and decide if the following statements are true (T) or false (F).

	T	F
1. The Healthy Eating Pyramid is a complex guide to choosing your diet.		
2. Daily exercise and weight control are key to staying healthy according to the Pyramid.		
3. You are advised to eat more things on the top of the Pyramid.		
4. It's suggested that half of your plate consists of vegetables and fruit.		
5. Fish, poultry, beans, or nuts make up the other half of the dinner plate.		



4 Listen again, divide the plate into sections and label which food should be in each section.

5 Write some sentences to describe the plate you have just made in **4**.

Writing

'The Food Column' is a consultation section in the local newspaper in which people write in to ask for advice on what to eat and what not to eat.

1 Build a list of foods from your own experience that may give you

- allergies
- bad breath
- stress
- sleeplessness
- sleepiness

then share and compare your list with your friends'.

2 Now, read the facts below. Do you have some of these foods on your list? Which ones?

Allergies

The foods most commonly causing allergies are milk, wheat, eggs, soya, fish, peanuts, shellfish (including mussels, crab and shrimp).

Bad Breath

The foods which may spoil your breath for days after a meal are onion, garlic, cabbage, curry, alcohol.

Stress

Foods and drinks which strongly stimulate the body can cause stress. These foods are coffee, tea, cola, chocolate, alcohol, refined sugar, white flour, salt, and processed foods such as junk foods and fast foods.

Sleeplessness

There are foods that can help you fall asleep or keep you awake. Foods that stop your sleep are: caffeine containing drinks, alcohol, sugar, fatty or spicy food, food additives (seasonings, artificial colours, flavourings).

Sleepiness

To feel sleepy, eat high-carbohydrate, low protein foods, such as cheese, milk, soya milk, tofu, nuts, honey, almonds, bananas, whole grains, beans, rice, avocados, sesame seeds, sunflower seeds, or papayas.

- 3** Some people have written in for advice on their diets as they are going to do important things. Work in pairs or groups and write at least one similar inquiry.

Dear Expert,
I am sitting an important exam next week and I don't know what to eat and what not to eat in order to feel at my best during the test. I would be very grateful if you all could give me some advice on this. Many thanks.

Scott

Dear Expert,
I have a job interview in the next few days and I have been quite conscious of my breath. Could you give me some ideas about what to eat and what to avoid eating?
Thank you.

Anna

Dear Expert,
I just met this pretty girl and I like her very much. I have invited her out for dinner and I do not know what to avoid ordering for such an occasion. I would be thankful if you could give me some insight.

Mike

Dear Expert,
I have had trouble with my sleep for the past few months. I have also heard that what I eat may have some effect on my body. I was wondering if you could advise me what to eat and not to eat in order to improve my situation.

Jane

- 4** You are the food specialist and you are working on the newsletter's next edition. Read the reply to Scott's enquiry. Then write your own by responding to one of the other texts from **3** or from your friends!

Dear Scott,

Taking an important exam is like running a marathon so it is advisable to take good care of things you eat.

On the day before the exam, have high-carbonate foods like pasta as the slow breaking down of the carbonates will provide necessary energy for the next day's event.

Eat a breakfast of mainly proteins (beef, eggs, poultry...) on the day of the exam as the proteins are another quick source of energy.

Drink a lot of water and fruit juice. Avoid caffeine drinks as they may help you feel good at first but there is a side effect that leaves you feel tired and stressful later, dangerously while you are still taking the exam.

Hope you will do your best.

Regards,

COMMUNICATION AND CULTURE

Communication

Discussion

- 1 Look at the pictures.
Which parts / systems of the body does each activity possibly benefit?



- 2 In pairs or groups, discuss the activities in the pictures and say why they are healthy.
- 3 Work in pairs or groups, choose a system of the body and make a list of all the possible activities that are good for it.

Culture

1 Read about some traditional health beliefs and practices in Viet Nam and Indonesia.

VIET NAM	INDONESIA
<ul style="list-style-type: none"> • Ailments are caused by an imbalance of yin and yang • Herbal medicines and indigenous folk practices used to treat the sick • Goals to restore the yin / yang balance • Previously thought ineffective but recent evidence shows positive health outcomes 	<ul style="list-style-type: none"> • Illnesses are caused either naturally or personally • Traditional treatments, herbs and therapies used to treat the sick • Goals to restore normal, proper and comfortable condition • Efficient, safe, cost-effective, affordable and accessible, especially for the poor

2 With a partner, discuss the similarities and differences in health beliefs and practices between the two countries.

3 Do you know any traditional therapy (treatment without medicine)? If yes, please share the basic idea of that therapy.



LOOKING BACK

Pronunciation

1 Listen and repeat the following sentences.

1. The prince plays a prime role in producing the special food.
2. Alice glances through the window and prays for magic.
3. The Grimm brothers' fairy tales have their grounding in the fairy world.
4. The growth of the grass in the ground is carefully monitored.

3. Food is broken down and converted into energy in the _____ system.
4. The bones in the _____ system help support our body and protect the organs.
5. The system that takes in oxygen and releases carbon dioxide is called _____.
6. The place that food is first stored in the body is the _____.
7. The system which works as the control panel of the body is the _____ system.

Vocabulary

Complete the following sentences with a word or phrase about the body.

1. The part that leads the controlling of the body is the _____.
2. Blood is pumped through the _____ to bring oxygen to all parts of the body.



Grammar

Underline the word in italics that best completes the sentence.

1. I *will become* / *am going to become* an engineer one day if I can.
2. Foods *are broken down and converted* / *break and convert* into energy in the digestive system.
3. Jane *is going* / *will go* to the dentist's tomorrow as planned.
4. The acupoints *are stimulated* / *stimulate* to enhance the healing capability of the body itself.
5. Besides acupuncture, acupressure *is used* / *uses* to help treat ailments without any medicine.
6. Although I have taken some aspirin, the headache *doesn't go* / *won't go* away.
7. All the body organs *are supported by* / *support* the bones in the skeletal system.
8. Look at the dark clouds. I'm sure it *will rain* / *is going to rain* soon.

PROJECT

1 Your doctor would like some information about your usual food habits to help plan the best possible health care for you and your friends. Conduct the survey, using the questions below and compile the findings into a report.

1. Who shops for food at your home? _____
2. Who prepares your meals? _____
3. What do you drink during the day? _____
4. What kind of meat do you usually eat? ___ steaks, ___ pork, ___ beef, ___ chicken, ___ fish, ___ others, please specify: _____
5. Do you have a lot of vegetables with your meals? ___ Yes ___ No
6. Do you add salt to your food when you eat? ___ Yes ___ No
7. How many times a day do you eat? _____.



2 Present your findings to the class.

NOW YOU CAN

- ▶ Use words and phrases about body systems and healthy living
- ▶ Use *will* and *be going to* to talk about intentions, plans, predictions and willingness
- ▶ Speak about how to get rid of bad habits
- ▶ Write about what to eat and not to eat for special occasions

GETTING STARTED

Live on stage



1 Listen and read.

Mai: The young pop star looks shy, right?
Anna: Yeah. He's the teen idol who is exciting female fans around the world.
Nam: He also looks passionate on stage.
Anna: Looks can be deceiving, ha, ha! I bought his platinum album *My World* a few years ago.
Nam: Do you know a lot about him?
Anna: Of course, I'm one of his biggest fans. I read his biography on the Internet and found out that he won second place in the *Idol* contest in his home country, Canada.
Mai: Really? So he's very talented. Did he graduate from a famous music school?
Anna: No. He says he learnt by "just singing around the house".
Mai: Every country's got talent!
Nam: You're right, Mai. How did he become popular, Anna?
Anna: His mother began to post homemade videos on the Internet in 2007. He became a superstar within two years.

This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to *Music*
 Adjectives

Pronunciation

Pronunciation of the ending sounds
 /est/, /ənt/, and /eit/

Grammar

- Compound sentences
- *to*-infinitives and bare infinitives

SKILLS

- Reading for general ideas and specific information about TV shows
- Speaking about TV shows
- Listening for gist and specific information to a conversation about music
- Writing a biography

COMMUNICATION AND CULTURE

Quan Ho singing & Dangdut music

Mai: Incredible!

Anna: I agree with you. His video got over 10,000,000 views, so he became well-known. He was also the first solo artist to have four singles enter the Top 40 before his debut album release.

2 Read the conversation again. Then tick true (T) or false (F).

	T	F
1. The pop star has a lot of female fans around the world.		
2. His platinum album was <i>The World</i> .		
3. It took him more than two years to become a superstar.		
4. His home country is the USA.		
5. His clips on the Internet received over 10,000,000 views.		

3 Read the conversation again, and give answers to the following questions.

1. Who are the speakers talking about?
2. How did the teen pop star look on stage?
3. What was his first achievement in his home country?
4. Who decided to post his homemade videos on the Internet?
5. How many views did the superstar's videos gain on the Internet?
6. What is one of his most important achievements? Why?

Watch out!

What does the saying *Looks can be deceiving* mean? Can you think of a situation in which the saying is true from your experience?



- 4 Find the adjectives which describe the teen idol and write them down. Then discuss their meanings.
- 5 Reread the conversation. Circle the verbs which are followed by to-infinitives.

LANGUAGE

Vocabulary

1 Use the words in the box to complete the definitions.

fan contest	pop clip	idol talent
----------------	-------------	----------------

1. _____: an exceptional ability
2. _____: a type of music popular with teenagers, with strong rhythm, harmony, and an emphasis on romantic love
3. _____: one that is adored, often blindly or excessively
4. _____: a competition, especially one in which entrants are rated by judges
5. _____: an ardent devotee; an enthusiast
6. _____: a short extract from a movie or television programme

2 Give the Vietnamese equivalents to the words from a-g. Then match each of them with the appropriate meaning.

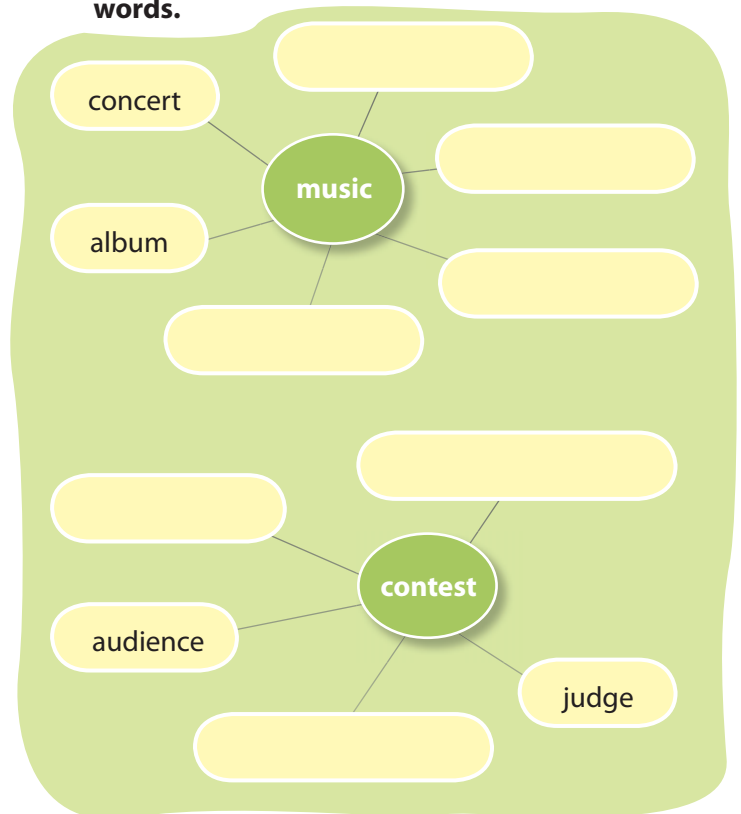
a. debut album	b. post
c. single	d. release
e. Top 40	f. platinum
g. solo	

1. a song, often from a full-length album or compact disc
2. the first appearance of a set of musical recordings stored together in jackets under one binding

3. to display on the Internet
4. to make a song or album available to the public
5. a record awarded to a singer or group whose album has sold at least one million copies
6. the forty best-selling audio recordings for a given period
7. a performance by a single singer

3 Use these words to make sentences about the music or singers you know.

4 Expand your vocabulary. Add more related words.



Pronunciation

1 Read again the conversation in **GETTING STARTED**. Circle the words that have the ending sounds /est/, /ənt/ or /eit/.



2 a. Listen and repeat.

/est/

best, contest, guest, chest, test, rest, crest

/ənt/

talent, moment, achievement, different, parent, present, current

/eit/

educate, late, rate, date, state, commemorate, debate

b. Listen and write down the words you hear.

3 Can you write down one more word for each ending above?

Grammar

Compound sentences

1 Match the conjunctions *and, or, but* and *so* with their meanings.

- | | |
|--------|------------------------------------|
| 1. and | a. contrast |
| 2. or | b. result |
| 3. but | c. choice |
| 4. so | d. an addition of equal importance |

2 Match each heading with the correct end.

- | | |
|---|---|
| 1. The concert hall has a large stage, | a. and he has received many national prizes. |
| 2. At the box office, you can buy the tickets for the show, | b. but it became boring at the end. |
| 3. He is a talented composer, | c. so there is enough room for many performers to play at the same time. |
| 4. The concert was exciting at the beginning, | d. but her parents persuaded her to complete her secondary school instead of immediately beginning a professional career. |
| 5. He was nominated for 14 competitive Grammys, | e. or you can purchase them online. |
| 6. She was a pianist with potential, | f. and he won three. |

Do you know ... ?

- A compound sentence is two sentences joined by a coordinating conjunction. (*and, or, but, so, yet, for*).
- Put a comma before the coordinating conjunction in a compound sentence.

Infinitives

Use *to*-infinitives or bare infinitives (infinitives without *to*) to complete the following sentences.

1. One day he promised _____ her a song. He had such a beautiful voice! (sing)
2. The teen singer is old enough _____ up his own mind. (make)
3. Nobody can force the teen singer _____ anything that her mother does not agree with. (do)
4. His performance was so boring that it made me _____ asleep. (fall)
5. This morning many of his fans saw him _____ with his girlfriend on an expensive motorcycle. (ride)
6. I can't decide whether _____ a ticket online or at the box office. (buy)

Watch out!

- The following verbs are followed by the *to*-infinitive: *begin, decide, ask, expect, forget, hope, intend, learn, plan, prefer, promise, seem, try, want, would like, etc.*
- The following verbs are followed by the infinitive without 'to': *feel, hear, notice, see, watch, make, let, etc.*



SKILLS

Reading

Idol: A global smash hit

- 1 Look at the logos. Are you familiar with them? Tell a partner what you know.



- 2 Read the text and discuss the significance of these years: 2001, 2002, 2007, and 2012.

Idol is one of the most successful entertainment formats ever launched. The first *Idol*, *Pop Idol*, began in 2001, and quickly became a worldwide phenomenon with local versions in many countries and territories. Hundreds of millions



of viewers worldwide have watched *The Idol* programme since it was first launched in the UK. The show has been on the top ten rating lists of most countries. Year after year, *Idol* remains a global smash hit.

Some Facts

American Idol began in 2002 and quickly became the most popular entertainment series in America with viewers in the hundreds of millions.

Vietnam Idol is part of the *Idol* franchise created in the UK by Simon Fuller. The first season of *Vietnam Idol* aired on May 23, 2007, and the fourth season aired on August 17, 2012. The *Vietnam Idol* process includes: auditions, semi-finals, and finals. The final contestants

perform live on stage to a television audience. The contestants receiving the fewest viewers' votes are eliminated from the competition.



- 3 Circle the appropriate meaning for each word from the text.

- to air**
a. to breathe in b. to broadcast
 - phenomenon**
a. an event which people talk about
b. a person in action
 - audience**
a. people at a performance
b. public speakers
 - season**
a. a TV show's episode b. a TV contest
 - process**
a. way of doing things b. a series of actions
- 4 Ask and answer the following questions.
- What entertainment format is a global smash hit?
 - Where did the *Idol* format come from?
 - How long has the *Idol* format lasted?
 - Is *Vietnam Idol* an original programme or a franchised one?
 - What do you think of the *Vietnam Idol* shows?



Speaking

Talking about TV shows

1 Read the following TV blurbs. Complete the table with the notes from each show. Then compare and contrast the shows with a partner.



Vietnam Idol
This is the show where we find a star! Or rather, our celebrity panel and you at home choose the best singer. The winner will get a recording contract with VNR Records.

Who Wants to be a Millionaire
What would you do with a lot of money? Winners on this show will get a chance to be a millionaire. First they must answer a series of general knowledge questions. Each time the amount of money increases - the prize starts off small but gets bigger and bigger.

Vietnam Idol	Who Wants to be a Millionaire

2 a. Imagine you are a TV producer. You are creating a new show. Make a list of details about your show.

Example:

- Show name: *Vietnam Joke*
- Show type: *Reality TV Show*
- Time: *Saturday evenings from 7.30 - 8.30*
- Benefits: *A 15-day tour to the USA.*

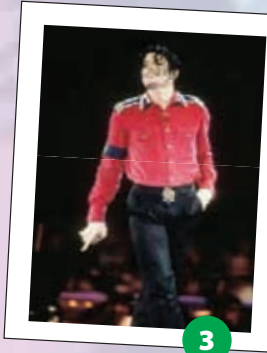
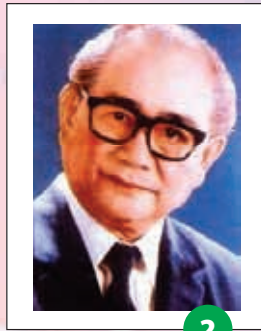
b. Share your ideas with a partner. Work together to combine your ideas into one show and present your show to the class.

Learning Tip: Presentations
Body Language: Smile, make eye contact
Speech: Speak clearly and not too quickly
Practice: Practise with friends or in front of a mirror beforehand
Notes: It's okay to keep notes on small note cards

Listening

Inspirational music

1 Do you know these artists? What are their names?



2 Listen to the following song excerpt. Tell your partner what you thought about, and how you felt while you were listening to it.

3 Now, listen to the conversation between Anna and Nam. What are the speakers talking about? Circle the best answer.

- a. Vietnamese composers
- b. Michael Jackson
- c. Favourite songs
- d. American teenagers

4 Listen to the recording again. Give short answers to the following questions.

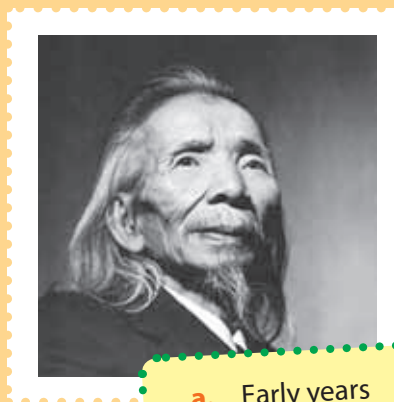
- 1. What song is Nam listening to?
- 2. What is his favourite kind of music?
- 3. How do Nam's favourite songs affect him?
- 4. What is Anna's favourite kind of song?

5 Work with a partner. Tell him / her about your favourite music. Give reasons.

Writing

Writing a biography

1 Do you know this man? Read the following paragraphs. Match each of them with the corresponding heading.



- a. Early years
- b. Typical Works
- c. Important achievements
- d. Conclusion

- 1. Van Cao wrote many songs. Some of his most well-known are: *Go Dong Da* (1942); *Tien Quan Ca* (1944); *Bai Ca Chien Si Hai Quan* (1945); *Khong Quan Viet Nam* (1945); *Ngay Mua* (1948).
- 2. Van Cao's song *Tien Quan Ca* written in 1944 became the national anthem of the Socialist Republic of Vietnam.
- 3. Van Cao is remembered as one of the most important composers of modern Vietnamese music and one of the most popular composers in the world. He died on July 10, 1995 in Ha Noi. After his death, he received the Ho Chi Minh Prize.
- 4. Van Cao's real name is Nguyen Van Cao. He was a composer who was born on 15 November 1923 in Hai Phong, but his hometown was Nam Dinh.

2 Work with a partner to ask and answer the following questions in your own words.

1. When was Van Cao born?
2. Where was he born?
3. Which of his works was the most important?
4. When did he die? Where?
5. What do you think about Van Cao?

3 Write a biography, using one of the Fact Files on this page.



FACT FILE

Luu Huu Phuoc (1921 – 1989)

- **Early years:** born on September 12, 1921 in Hau Giang (Can Tho), a noted figure in culture, composer of many lively patriotic wartime songs, children's songs, and the occasional opera
- **Typical works:** *Bach Dang Giang; Tieng Goi Thanh Nien; Giai Phong Mien Nam*
- **Important achievements:** member of the National Assembly, Chairman of the Committee of Culture and Education of the National Assembly of the Socialist Republic of Vietnam; received the Ho Chi Minh Prize after his death.
- **Conclusion:** one of the most prominent cultural figures during the national liberation movements, died on June 16, 1989, in Ho Chi Minh City

FACT FILE

Frédéric François Chopin (1810 – 1849)

- **Early years:** born in 1810 in Warsaw, a renowned child prodigy, grew up, completed his music education and composed many works in Warsaw before leaving Poland in 1830 at the age of 20; settled in Paris after the November 1830 uprising, suffered from poor health since childhood.
- **Typical works:** 59 mazurkas, 27 études, 27 preludes, 21 nocturnes, 20 waltzes, 18 polonaises, 4 ballades, 3 piano sonatas.
- **Important achievements:** invented the instrumental ballade and made major innovations to the piano sonata, waltz, and prélude.
- **Conclusion:** one of the greatest Romantic piano composers, his piano works are often technically demanding, died in Paris in 1849 at the age of 39.



COMMUNICATION AND CULTURE

Communication

1 Match the names with the pictures.

a b c

d e f

1. Michael Jackson
2. Van Cao
3. Elvis Presley
4. Tchaikovsky
5. Chopin
6. Johann Strauss

2 Read and complete the sentences using the names above.

1. _____ was an Austrian composer of light music, particularly dance music and operettas.

2. _____'s *Swan Lake* is a love story between Siegfried and Odette, who was turned into a swan by a magician. The tragic end of the story shows that magic is powerless over love.
3. _____, an American singer and actor, is often referred to as the 'King of Rock and Roll' or "the King".
4. _____'s *Tien Quan Ca* was made into the national anthem of the Socialist Republic of Viet Nam.
5. _____'s piano works are often technically demanding, with an emphasis on nuance and expressive depth.
6. _____, often referred to as the 'King of Pop' or by his initials MJ, is recognised as the most successful entertainer of all time by Guinness World Records.

3 Listen to the recording. Ask and answer the questions.

1. How many speakers are there?
2. What are they talking about?
3. Where does the event take place?
4. Who will buy the tickets?

Culture

1 Listen and say the name of the song. Then read the texts and do the tasks that follow.

Viet Nam

Quan Ho singing is a Vietnamese style of folk music that was recognised by UNESCO in 2009. It originated in Bac Ninh Province in the 13th century, and is sung at spring festivals. There are a large number of *Quan Ho* melodies. A pair of female singers sing a 'challenge phrase' (*cau ra*) and a pair of male singers sing a 'matching phrase' (*cau doi*), which repeats the melody phrase. Once they are finished, the order is reversed. The male singers will sing their challenge phrase with a different melody, like musical ping pong. The singers are backed with the mono chord, followed by the bamboo flute and a 36-stringed musical instrument.

Indonesia

Dangdut is a kind of Indonesian popular music. Indonesians really enjoy this music because the powerful beat compels listeners to dance together in the *Ghoomar* style. *Dangdut* has a similar melody, vocals, and instruments as Indian music. A *dangdut* band typically consists of a male or female lead singer, who is backed by an unusual mix of musical instruments. They can include drums or flutes from a variety of Asian or Middle East countries and modern instruments like electric guitars or organs.



2 Work with a partner. Complete the table.

	Quan Ho singing	Dangdut music
Country		
Kind of music		
Number of singers		
Musical instruments		

3 Listen to the music. Ask and answer the following questions.

- Do you know the name of this song? What is it?
- Who is the composer?
- Do you like the song? Why?



LOOKING BACK

Pronunciation

1 Listen and repeat the following sentences.

- The best moment for you to show your talent is in the contest tomorrow.
- In this debate, the contestants will state their opinions and points of view.
- The modest guest took a rest, and then he started talking about his achievements.
- You are fortunate because you didn't arrive late. It is raining now.
- The passionate singer sang different songs about peace and love.

2 Listen and write down the words.

/est/	
/ənt/	
/eit/	

Vocabulary

1 Complete the text with the appropriate words from the box.

modest talented passionate confident

Girl Conquers the Voice Contest

Thu Anh was born to a family of artists. As a child she was (1) _____ about singing. Her parents soon realised that she was a (2) _____ singer, but they encouraged their daughter to finish her secondary school. The girl got several awards in local competitions before she won first place in the recent Idol contest. The teen contestant's professional voice and (3) _____ performance conquered the audience and the panel judges. TV viewers liked her (4) _____ manners in public. Everyone agreed that she was the right choice.





2 In pairs, ask and answer the following questions.

1. Where did Quan Ho singing come from? When did it start?
2. How is Quan Ho singing performed?
3. Do you think you can create a Quan Ho performance in English? Try!

3 a. Describe Quan Ho singing in one sentence.

b. Describe Dangdut music in one sentence.

Grammar

1 Complete the following compound sentences.

1. We can go to the City Opera for a live concert, or _____
2. Elvis Presley received the Grammy Lifetime Achievement Award at age 36, but _____
3. Her vocals are inspirational and professional, so _____
4. The reality TV programme has been watched by hundreds of million viewers, and _____

2 Read the following sentences. Underline the incorrect form of the verbs.

1. I will not be able go to the concert tonight.
2. Let me to explain what the music excerpt means.
3. He asked me sing a few songs by Van Cao.
4. His performance makes me to fall asleep.
5. My sister never agrees to let me to go to rap shows.

3 Rewrite the incorrect sentences in 2, using the correct forms of the verbs.

PROJECT

Research a song of Quan Ho singing or a Dangdut song. Think about the following questions.

- Where did it originate?
- How long has it been popular?
- What are its influences?
- Do you like it?

Present your findings to the class.

NOW YOU CAN

- ▶ Make compound sentences
- ▶ Use *to*-infinitives and bare infinitives after a number of verbs
- ▶ Ask and answer questions about TV shows
- ▶ Write a biography from a fact file



LANGUAGE

Vocabulary

1 Match the phrases in A with their continuations in B.

A

1. Mr Brown's family members share

2. Mrs Brown cooks

3. Mr Brown does

4. Tom takes out

5. Linda does

B

a. the rubbish and cleans the house.

b. the laundry.

c. the household duties.

d. meals and does the shopping.

e. the heavy lifting.

2 Complete the conversation, using the words from the box.

watch TV
go rollerblading
lift weights
exercise (x2)



Laura: You're really fit, Peter. Do you exercise very much?

Peter: Well, I always get up very early, and I (1) _____ for an hour.

Laura: You're joking!

Peter: No. And then I (2) _____ round the lake near my house.

Laura: How often do you (3) _____ like that?

Peter: About five times a week. What about you, Laura?

Laura: Oh, I hardly ever (4) _____. I usually just (5) _____ in my free time.

Peter: Really?...

Pronunciation

3 Write the words in the correct columns and read them aloud.

create glide late play fortunate date
passionate credit plum statement
train debate please different plough
talent glass crime glue movement
traffic present travel glow treat
critical globe trash place cream

/tr/	/kr/	/pl/	/gl/	/ənt/	/eit/

Grammar

4 Use the verbs in the correct form, the present simple, the present continuous or the future simple, to complete the sentences.

1. Hurry up! The bus _____ (come). I _____ (not/want) to miss it.

2. Please _____ (not/ make) so much noise. I _____ (study).

3. John _____ (speak) English and French. Now, he _____ (speak) French to some visitors from Paris.

4. A: I _____ (be) so thirsty now!

B: OK. I _____ (bring) you some water.

5. A: This vacuum cleaner _____ (not work)!

B: Just a moment, I _____ (fix) it for you.

5 Write the sentences beginning with the words / phrases given without changing the meaning of the given sentences.

1. People don't use this road very often.
This road _____.

2. They do not often invite David to parties.
David _____.

3. The menu includes fruit juice.
Fruit juice _____.

4. They clean Mr Miller's room every day.
Mr Miller's room _____.

5. People can hear the music from far away.
The music _____.

6 Match the beginnings in A with the endings in B.

- | A | B |
|--------------------------------------|--|
| 1. I always enjoy visiting New York, | a. so I didn't go swimming. |
| 2. We stayed at home | b. but it hasn't got a garden. |
| 3. Do you want to play tennis | c. but I wouldn't like to live there because it's too noisy. |
| 4. The water wasn't clean, | d. and watched television. |
| 5. It is a nice house, | e. or are you too tired? |

SKILLS

Reading

1 a. Read the text.

Country music

Country music is one of the most popular kinds of music in the United States. It is popular because it is about simple, but strong, human feelings. As life becomes more complicated and difficult, it is good to hear about simple, ordinary people.



Country music comes from two kinds of music. One is the traditional music of the people in the Appalachian Mountains in the eastern United States. The other is traditional cowboy music from the American West.

Today, country music is popular everywhere in the United States and Canada. There are more than a thousand radio stations that play country music twenty-four hours a day. People in many countries around the world also enjoy country music and they even sing it in their own languages.

b. Match the words in A with their definitions in B.

A	B
1. complicated	a. a place that sends out radio broadcasts
2. ordinary	b. a person who rides a horse and takes care of cattle
3. cowboy	c. difficult to understand or explain
4. traditional	d. normal or usual, not different or special
5. station	e. being part of the customs or way of life of a group of people

2 Give short answers to the following questions.

1. What kind of music is very popular in America?
2. When do people enjoy listening to country music?
3. What area does traditional cowboy music come from?
4. How often do the radio stations in America and Canada broadcast country music?

Speaking

3 Work in groups. Interview your friends about the chores they share with their families, using the cues in the table. Then note down the findings.

Find someone who ...	Name
<ul style="list-style-type: none"> • cooks meals and washes the dishes • does the shopping • cleans and tidies up the house • does the laundry • empties the rubbish • repairs the furniture or fixes appliances 	Mai, _____

4 Now report the interview results to the class.

Mai usually cooks meals and washes the dishes for her family ...

Listening

5 Listen to Kate talking about the lifestyles of her father and her uncle. Decide whether the following statements are true (T) or false (F).

	T	F
1. Kate's father usually gets home late from work.		
2. Kate's father plays sports or exercises twice a week.		
3. Last week Kate's father stayed up late to do his master's course assignment.		
4. Kate's uncle is easygoing and relaxed.		
5. Kate's uncle never watches TV or surfs the Internet.		
6. Kate's uncle likes listening to pop music.		

Writing

6 Think about two types of people who have very different lifestyles and write about what each person's daily life is like.

Unit 4 FOR A BETTER COMMUNITY

GETTING STARTED

Who needs our help?

1 Listen and read.

Quan: Hi, Hieu. I called you yesterday afternoon, but you didn't answer.

Hieu: Oh, really? What time?

Quan: At about 2 p.m. What were you doing then?

Hieu: Oh, when you called, I was working. I volunteer every Tuesday afternoon at the Happy Mind Charity Centre. I teach children.

Quan: Really? Why?

Hieu: Because these children are disadvantaged. They have many problems and they need our help.

Quan: What subjects do you teach them?

Hieu: Vietnamese and Maths.

Quan: It sounds interesting. How did you get the job?

Hieu: Just by chance. I was interested in doing volunteer work, so when I saw the advertisement for volunteer positions in the newspaper last summer, I applied and was chosen.

Quan: Oh, I see. Was the job easy at first?

Hieu: Not really. When I worked with them for the first time, many of them couldn't read or write. Some of them were hopeless at Maths!

Quan: What did you do then?

This unit includes:

LANGUAGE

Vocabulary

- Words and phrases related to volunteers and volunteer work
- Adjective suffixes: *-ed vs. -ing; -ful vs. -less*

Pronunciation

/nd/, /ŋ/, /nt/

Grammar

- Irregular past tense verbs
- The past simple vs. the past continuous with *when* and *while*

SKILLS

- Reading for specific information about why people do volunteer work
- Talking about local community development
- Listening to an announcement for volunteers to get specific information.
- Writing an application letter for volunteer work

COMMUNICATION AND CULTURE

Local and global activities for community development

Hieu: I got some useful advice from my teacher. It was really helpful. All of the children can read and write now.

Quan: Your job is very meaningful. I also want to do something useful for our society.

Hieu: Well, if you are interested in this kind of work, I will introduce you to my team leader.

Quan: That sounds great! Thanks for your suggestion! I'm very excited!



2 Read the conversation again and answer the questions.

1. When did Quan call Hieu?
2. What was Hieu doing when Quan called?
3. Was Hieu successful as a volunteer teacher there?
4. What do you think about Hieu's volunteer work?
5. Have you ever done anything to help other people? If yes, what did you do to help them?

3 With a partner, make dialogues using the expressions in the box.

1. That sounds great!
2. Not really.
3. ... by chance.
4. Well,

Example:

Trang: Mum, I have two days off this week.

Mum: That sounds great! We can go out together then!

Trang: That's a great idea, Mum!

LANGUAGE

Vocabulary

1 Read the conversation in GETTING STARTED again. Find the adjectives ending with the following suffixes:

- -ed _____
- -ing _____
- -ful _____
- -less _____

2 Use the words in brackets with appropriate endings from 1 to complete the following sentences.

1. If people spend most of their time doing nothing, they will find their lives _____. (*mean*)
2. I am _____ in doing charity work. (*interest*)
3. Last year, she was really _____ at English. She couldn't even say a word in English. Now her English is much better. (*hope*)
4. The new teacher's advice was very _____. His students could learn English vocabulary faster. (*use*)
5. They were _____ to know that their contributions were _____ to the poor people in that area. (*excite, mean*)
6. Our school volunteer activities are very _____. (*excite*)



Pronunciation

1 Listen and repeat.

/nd/	/ŋ/	/nt/
second	interesting	announcement
friend	teaching	student
understand	exciting	advertisement
planned	helping	spent
grand	training	environment

2 Practise saying the following sentences. Pay attention to the pronunciation of the ending sounds /nd/, /ŋ/, and /nt/.

- I don't understand what the second friend says.
- It is interesting and exciting to teach English to children in disadvantaged areas.
- That student didn't listen to the announcement for the job advertisement.

Grammar

Irregular past tense verbs

1 Rewrite the sentences in the past tense, using the time expression in brackets.

- I hardly ever wear jeans to school. (yesterday)

- My sister and I buy a lot of clothes in the summer. (last summer)

- My father sometimes reads newspapers in bed. (last night)

- My mother makes my bed on weekends. (last Sunday)

- I write letters to my grandparents at the weekend. (yesterday afternoon)



Do you know ...?

The past simple: Irregular verbs

Many verbs have irregular positive past simple forms. There are no spelling rules for these forms, so you need to learn them by heart.

Example:

do → did; build → built; come → came;
find → found; read → read; see → saw;
tell → told; take → took; go → went;
win → won; write → wrote; be → was/were

The past simple vs. the past continuous with *when* and *while*

2 Match 1-5 with a-e and complete the sentences in the past simple or the past continuous.

- We were walking in the park _____
- While I was talking to a friend, _____
- We lost the keys _____
- We were sitting on a bench in the park _____
- When the phone rang, _____
 - _____ I (have) a bath.
 - _____ when someone (take) our school bags.
 - _____ the teacher (ask) me a question.
 - _____ when it (start) to rain.
 - _____ while we (play) in the garden.

Do you know ...?

The past simple vs. the past continuous using *when* and *while*

We often use the past continuous with the past simple. We use the past continuous to talk about an action in progress, and the past simple to talk about an action that interrupts it.

*It was raining **when** we arrived at school.*

***When** the teacher asked me a question, I wasn't listening.*

***While** they were having dinner, the telephone rang.*

*My mobile phone rang **while** I was going to school.*

Watch out!

What do you notice about commas with *When* and *While*?



SKILLS

Reading

Why do people volunteer?

1 You are going to read a text about the reasons why people volunteer. Before you read, tick the reasons you think you may find in the text.

- a. They want to do something good for others.
- b. Volunteers have a chance to interact with new cultures, try new food, meet new people, and speak new languages.
- c. Volunteers become more concerned and aware of the problems facing the world.
- d. Volunteers feel the pride that comes from completing something.
- e. Volunteer work is a great way to gain experience in a broad range of fields.
- f. Volunteer work can often lead to a paid job.

2 Read the text and check if your predictions in **1** are correct.

People volunteer for a number of different reasons. One of the more **obvious** reasons why people volunteer is because they find something they are passionate about and want to do something good for others.

1 _____ Many people who volunteer think that they are very **fortunate** to live the way they do and want to give something back to society, as a way of balancing the scales.

Many people choose to volunteer because of the personal benefits that volunteering has on their character. **2** _____

_____ In most cases, **volunteers** also become more concerned and aware of the problems facing the world and many feel that they were ignorant or **narrow-minded** before.

Volunteer work is a great way to gain experience in a broad range of fields. **3** _____

Volunteering is a great way to put in a little of your time and gain some valuable skills, whether professional or practical.

Volunteer work can often lead to a paying job. Volunteers can try out a field to see if it suits them and also show that they are **dedicated** enough to work for free in the hope that it may lead to a paid job **4** _____

3 Read the text. Complete the text by matching sentences a-e with gaps 1-4. There is one extra sentence you do not need.

- _____ **a.** Indeed, a volunteer often says that the experience has made him or her a better person.
- _____ **b.** You can gain experience in education, social work, health care, marketing, and web design... The opportunities are endless.
- _____ **c.** English teaching is a great example of a volunteer job that often turns into a career.
- _____ **d.** People who volunteer in their community have a personal attachment to the area and want to make it a better place for themselves and for others.
- _____ **e.** One of the greatest benefits of volunteering abroad is being able to spend an extended period of time in a new country.

4 Look at the highlighted word in the text and choose the correct meaning.

- 1.** obvious
A. clear B. unclear C. important
- 2.** fortunate
A. unlucky B. lucky C. wealthy
- 3.** concerned
A. tired B. bored C. worried
- 4.** narrow-minded
A. open to different people
B. not open to different opinions
C. open to different opinions
- 5.** dedicated
A. devoted B. excited C. interested

5 In pairs, discuss the following statements.

- 1.** There's no need to volunteer as very few people can benefit from volunteer work.
- 2.** The best way to volunteer is to give people money when they need it.



Speaking

Community development

1 Look at some activities for community development. Match them with the reasons why they are important.

Activities for community development

1. Building houses for low-income people
2. Building facilities like kindergartens, schools, and parks
3. Widening roads, fixing running water, providing electricity in rural and remote areas
4. Training young people for jobs
5. Protecting the environment and ensuring healthy lifestyles

Reasons why these activities are important

- a. They are prepared for the job market and find better employment.
- b. This is important because we need the Earth for life.
- c. When people have a place to live, they can develop other parts of their lives.
- d. These are necessary facilities for daily living.
- e. Without these basic things, these areas cannot develop.

2 Work in pairs. Discuss why the activities above are important for community development.

Example:

Student A: I think job training for young people is very important.

Student B: I agree. Young people are the future of a country, so training them in the right way is very important. Protecting the environment is important, too.

Student A: That's true. We all need a healthy environment.

3 Work in groups. Look again at the activities in **1**. Discuss and decide on the three most urgent / important things to do in your local area and explain why.

Useful phrases

Our top / first priority is / The most urgent / important thing to do is _____

The second priority is / The second most urgent thing to do is _____

We consider _____ to be a priority _____

We think _____ is a priority task _____

_____ take / have priority over _____



4 Present your group's decisions to the whole class. The class votes for the group with the best decisions.

Listening

Help the needy!



1 Discuss the following questions with a partner.

Are there people who need help in your community? If yes, what kind of help do they need? What are some different ways people can help out in their community?

2 Match the words with their definitions. What are the parts of speech of these words?

donate _____	a. a special advertisement for the public, normally about health or safety matters
non-profit _____	b. give something, especially money, to people who need it
public service announcement _____	c. not for profit purposes

3 Listen to the announcement by the director of Heart to Heart Charity and decide whether the following statements are true (T) or false (F).

	T	F
1. Heart to Heart Charity is a non-profit organisation.		
2. Few children or adults in our community are hungry, cold, or sick nowadays.		
3. You can donate food but not clothes.		
4. You can't donate money.		
5. You can donate time and work in the office of this organisation.		

4 Listen to the announcement again and choose the best answer.

1. First, you can donate _____

A



B



C

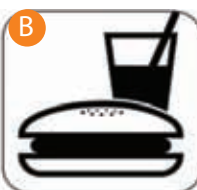


2. Second, you can donate _____

A



B



C



3. Third, you can donate _____

A



B



C



5 Work in groups. Ask and answer the following questions.

Have you ever volunteered or done community service? If yes, what did you do? If no, what is your plan to help people in your community?

Writing

Volunteer work



VOLUNTEER TEACHERS NEEDED

We need experienced, creative and patient volunteers to work as teachers at our Happy Mind Charity Centre. Your job will be teaching Vietnamese and Maths to the children at our centre.

Please apply in writing to:
25 Bao Ha Street, Ha Noi, Viet Nam

Job

1 Read the letter. Why did Quan write it?

11 Ha Nam Street
Dong Da, Ha Noi
27 February, 2013

Director

Happy Mind Charity Centre
25 Bao Ha Street, Ha Noi

Dear Sir or Madam,

I am writing to apply for the post of a volunteer teacher at Happy Mind Charity Centre. I saw the advertisement in the Youth Newspaper on February 22nd. (Paragraph 1)

I have experience teaching young children. Actually, last summer, I spent two months being a tutor for a group of primary students in my area. I taught them Vietnamese and Mathematics. Their school work got much better after that. (Paragraph 2)

I am creative, patient and I have a great love for children. I can send you two references from my teachers and two from my students' parents. (Paragraph 3)

I am available for an interview any day after school or at weekends. If my application is successful, I can start teaching from next month in the afternoon and at weekends. (Paragraph 4)

I look forward to hearing from you.

Yours faithfully,
Tran Manh Quan

2 Read the letter and answer the questions.

1. How did Quan find out about the job?
2. Who did Quan teach last summer?
3. How long did he teach them?
4. How does Quan describe himself?
5. How many references can Quan give?
6. When can Quan start teaching?

3 Read the letter again. Match each paragraph in the letter with its purpose.

Paragraph 1

a. Saying you are available for an interview and when you could start work.

Paragraph 2

b. Mentioning the job you are applying for and where you saw the advert.

Paragraph 3

c. Telling why you are right for the job mentioning your personal experiences and responsibilities.

Paragraph 4

d. Listing your personal qualities and offering to send references.

4 Read the job advertisement. Answer the questions about it.

VOLUNTEERS NEEDED

We need reliable, hard-working volunteers to work at our Heart to Heart Charity Office. Your job will include welcoming guests and receiving donations for our organisation.

Please apply in writing to:
15 Ha Thanh Street, Ha Noi, Viet Nam

Job

1. What qualities are needed for the job?
2. What are the job's duties?

Watch out!

Tone is very important in writing. You can write in a formal or informal tone. What kind of tone do you use in an email to a friend? What kind of tone do you use in a job application?



- 5 You would like to volunteer at the Heart to Heart Charity Office. Write a formal letter of 140-160 words applying for the job. Follow the writing plan in 3.**

COMMUNICATION AND CULTURE

Communication

Think global, act local

1 Look at the list of activities. Which of them are necessary for community development in your area? Put them in the order of importance with 1 being the most important and 5 the least important.

Volunteer activities	Order of importance
Helping old or sick people	
Helping disadvantaged or handicapped children	
Helping old and childless people	
Taking part in directing the traffic	
Taking care of war invalids and the families of martyrs	

2 Work in groups. Exchange your opinions.

Example:

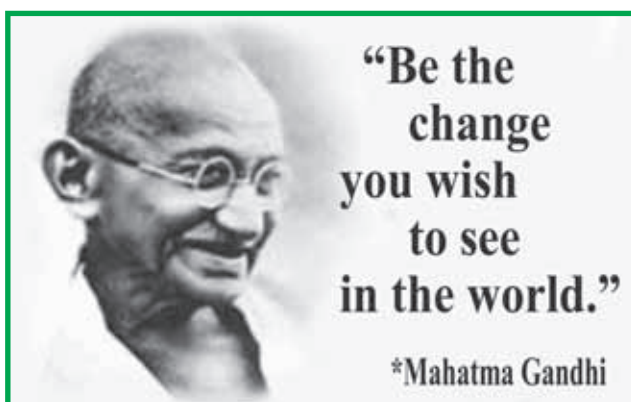
Student A: What is the most important volunteer activity in our area?

Student B: I think taking part in directing the traffic is the most important.

Student C: Really? I think

Culture

Wise words



1 What do you know about this man? What do you think the quote means?

2 Read the text about Mahatma Gandhi and answer the questions.

MAHATMA GANDHI

Mahatma Gandhi was born in 1869 in India. At the age of 18, he travelled to Britain to study law at a university in London. Then he came back to India and worked there for a few years. In 1893, he got a job as a lawyer in South Africa. At that time, coloured people, including the Indians living in South Africa, and white people were not treated equally, and he fought for the rights of coloured people in general and the Indians in particular. In 1914, Gandhi moved back to India. At that time, the British ruled India and Indian people were not treated equally. Gandhi wanted the British to leave India so that the country could become independent. He was a peaceful man and against all forms of violence. In the end, he won, and the British left India in 1947. After that, Gandhi continued to fight for the rights of poor people and women in India and became a hero for millions of people.

1. When and where was Mahatma Gandhi born?
2. What did he do to help coloured people in South Africa? Why?
3. What were his contributions to India?



3 Work in groups. Talk about a person who contributed to the development of your local area / your country. Share your ideas with your group.

LOOKING BACK

Pronunciation

- 1** Listen and circle the words you hear in the sentences.

	A	B
1.	end	ant
2.	mend	meant
3.	ring	rink
4.	sting	stink
5.	lend	lent
6.	spend	spent

Vocabulary

Choose the words from the box to complete the following sentences.

excited meaningful interesting
donate disadvantaged meaningless

- Before he joined our volunteer team, he felt his life was boring. Sometimes he thought it was _____.
- They all got _____ about the trip to Ha Long Bay, so they had a sleepless night.
- The donation of warm clothes from the donors last winter was really _____ to those poor children.
- The charity music night was _____. All the audience thought it was interesting.
- The public service announcement called for volunteers to _____ time to look after sick people in the local hospital.
- Those volunteers spent a sleepless night preparing gifts for _____ children in Cao Bang.

Grammar

- 1** Write the sentences. Use the past simple or the past continuous form of the verbs.

- The telephone / ring / while / we / have dinner
- I / wait / at the bus stop / when / I / receive / his text message
- It / start / to rain / while / we / walk home / from school
- You / listen / when / the teacher / call / your name?
- He / walk along / the corridor / he see / a job advertisement / on the notice board

- 2** Read the text about Tilly Smith and put the verbs in brackets in the past simple or the past continuous.

FROM A GEOGRAPHY LESSON TO A REAL LIFE EXPERIENCE

Tilly Smith was born in 1994. She came from Surrey, England. At school, she was very interested in her Geography classes. On 26th December, 2004 Tilly _____ (1. have) a holiday with her family in Thailand when she _____ (2. realise) that Geography was not only an interesting school subject but also helped to save people's lives.

While Tilly _____ (3. sit) on Maikhao Beach in Phuket, Thailand, the sea water suddenly receded from the shoreline. Tilly _____ (4. recognise) the symptoms of a tsunami because two weeks before her holiday she learnt about tsunamis in a Geography lesson from her teacher at school. Tilly _____ (5. want) to leave the beach quickly because she knew what _____ (6. happen), but the people on the beach didn't seem to care. She was very worried and _____ (7. tell) her parents about it immediately.

When Tilly's father warned others on the beach and the staff at the hotel where they were staying about the possible tsunami, she _____ (8. run) to a safe place with her mother and sister. The tsunami _____ (9. be) a terrible disaster for thousands of people, but it _____ (10. not kill) anybody on Maikhao Beach thanks to Tilly.

- 3** Read the text again and answer the following questions.

- Who was Tilly Smith?
- Which school subject was she interested in?
- What happened when Tilly was sitting on Maikhao Beach?
- What did she do to help people on Maikhao Beach at that time?
- Do you know anyone in your community who saved others' lives? Talk about that person.

PROJECT

Find someone / a place in your community that needs help.

What are the problems of this person / this place?

What do you think you can do to help? Make a plan.

Present your ideas to the whole class.



NOW YOU CAN

- ▶ Use words and phrases about volunteer work and community development
- ▶ Use the past simple and the past continuous to talk about past experiences
- ▶ Understand the common reasons why people do volunteer work
- ▶ Talk about community development
- ▶ Write an application letter applying for volunteer work

Unit 5 INVENTIONS

GETTING STARTED

Computers and our lives



This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to inventions

Pronunciation

Stress patterns: compound nouns and noun groups

Grammar

- The present perfect
- Gerunds and infinitives

SKILLS

- Reading for general ideas and specific information about natural world as inspiration for inventions
- Talking about inventions, their uses and their benefits
- Listening for specific information from an interview
- Writing about the benefits of an invention

COMMUNICATION AND CULTURE

Talking about inventions in Asian countries

1 Listen and read.

Phong: Dad, you promised to reward me if I passed the English test. Well, I did!

Phong's father: OK. What do you want – a laptop, a video game, an e-book reader, or a smartphone?

Phong: Wow, dad. You're so generous. My old mobile phone is still good. Um... the screen of an electronic book is rather small, so I think a laptop will be my choice.

Phong's father: What a wise choice, Phong! A laptop has lots of benefits. It's portable, so you can take it with you; it's economical, so we don't have to spend too much money; and it's very versatile, as it can do many things.

Phong: When you were my age, you didn't have a computer, did you?

Phong's father: Of course not. No emails, no online games, no Internet, no online shopping, no ...

Phong: How could you live without those things?

Phong's father: We did. But computers have really changed our lives. The computer is definitely one of the greatest inventions in the world. Now, tell me what you will do with your laptop.

Phong: I'll use it to listen to music, to chat with my friends, and to play games.

Phong's father: Is that all? How about for your studies?

Phong: Yeah... I'll use it for researching topics on the Web and typing my assignments as well.

Phong's father: Right. Use it wisely, and it will be your best friend.

2 Work in pairs. Ask and answer the questions.

1. What did Phong's father promise Phong?
2. Why doesn't Phong choose a smartphone as a reward?
3. Give evidence to support Phong's father's idea that computers have changed people's lives.
4. What will Phong use his laptop for?
5. Do you agree with Phong's father that Phong has made a wise choice? Why or why not?

3 Match each word with its definition.

1. generous	a. easy to carry around
2. portable	b. having many different uses
3. economical	c. kind and ready to give more (of something) than expected
4. versatile	d. giving good value for money

LANGUAGE

Vocabulary

1 a. Use a dictionary to find the meanings of the following compound nouns and their parts. Write them in the appropriate columns.

	Compound noun	Meaning of compound noun	Meaning of first part	Meaning of second part
1.	video game			
2.	smartphone			
3.	laptop			
4.	e-book			
5.	email			

b. Discuss your findings with a partner. Is the meaning of each compound noun a combination of the meanings of its parts?



2 Below are parts of some other compound words. Match the first parts of the words with the second ones.

First part	Second part
1. pencil	a. machine
2. black	b. processor
3. washing	c. phones
4. head	d. case
5. food	e. board

Pronunciation

1 Listen and repeat these words or phrases. Pay attention to their stressed syllables.

- | | | | |
|-----|-------------|-----|-------------|
| ● ● | black board | ● ● | blackboard |
| | white board | | whiteboard |
| | hot dog | | hot dog |
| | light house | | lighthouse |
| | running dog | | running dog |

2 Listen and tick (✓) the words you hear.

- | | | | |
|-----|---|-----|---|
| ● ● | 1. (a) green house <input type="checkbox"/> | ● ● | (b) greenhouse <input type="checkbox"/> |
| | 2. (a) soft ware <input type="checkbox"/> | | (b) software <input type="checkbox"/> |
| | 3. (a) gold brick <input type="checkbox"/> | | (b) goldbrick <input type="checkbox"/> |
| | 4. (a) moving van <input type="checkbox"/> | | (b) moving van <input type="checkbox"/> |
| | 5. (a) tall boy <input type="checkbox"/> | | (b) tallboy <input type="checkbox"/> |



Grammar

Gerunds and infinitives

1 Complete the definitions or uses of the inventions using the correct forms of the verbs given (*V-ing* or *to-infinitive*).

1. A laptop or a smartphone can be used for (get) _____ access to the Internet or (send) _____ messages.
2. You can use social networking sites (create) _____ your personal profile and (contact) _____ other people.
3. When you're tired of carrying lots of books or novels when you travel, an e-book reader may help – it is used (read) _____ electronic books, newspapers or magazines.
4. If you want to relax without using a smartphone with a small screen or a bulky laptop, you can use a handheld video game device (play) _____ computer games.
5. A food processor is used for (chop) _____ up or (mix) _____ food.
6. We can use a USB stick (store) _____ a lot of music or video files.

2 Think of an item in your classroom or house. Describe it to a partner, using a gerund or an infinitive. See if your partner can guess what it is.

Example:

Student A: This is used for making clothes clean.

Student B: Is it a washing machine?

Student A: That's right.

Do you know ...?

We can use gerunds and infinitives to describe the purpose of something

- * Infinitive: use sth. / sth. is used + to-infinitive
- * Gerund: for + V-ing

Examples:

A ruler is used to draw straight lines.
A ruler is used for drawing straight lines.
We can use a ruler to draw straight lines.

The present perfect

1 Label the timelines below with the words from the box.

past present future present perfect



2 Match the beginnings in A with the ends in B. Put the verbs within brackets in the present simple or the present perfect.

A Beginnings	B Ends
1. Kim (break) her arm,	a. 'Me too.'
2. He (look) unhappy	b. so she can't play badminton.
3. 'You (know) that woman?'	c. so all the valuables in it (disappear).
4. 'I (ask) for help from the teacher.'	d. because he (lose) all his money.
5. He (leave) the desk unlocked,	e. 'I do, but I (forget) her name.'

3 The following paragraph is about the importance of computers. Choose the correct verb tense.

Life without computers (1) seems / has seemed simply impossible now. Computers (2) affected / have affected every aspect of our lives. Since the time they (3) were / have been invented, computers (4) encouraged / have encouraged great technological progress in different fields. Along with computers, the Internet (5) aids / has aided the developments in technology. However, many people argue that computers (6) killed / have killed physical contact between people. For example, teenagers now (7) prefer / have preferred chatting on the computer to meeting face to face. Do you agree?

Do you know ...?

The present perfect describes an event or action happening in the past but having a result in the present.

- * Has / Have + past participle

SKILLS

Reading

Wonderful nature

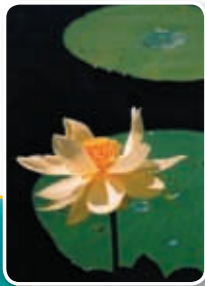
1 What can the animals or the leaves in the pictures do that people can't? Name some things people have invented to make up for what they cannot do. Discuss your ideas with a partner and then read the text.



a



b



c



People often use the natural world as inspiration for their inventions. By observing animals and plants, they design new products to serve humans. Here are some examples.

Animals can do many things humans cannot, like flying or staying underwater for a long time. The aeroplane, with its wings and shape imitating those of a bird, is one of the greatest inventions in our history. Thanks to it, people can travel long distances in the air. This has helped to develop trade and tourism. The submarine, which can travel underwater, imitates a dolphin's shape. Submarines are very useful for scientists to learn about the undersea world.

Plants around us are also great sources of ideas for other wonderful inventions. The self-cleaning glass window and the fabric used to make umbrellas are both inspired by the smooth leaves of a lotus plant, with their ability to wash away dirt in the rain. Another product is Velcro. This hook-and-loop fastener was invented after a Swiss engineer observed how the seeds of a plant clung to his clothing. He then made two fabrics stick together thanks to the hooks on one surface and the loops on the other. Since then, Velcro has gradually become a familiar fastener for shoes, jackets, and even spacesuits.

It is definitely true that nature has inspired numerous inventions and technologies. Scientists and inventors have tried to imitate something in nature in an effort to create better, stronger, safer tools and devices for our everyday life.

2 What is the most suitable title of the text?

- a. Mother Nature
- b. Imitating Nature
- c. Greatest Inventions

3 Match the words with their meanings.

1. inspire	a. cloth or material for making clothing, curtains, etc.
2. fastener	b. give someone a desire to do something well
3. fabric	c. thread or fibre with a curved end
4. hook	d. special clothing for an astronaut
5. loop	e. device used to close a piece of clothing
6. spacesuit	f. thin thread or fibre in the shape of a circle

4 Answer the questions about the text.

- 1. What are the inventions that imitate animals?
- 2. What are the inventions that imitate plants?
- 3. Why is the aeroplane considered one of the greatest inventions in our history?
- 4. What can help scientists to learn about life under the sea?
- 5. How can a glass window clean itself?
- 6. Find the words or phrases in the text that can describe an aeroplane, a submarine, and Velcro.

5 Which of the four inventions mentioned in the text is the best imitation of nature? State your reasons.

Speaking

Unique inventions

1 Practise the conversation with a partner.

Mai: What's that machine, John? It looks like a printer but a bit bigger and heavier.

John: It's a 3-D printer. I've just bought it.

Mai: 3-D printer? What's it used for?

John: Well ... It's used for producing solid objects similar to the originals.

Mai: Really? For example?

John: You can make things like a cup, a spoon, or even a toy car.

Mai: Fantastic. Does that mean I can make my own things at home and save lots of money?

John: That's right.

2 Complete the table with the information about the invention mentioned in the conversation above.

a. Name of invention	
b. Characteristics	bigger and heavier than a normal printer
c. Use	
d. Benefits	

3 Discuss two more inventions with a partner. Complete the table below with the phrases in the box.

- not costly
- environmentally-friendly
- easy to use
- not dependent on electricity
- easy to carry
- easy to transport files

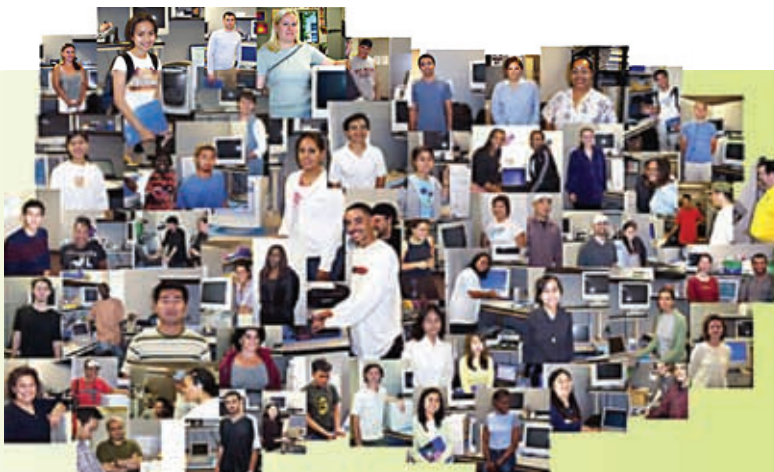


a. Name of Invention	portable solar charger	USB stick
b. Characteristics	small, portable	small, portable
c. Use	charge mobile devices (mobile phones, cameras, and laptop)	store data (audio or video files)
d. Benefits	-	-

4 Work with a partner. Choose one invention mentioned in 3 and make a similar conversation as in Activity 1. You can use the information in the table or your own ideas.

5 Work in groups. Choose one of the inventions below and prepare a talk to introduce it to other group members.

- laptop
- e-book reader
- food processor



Listening

Flying cars

1 Look at the picture and discuss with a partner what this flying car (or aerocar) can and cannot do.



2 Listen to an interview with Mr Brown, a spectator at a test flight of a flying car. Tick the words or phrases that you hear.

- | | | | |
|----------------------|--------------------------|---------------|--------------------------|
| - traffic jams | <input type="checkbox"/> | - collapsible | <input type="checkbox"/> |
| - traffic congestion | <input type="checkbox"/> | - collapse | <input type="checkbox"/> |
| - gallon | <input type="checkbox"/> | - runaway | <input type="checkbox"/> |
| - garage | <input type="checkbox"/> | - runway | <input type="checkbox"/> |



3 Listen and answer these questions.

1. Where is the test flight taking place?
2. What does Mr Brown do?
3. Why is he interested in the test flight?
4. What does Mr Brown like about the flying car?
5. What is the biggest problem with this flying car?

4 Listen again and complete the information about the flying car. Write one word or number in each gap.

1. size: a little bit _____ than a normal car
2. petrol consumption: _____ gallon(s) per hour in the air
_____ gallon(s) per 50 km on the ground
3. speed: _____ km per hour in the air
_____ km per hour on the ground

5 Do you want to own a flying car like Mr Brown? Why or why not? Is there a way to solve the problem with the car that Mr Brown discusses?



Writing

How good is it?

- 1 Which of these audio devices do you have or want to have? Discuss with a partner.



speakers



headphones



earbuds

- 2 The following text is about earbuds and their three benefits. Below it are the details supporting each benefit. Put the details in the appropriate gaps.

Most young people have a pair of earbuds with them when they go out. When connected to a portable media player or a mobile phone, earbuds help you listen to music or audio lessons. What are their benefits?

First, a pair of earbuds is small and light, so it is portable.

1. _____
_____.

Second, earbuds are not costly. They are not as expensive as a set of speakers.

2. _____
_____.

Finally, you can use earbuds to listen to music or your listening lessons anywhere, even in public places.

3. _____
_____.

- a. With about 100,000 VND, you can get a pair. Of course, you have to pay more for those of higher quality.
- b. Only you can hear the sounds from the media player or mobile phone. Nobody is disturbed.
- c. Earbuds are not bulky. You can put them in your bag or even your pocket.

- 3 Complete the following outline for the paragraph on earbuds in 2.

- a. Topic: *The benefits of earbuds*
b. Thesis sentence: _____

- c. Supporting idea 1 and further explanation:
small, light, portable => put in a bag or pocket
Supporting idea 2 and further explanation:

Supporting idea 3 and further explanation:

- 4 Choose one invention and write a similar paragraph about its benefits.

Benefits of a smartphone

- a. for communication: make phone calls, send & receive messages
- b. for entertainment: listen to music, play games
- c. for information: surf the Web, use maps to look for places

Benefits of a digital camera

- a. portable: light, small, not bulky
- b. convenient: quick to view and delete photos; easy to store and transfer photos to a computer
- c. economical: no money spent on film

COMMUNICATION AND CULTURE

Communication

Discussion

1 In groups, vote for the best invention among those in the list below. The best invention needs to meet the four criteria listed in the voting sheet. Tick (✓) the appropriate boxes.

Voting sheet

		useful to a lot of people	not expensive	easy to use	available / easy to buy
1.	solar charger				
2.	digital camera				
3.	3-D printer				
4.	laptop				
5.	smartphone				
6.	television				
7.	washing machine				

2 Report and explain your group's results to the whole class.

Example:

We vote for digital cameras because they are very useful. We use them to take pictures of people we spend time with or beautiful places we visit. What's more, a digital camera does not cost too much, and we don't have to buy rolls of film for it...

Culture

1 Do you know which countries these inventions are from? Match the country names with the inventions.

Countries	Inventions
1. China	a. medical incubator
2. Japan	b. PC sound card
3. Singapore	c. chopsticks
4. The Philippines	d. instant noodles



2 Read the text and answer the questions.

There is quite a long list of important inventions from Asian countries that help people. The Chinese invented paper, chopsticks and gun powder. The Japanese invented instant noodles and video games. In many Southeast Asian nations, agriculture is the main economic activity and pollution is a major problem. That is why there have been other important inventions to deal with these issues. Thai people, for example, have contributed to environmental protection and benefited farmers, who depend on water for their crops. Below are three significant inventions from a well respected Thai inventor, King Bhumibol Adulyadej.

The king's Chaipattana Aerator was patented in 1993 and has won several international awards. This is a kind of paddle-wheel machine that helps to add oxygen to the wastewater to 'clean' it before it is reused for farming.

In 1999 and 2003, he obtained Thai patents for his rain-making techniques. In addition to helping agriculture directly, these techniques have helped to increase the volume of water in rivers and streams and improved forest conditions.

The king's biodiesel oil project was first introduced in 2001. Its aim is to turn palm oil into biodiesel as an alternative source of energy. Biodiesel is a good choice for an alternative fuel, at a time when Thailand needs to reduce its use of fossil energy to protect the environment.

Questions

1. What are the main issues of many Southeast Asian countries?
2. Write the names of the inventions under the pictures.



a. _____ b. _____ c. _____

3. Which inventions have directly benefited farmers?
4. Which inventions have helped to protect the environment? Pick out information from the text to support your answer.
5. In your opinion, which of the three inventions from Thailand mentioned in the text is the most important? Why?

LOOKING BACK

Pronunciation

- 1 These words below are compound nouns or noun phrases. Put them in the correct columns according to their stress patterns. The first one in each column is an example.

food processor	correction pen
laptop	digital camera
earbuds	solar charger
washing machine	runway
smartphone	

● ●	● ●
food processor	solar charger



- 2 Listen and repeat these words.

Vocabulary

Complete these sentences using the words given in the box. Make changes where necessary.

invention portable
economical expensive benefit

1. A digital camera is more _____ than a film camera: You don't have to buy rolls of films.
2. Our teacher gave us an assignment on modern _____ of the 21st century.
3. Modern inventions tend to be small and _____, so they can be taken along and used everywhere.
4. Even the best invention may have both _____ and drawbacks.
5. It's difficult to look for products of high quality which are not _____.

Grammar

- 1 Read the following short exchange. Fill in the gaps with the present perfect or the present simple forms of the verbs in brackets.

Kim: Help me, Eric. My party (1. be) _____ next week and I (2. not plan) _____ the menu yet. I (3. waste) _____ three days worrying, and I still (4. not have) _____ any ideas. What should I do?

Eric: Don't panic. Your guests (5. not start) _____ arriving yet, so ask everyone to bring something. Then you can order some pizzas or buy spring rolls from a Vietnamese takeaway. Nobody (6. say) _____ no to pizzas or spring rolls, I'm sure.

- 2 Answer these questions, using the gerund or infinitive forms of verbs to describe functions or purposes.

1. What is a washing machine used for?
2. What can a solar charger be used for?
3. What do you use to listen to music and watch videos?
4. What is a correction pen used for?
5. What do you use a 3-D printer for?



PROJECT

1 Think about an imaginary invention that may be useful to you or other people. Consider these questions:

1. What is it used for?
2. Who can use it?
3. Where may it be used?
4. Is it expensive?
5. Is it easy to use?

2 Work in groups. Describe your invention to your group members. Which invention is the best in your group?



3 Your group is going to take part in the contest 'Best Invention of the Year' organised by your school. To get ready for this contest, design a poster about the best invention from Activity 2.

NOW YOU CAN

- ▶ Talk about inventions, their use and benefits
- ▶ Pronounce compound nouns with correct stress patterns
- ▶ Describe things using gerunds and infinitives
- ▶ Use the present perfect tense to describe an action happening in the past but having a result in the present
- ▶ Write about inventions

REVIEW 2

UNITS 4-5

LANGUAGE

Vocabulary

1 Complete the sentences using the endings: *-ing, -ed, -ful, or -less* of the words in brackets.

- Kate is _____ because her job is _____. (bore)
- Jane is _____ in volunteer work. She finds it _____. (interest)
- Those children look miserable! They're _____ and _____. (parent, home)
- These clothes are _____ to the street children in my town. (use)
- Mark is _____ with the volunteer work in this charity organization. He is not very _____ about getting a paid job next time. (disappoint, hope)

2 Complete the following sentences with suitable words or phrases from the box.

e-books laptop mobile phones
online games smartphone

- A _____ is used for making a phone call, getting access to the Internet, or listening to music.
- It is convenient for you to read _____ when you travel.
- Today young people are very much interested in playing _____.
- Can I borrow your _____ for a while? My desktop doesn't work.
- Students are not allowed to use _____ in classes.

Pronunciation

3 Group the words or phrases according to their stress patterns and read them aloud. The first ones have been done as examples.

electronic book medical mirror
food processor immune system
mobile phone online game
solar charger laptop
washing machine hearing aid

• •	• •
washing machine	electronic book
_____	_____
_____	_____
_____	_____

Grammar

4 Complete the sentences using the correct form of each verb, the past simple or the past progressive, with 'when' or 'while'.

- When I _____ (arrive) home, my brother _____ (talk) to someone in the living room.
- Linda _____ (make) lunch when the phone _____ (ring).
- While we _____ (play) football on the beach, it suddenly _____ (begin) to rain.
- When I _____ (see) the newcomer, he _____ (stand) outside the classroom.
- Someone _____ (steal) her purse while she _____ (get on) the bus.

5 Put the verb into the correct form, the present perfect, the simple past, or the past progressive.

Peter: (1) _____ (you/visit) the Sydney Opera House?

Mary: Yes. It's very beautiful!

Peter: (2) When _____ (you/see) it?

Mary: Last year. (3) I _____ (see) it while (4) I _____ (spend) my summer holiday in Sydney.

Peter: What about the Great Barrier Reef in Queensland?

Mary: No. I _____ (never/be) there. I'll go to see it some day.

6 Complete the following sentences using the correct form of the verb (V-ing or to-infinitive).

- This room is only for _____ (conduct) experiments.
- You can use a smartphone _____ (surf) the Net.
- This ink is used for _____ (print) books and newspapers.
- I went out _____ (buy) some batteries for my alarm clock.
- Hurry up! Why don't you use the microwave oven _____ (defrost) the chicken before cooking?

SKILLS

Reading

1 a. Read the text.

Up in the sky

Aviation is the flying or operating of an aircraft. People who fly aircrafts are called aviators. Over the years there have been many talented aviators. Percy Pilcher, an English engineer and aviation pioneer, was one of them.



In the 1890s, Pilcher built and flew a glider, a light aircraft that flies without an engine, called *the Hawk*. However, his dream was to achieve powered flight. He wanted to soar like the birds flying fast and high in the air! He built another *soaring machine*, this time, with an engine.

In 1899, he was ready to make his first test flight with his powered *soaring machine*. Unfortunately, the engine broke. Not wanting to disappoint the audience, he decided to fly the *Hawk* instead. Sadly, he crashed and died.

In 1903, two American brothers, called the Wright brothers, achieved the first powered flight. One hundred years later, in 2003, at the time of the centenary of powered flight, a replica of Pilcher's plane was built and flown. This exact copy of Pilcher's plane achieved a controlled flight of one minute and 26 seconds, longer than the Wright brothers' first flight of 59 seconds.

b. Find the definitions of the words below in the text and write them next to the words.

1. aviator _____
2. glider _____
3. soaring _____
4. centenary _____
5. replica _____

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

	T	F
1. Percy Pilcher built and flew a <i>Hawk</i> glider in 1890s.		
2. He made the first test flight with his <i>soaring machine</i> in 1899.		
3. He crashed and died because his new plane's engine broke.		
4. The Wright brothers were successful in their first powered flight in 1903.		
5. The Wright brothers achieved a controlled flight, which was longer than the flight, a replica of Pilcher's <i>soaring machine</i> made in 2003.		

Speaking

3 Work in pairs. Put the following activities in order (1- 5) from the most important to the least important for your community. Discuss why you have chosen this order.

- ___ building one or two more school(s) for children
- ___ setting up one new hospital
- ___ upgrading the roads in your area
- ___ providing vocational training for young people
- ___ cleaning up the polluted environment

4 Work in groups. Try to create an outline for one of the activities in 3. Think about the Wh-Questions: Who? What? When? Where? Why? How? Present your outline to the class.

Listening

5 Listen to the recording about the volunteer work for children in Viet Nam and choose the correct answer A, B, or C.

1. There are some kinds of volunteers who work for _____ in Viet Nam.
 - A. disadvantaged children
 - B. poor people
 - C. old people
2. Many children are _____.
 - A. homeless
 - B. parentless
 - C. jobless
3. The role of the volunteer is to provide _____ for these children.
 - A. food and drink
 - B. accommodation
 - C. love, education, and life skills
4. Volunteers can help children by teaching them _____.
 - A. Vietnamese, arts and crafts
 - B. music, sports, and other life skills
 - C. both A and B
5. Volunteers with the proper qualifications can support children _____.
 - A. without being educated
 - B. with mental and physical disabilities
 - C. coming from poor families

Writing

6 Write about the benefits of a handheld device like the one in the photo below. Use the following prompts or your own ideas.

1. **For information:** surf the Net anywhere, anytime using wi-fi or 3G technology
2. **For entertainment:** mainly play games, listen to music, watch full-HD movies, take photos and make video clips with high resolution.
3. **For communication:** have chats with friends, make voice calls / videocalls through the Internet
4. **For convenience:** light, thin, well-designed, easy to transfer data to a computer

GLOSSARY

Abbreviations

adj : adjective

adv : adverb

con : conjunction

n : noun

pre : preposition

pro : pronoun

v : verb

np: noun phrase

acupuncture (n)	/ˈækjʊpəlɪktʃə(r)/	châm cứu	Unit 2
advertisement (n)	/ədˈvɜːtɪsmənt/	(mục) quảng cáo, (mục) rao vặt	Unit 4
ailment (n)	/ˈeɪlmənt/	bệnh tật	Unit 2
air (v)	/eə(r)/	phát thanh/hình	Unit 3
allergy (n)	/ˈælədʒi/	dị ứng	Unit 2
announcement (n)	/əˈnaʊnsmənt/	thông báo	Unit 4
apply (v)	/əˈplai/	nộp đơn xin việc	Unit 4
audience (n)	/ˈɔːdiəns/	khán/thính giả	Unit 3
balance (v)	/ˈbæləns/	làm cho cân bằng	Unit 4
benefit (n)	/ˈbenɪfɪt/	lợi ích	Unit 1
biography (n)	/baɪˈɒɡrəfi/	tiểu sử	Unit 3
boost (v)	/buːst/	đẩy mạnh	Unit 2
breadwinner (n)	/ˈbredwɪnə(r)/	người trụ cột đi làm nuôi cả gia đình	Unit 1
bulky (adj)	/ˈbʌlki/	to lớn, kềnh càng	Unit 5
by chance (np)	/baɪ tʃɑːns/	tình cờ, ngẫu nhiên	Unit 4
cancer (n)	/ˈkænsə(r)/	ung thư	Unit 2
celebrity panel (np)	/sɪˈlebrɪtɪ ˈpænl/	ban giám khảo gồm những người nổi tiếng	Unit 3
chore (n)	/tʃɔː(r)/	công việc vặt trong nhà, việc nhà	Unit 1
circulatory (adj)	/ˈsɜːkjələt(ə)ri/	(thuộc) tuần hoàn	Unit 2
clip (n)	/klɪp/	một đoạn phim/nhạc	Unit 3
collapse (v)	/kəˈlæps/	xếp lại, sụp lại	Unit 5
community (n)	/kəˈmjuːnəti/	cộng đồng	Unit 4
complicated (adj)	/ˈkɒmplɪkeɪtɪd/	phức tạp	Unit 2
composer (n)	/kəmˈpəʊzə(r)/	nhà soạn nhạc	Unit 3
compound (n)	/ˈkɒmpaʊnd/	hợp chất	Unit 2
concerned (adj)	/kənˈsɜːnd/	lo lắng, quan tâm	Unit 4
consume (v)	/kənˈsjuːm/	tiêu thụ, dùng	Unit 2
contest (n)	/ˈkɒntest/	cuộc thi	Unit 3

contribute (v)	/kən'trɪbjʊ:t/	đóng góp	Unit 1
creative (adj)	/kri'eɪtɪv/	sáng tạo	Unit 4
critical (adj)	/'krɪtɪkl/	hay phê phán, chỉ trích, khó tính	Unit 1
dangdut (n)	/'dæŋdət/	một loại nhạc dân gian của In-đô-nê-xia	Unit 3
debut album (np)	/'deɪbjʊ: 'ælbəm/	tập nhạc tuyển đầu tay	Unit 3
dedicated (adj)	/'dedɪkeɪtɪd/	tận tâm, tận tụy	Unit 4
development (n)	/dɪ'veləpmənt/	sự phát triển	Unit 4
digestive (adj)	/daɪ'dʒestɪv/	(thuộc) tiêu hóa	Unit 2
disadvantaged (adj)	/,dɪsəd'vɑ:ntɪdʒd/	thiệt thòi	Unit 4
disease (n)	/dɪ'zi:z/	bệnh	Unit 2
donate (v)	/dəʊ'neɪt/	cho, tặng	Unit 4
earbud (n)	/'ɪəbʌd/	tai nghe	Unit 5
economical (adj)	/,ɪ:kə'nɒmɪkl/	tiết kiệm, không lãng phí	Unit 5
employment (n)	/ɪm'plɔɪmənt/	việc tuyển dụng	Unit 4
enormous (adj)	/ɪ'nɔ:məs/	to lớn, khổng lồ	Unit 1
equally shared parenting (np)	/'i:kwəli ʃeə(r)d 'peərəntɪŋ/	chia sẻ đều công việc nội trợ và chăm sóc con cái	Unit 1
evidence (n)	/'eɪdɪəns /	bằng chứng	Unit 2
excited (adj)	/'ɪksaɪtɪd/	phấn khởi, phấn khích	Unit 4
extended family (np)	/'ɪk'stendɪd 'fæməli/	gia đình lớn gồm nhiều thế hệ (có thể cả họ hàng) chung sống	Unit 1
fabric (n)	/'fæbrɪk/	vải; chất liệu vải	Unit 5
facility (n)	/fə'sɪləti/	cơ sở vật chất, trang thiết bị	Unit 4
fan (n)	/fæn/	người hâm mộ	Unit 3
(household) finances (n)	/'haʊshəʊld faɪ'næns/	tài chính, tiền nong của gia đình	Unit 1
financial burden (np)	/faɪ'nænʃl 'bɜ:dn/	gánh nặng về tài chính, tiền bạc	Unit 1
fortunate (adj)	/'fɔ:tʃənət/	may mắn	Unit 4
frown (v)	/fraʊn/	cau mày	Unit 2
gender convergence (np)	/'dʒendə(r) kən'vɜ:dʒəns/	các giới tính trở nên có nhiều điểm chung	Unit 1

GLOSSARY

generous (adj)	/'dʒenərəs/	rộng rãi, hào phóng	Unit 5
global smash hit (np)	/'gləʊbl smæʃ hɪt/	thành công lớn trên thế giới	Unit 3
grain (n)	/greɪn/	ngũ cốc	Unit 2
grocery (n)	/'grəʊsəri/	thực phẩm và tạp hóa	Unit 1
handicapped (adj)	/'hændɪkæpt/	tàn tật, khuyết tật	Unit 4
headphones (n)	/'hedfəʊnz/	tai nghe qua đầu	Unit 5
heal (v)	/hi:l/	hàn gắn, chữa (bệnh)	Unit 2
heavy lifting	/'hevi lɪftɪŋ/	mang vác nặng	Unit 1
helpful (adj)	/'helpfl/	hữu ích	Unit 4
homemaker (n)	/'həʊmmeɪkə(r)/	người nội trợ	Unit 1
hopeless (adj)	/'həʊpləs/	vô vọng	Unit 4
idol (n)	/'aɪdl/	thần tượng	Unit 3
imitate (v)	/'ɪmɪteɪt/	bắt chước, mô phỏng theo	Unit 5
inspiration (n)	/,ɪnspə'reɪʃn/	cảm hứng; nguồn cảm hứng	Unit 5
inspire (v)	/'ɪn'spaɪə(r)/	truyền cảm hứng	Unit 2
interact (v)	/,ɪntər'ækt/	tương tác	Unit 4
interested (adj)	/'ɪntərəstɪd/	quan tâm, hứng thú	Unit 4
interesting (adj)	/'ɪntərəstɪŋ/	hay, thú vị	Unit 4
intestine (n)	/'ɪn'testɪn/	ruột	Unit 2
invalid (n)	/'ɪn'vælɪd/	người tàn tật, người khuyết tật	Unit 4
invention (n)	/'ɪn'venʃn/	sự phát minh, vật phát minh	Unit 5
iron (v)	/'aɪən/	là/ủi (quần áo)	Unit 1
judge (n)	/dʒʌdʒ/	ban giám khảo	Unit 3
laptop (n)	/'læptɒp/	máy tính xách tay	Unit 5
laundry (n)	/'lɔ:ndri/	quần áo, đồ giặt là/ủi	Unit 1
lay (the table for meals)	/leɪ/	dọn cơm	Unit 1
leader (n)	/'li:də(r)/	người đứng đầu, nhà lãnh đạo	Unit 4
lung (n)	/lʌŋ/	phổi	Unit 2
martyr (n)	/'mɑ:tə(r)/	liệt sĩ	Unit 4
meaningful (adj)	/'mi:nɪŋfl/	có ý nghĩa	Unit 4
muscle (n)	/'mʌsl/	cơ bắp	Unit 2
narrow-minded (adj)	/.nærəʊ- 'maɪndɪd/	ông cạn, cạn nghĩ, hẹp hòi	Unit 4
needle (n)	/'ni:dl/	cây kim	Unit 2
nerve (n)	/nɜ:v/	(dây) thần kinh	Unit 2
non-profit (adj)	/nɒn -'prɒfɪt/	phi lợi nhuận	Unit 4

nuclear family (np)	/'nju:kliə(r) 'fæməli/	gia đình nhỏ chỉ gồm có bố mẹ và con cái chung sống	Unit 1
nurture (v)	/'nɜ:tʃə(r)/	nuôi dưỡng	Unit 1
obvious (adj)	/'ɒbvɪəs/	rõ ràng, hiển nhiên	Unit 4
opportunity (n)	/,ɒpə'tju:nəti/	cơ hội, dịp	Unit 4
oxygenate (v)	/'ɒksɪdʒəneɪt/	cấp ô-xy	Unit 2
passionate (adj)	/'pæʃənət/	say mê, đam mê	Unit 4
patent (n, v)	/'pætn̩t/	bằng sáng chế; được cấp bằng sáng chế	Unit 5
patient (adj)	/'peɪʃnt/	kiên trì, kiên nhẫn	Unit 4
phenomenon (n)	/fə'nɒmɪnən/	hiện tượng	Unit 3
platinum (n)	/'plætɪnəm/	danh hiệu thu âm dành cho ca sĩ hoặc nhóm nhạc có tuyển tập nhạc phát hành tối thiểu 1 triệu bản	Unit 3
pop (n)	/pɒp/	nhạc bình dân, phổ cập	Unit 3
portable (adj)	/'pɔ:təbl/	dễ dàng mang, xách theo	Unit 5
position (n)	/pə'zɪʃn/	vị trí, địa vị, chức vụ	Unit 4
post (n)	/pəʊst/	vị trí, địa vị, chức vụ	Unit 4
post (v)	/pəʊst/	đưa lên Internet	Unit 3
poultry (n)	/'pəʊltri/	gia cầm	Unit 2
principle (n)	/'prɪnsəpl/	nguyên tắc, yếu tố cơ bản	Unit 5
priority (n)	/praɪ'ɒrəti/	việc ưu tiên hàng đầu	Unit 4
process (n)	/'prəʊses/	quy trình	Unit 3
public (adj)	/'pʌblɪk/	công cộng	Unit 4
release (n)	/rɪ'li:s/	công bố	Unit 3
remote (adj)	/rɪ'məʊt/	xa xôi, hẻo lánh	Unit 4
respiratory (adj)	/rɪ'spɪrətəri/	(thuộc) hô hấp	Unit 2
responsibility (n)	/rɪ,spɒnsɪ'bɪlɪti/	trách nhiệm	Unit 1
running water (np)	/'rʌnɪŋ 'wɔ:tə(r)/	nước máy	Unit 4
submarine (n)	/,sʌbmə'ri:n/	tàu ngầm	Unit 5
velcro (n)	/'velkrəʊ/	một loại khóa dán	Unit 5

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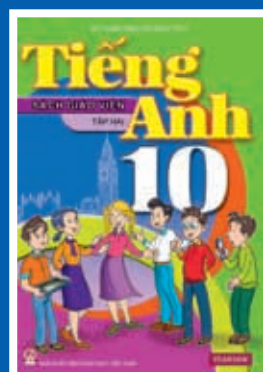
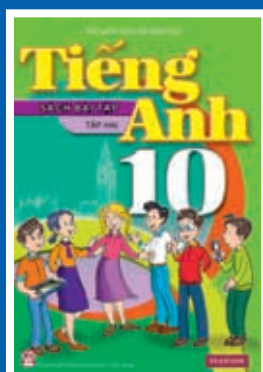
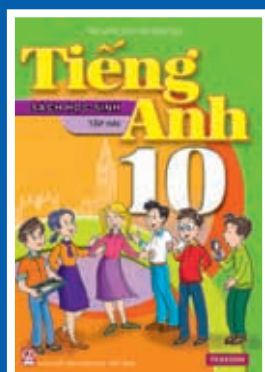
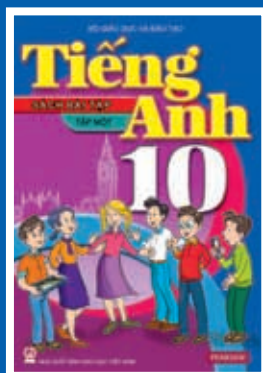
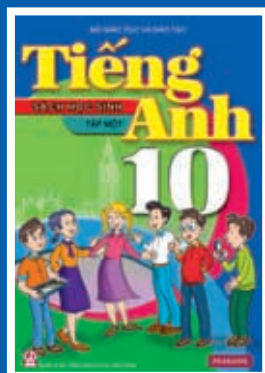
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In tại :

Địa chỉ :

In xong và nộp lưu chiểu tháng năm 2014.

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