

BỘ GIÁO DỤC VÀ ĐÀO TẠO

# Tiếng Anh

SÁCH HỌC SINH  
TẬP MỘT

9



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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SÁCH HỌC SINH  
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## LỜI NÓI ĐẦU

**Tiếng Anh 9, Tập Một** 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 cơ sở do Bộ Giáo dục và Đào tạo ban hành theo Quyết định số 01/QĐ-BGDĐT ngày 03 tháng 01 năm 2012, tiếp theo **Tiếng Anh 8**. Sách được biên soạn theo đường hướng giao tiếp, giúp học sinh sử dụng ngữ liệu (ngữ âm, từ vựng, ngữ pháp) để phát triển năng lực giao tiếp bằng tiếng Anh thông qua bốn kĩ năng nghe, nói, đọc và viết, trong đó, ưu tiên phát triển hai kĩ năng nghe và nói. Trong **Tiếng Anh 9, Tập Một**, việc học là trung tâm, học sinh là chủ thể của quá trình dạy học, trong đó tâm lí lứa tuổi của học sinh Trung học cơ sở, các đặc điểm văn hóa của Việt Nam và của các nước trên thế giới, đặc biệt là của các nước nói tiếng Anh, được đặc biệt coi trọng.

**Tiếng Anh 9, Tập Một** được biên soạn xoay quanh hai chủ điểm (Theme) gắn gũi với học sinh: *Our Communities* và *Our Heritage*. Mỗi chủ điểm được chia thành ba đơn vị bài học (Unit) tương ứng với ba chủ đề (Topic) của 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 9, Tập Một** được biên soạn trên cơ sở những kinh nghiệm thực tiễn của việc dạy tiếng Anh Trung học cơ sở ở Việt Nam với sự hợp tác chặt chẽ về chuyên môn và kĩ thuật của Tập đoàn Xuất bản Giáo dục Pearson.

Các tác giả rất mong nhận được những ý kiến đóng góp của các nhà giáo, học sinh, phụ huynh học sinh và đông đảo bạn đọc quan tâm để sách được hoàn thiện hơn.

*Các tác giả*



		Reading	Speaking	Listening	
	<b>Unit 1: Local environment</b>	- Reading for general and specific information about a traditional craft village	- Discussing local traditional crafts, their benefits and challenges	- Listening for specific information about places of interest in an area	
	<b>Unit 2: City life</b>	- Reading for specific information about the features of cities	- Talking about important features of a city	- Listening for specific information about some problems of city life	
	<b>Unit 3: Teen stress and pressure</b>	- Reading for general and specific information about a helpline service for teens in Viet Nam	- Talking about teen stress and pressure and how to cope with them	- Listening for general and specific information about the work of an advice columnist	
	<b>Review 1</b>				
	<b>Unit 4: Life in the past</b>	- Reading for specific information about children's pastimes in the past	- Making comments on or expressing opinions about facts in the past	- Listening for specific information about school life in the past	
	<b>Unit 5: Wonders of Viet Nam</b>	- Reading for specific information about a man-made wonder of Viet Nam	- Talking about man-made wonders of Viet Nam and how to protect and preserve them	- Listening for specific information about a natural wonder of Viet Nam	
	<b>Unit 6: Viet Nam: Then and now</b>	- Reading for general and specific information about the tram system in Ha Noi then and now	- Talking about changes in transport in the neighbourhood and expressing opinions about these changes	- Listening for general and specific information about life in an extended family	

	Writing	Language Focus	Communication	Project	
	- Writing an email to give information about places of interest in an area and things to do there	- Complex sentences (adverb clauses of result, reasons, concession): review - Phrasal verbs - Pronunciation: Stress on content words in sentences	Arranging a visit to a place of interest in the region	Giving a presentation about something special in an area	
	- Writing a paragraph about disadvantages/drawbacks of city life	- Comparison of adjectives and adverbs: review - Phrasal verbs (continue) - Pronunciation: Stress on pronouns in sentences	Discussing some features of a city	Writing notices	
	- Writing a short note to ask for advice and to give advice	- Reported speech: review - Question words before <i>to</i> -infinitive - Pronunciation: Stress on the verb <i>be</i> in sentences	Discussing necessary life skills for teens	Giving a presentation about a support group in the school	
	- Writing a description of how children in the past studied without technology	- <i>Used to</i> : review - Wishes for the present - Pronunciation: Stress on auxiliary verbs in sentences	Describing past practices	Making a poster on the preservation of a past tradition or pastime	
	- Writing an article describing a wonder of Viet Nam	- Passive voice: Impersonal passive - <i>suggest</i> + <i>V-ing</i> /clause with <i>should</i> - Pronunciation: Stress on short words ( <i>a, of, or</i> ) in sentences	Describing a wonder of Viet Nam	Making a promotional brochure about a wonder of Viet Nam	
	- Writing about some qualities a person needs to get along in an extended family	- Past perfect: review - Adjective + <i>to</i> -infinitive; Adjective + <i>that</i> -clause - Pronunciation: Stress on all the words in sentences	Talking about some changes in Viet Nam	Making a photo exhibition about school life in Viet Nam then and now	





## GETTING STARTED

### A visit to a traditional craft village



#### 1 Listen and read.

...

**Nick:** There are so many pieces of pottery here, Phong. Do your grandparents make all of them?

**Phong:** They can't because we have lots of products. They make some and other people make the rest.

**Nick:** As far as I know, Bat Trang is one of the most famous traditional craft villages of Ha Noi, right?

**Phong:** Right. My grandmother says it's about 700 years old.

**Mi:** Wow! When did your grandparents set up this workshop?

#### THIS UNIT INCLUDES:

##### VOCABULARY

Traditional crafts

Places of interest

##### PRONUNCIATION

Stress on content words in sentences

##### GRAMMAR

Complex sentences: review

Phrasal verbs

##### SKILLS

- Reading for general and specific information about a traditional craft village
- Discussing local traditional crafts, their benefits and challenges
- Listening for specific information about places of interest in an area
- Writing an email to give information about places of interest in an area and things to do there

##### COMMUNICATION

Arranging a visit to a place of interest in the region

**Phong:** My great-grandparents started it, not my grandparents. Then my grandparents took over the business. All the artisans here are my aunts, uncles, and cousins.

**Mi:** I see. Your village is also a place of interest of Ha Noi, isn't it?

**Phong:** Yes. People come here to buy things for their house. Another attraction is they can make pottery themselves in workshops.

**Nick:** That must be a memorable experience.

**Phong:** In Viet Nam there are lots of craft villages like Bat Trang. Have you ever been to any others?

**Mi:** I've been to a conical hat making village in Hue!

**Nick:** Cool! This is my first one. Do you think that the various crafts remind people of a specific region?

**Mi:** Sure. It's the reason tourists often choose handicrafts as souvenirs.

**Phong:** Let's go outside and look round the village.

...



**a Can you find a word/phrase that means:**

1. a thing which is skilfully made with your hands
2. start something (a business, an organisation, etc.)
3. take control of something (a business, an organisation, etc.)
4. people who do skilled work, making things with their hands
5. an interesting or enjoyable place to go or thing to do
6. a particular place
7. make someone remember or think about something
8. walk around a place to see what is there



E. \_\_\_\_\_



F. \_\_\_\_\_



G. \_\_\_\_\_



H. \_\_\_\_\_

**Watch out!**

'As far as I know' is an expression. It is used to say that you think you know something but you cannot be completely sure, especially because you do not know all the facts.



**b Answer the following questions.**

1. Where are Nick, Mi, and Phong?
2. How old is the village?
3. Who started Phong's family workshop?
4. Why is the village a place of interest in Ha Noi?
5. Where is the craft village that Mi visited?
6. Why do tourists like to buy handicrafts as souvenirs?

**2 Write the name of each traditional handicraft in the box under the picture.**

paintings pottery drums silk lanterns  
conical hats lacquerware marble sculptures



A. \_\_\_\_\_



B. \_\_\_\_\_



C. \_\_\_\_\_



D. \_\_\_\_\_

**3 Complete the sentences with the words/phrases from 2 to show where in Viet Nam the handicrafts are made. You do not have to use them all.**

1. The birthplace of the famous *bai tho* \_\_\_\_\_ is Tay Ho village in Hue.
2. If you go to Hoi An on the 15<sup>th</sup> of each lunar month, you can enjoy the lights of many beautiful \_\_\_\_\_.
3. Van Phuc village in Ha Noi produces different types of \_\_\_\_\_ products such as cloth, scarves, ties, and dresses.
4. On the Tet holiday, many Hanoians go to Dong Ho village to buy folk \_\_\_\_\_.
5. \_\_\_\_\_ products of Bau Truc, such as pots and vases, have the natural colours typical of Champa culture in Ninh Thuan.
6. Going to Non Nuoc marble village in Da Nang, we're impressed by a wide variety of \_\_\_\_\_ from Buddha statues to bracelets.

**4 QUIZ: WHAT IS THE PLACE OF INTEREST?**

**a Work in pairs to do the quiz.**

1. People go to this area to walk, play, and relax.
2. It is a place where objects of artistic, cultural, historical, or scientific interest are kept and shown.
3. People go to this place to see animals.
4. It is an area of sand, or small stones, beside the sea or a lake.
5. It is a beautiful and famous place in the countryside.

**b Work in groups. Write a similar quiz about places of interest. Ask another group to answer the quiz.**



# A CLOSER LOOK 1

## Vocabulary

1 Write the verbs in the box under the pictures. One of them should be used twice.

carve                      cast                      weave  
embroider                knit                      mould



A. \_\_\_\_\_



B. \_\_\_\_\_



C. \_\_\_\_\_



D. \_\_\_\_\_



E. \_\_\_\_\_



F. \_\_\_\_\_



G. \_\_\_\_\_

2a Match the verbs in column A with the groups of nouns in column B.

A	B
1. carve	a. handkerchiefs, tablecloths, pictures
2. cast	b. stone, wood, eggshells
3. weave	c. clay, cheese, chocolate
4. embroider	d. bronze, gold, iron
5. knit	e. baskets, carpets, silk, cloth
6. mould	f. sweaters, toys, hats

b Now write the correct verb forms for these verbs.

Infinitive	Past tense	Past participle
1. to carve	I carved it.	It was carved.
2. to cast	I _____ it.	It was _____.
3. to weave	I _____ it.	It was _____.
4. to embroider	I _____ it.	It was _____.
5. to knit	I _____ it.	It was _____.
6. to mould	I _____ it.	It was _____.

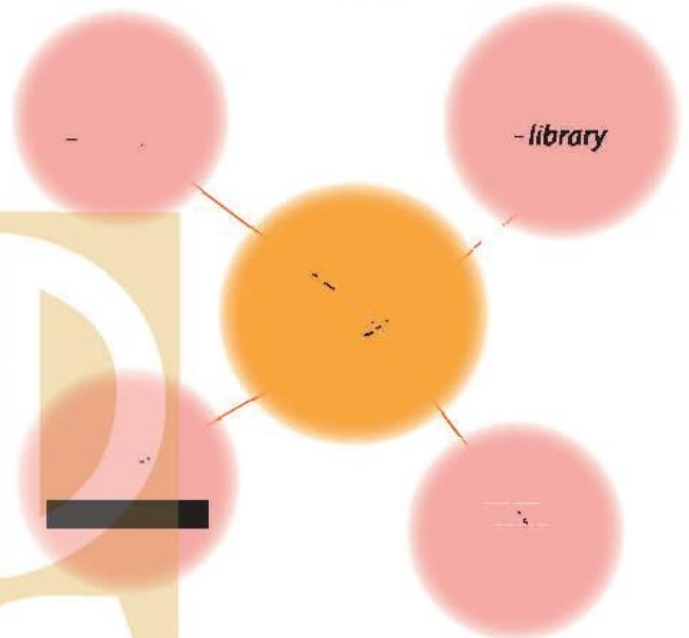
## Watch out!

You can also use the verb *to make* when talking about producing, creating, or constructing a handicraft.

Example: I made a basket at the workshop.



3 What are some places of interest in your area? Complete the word web. One word can belong to more than one category.



4 Complete the passage by filling each blank with a suitable word from the box.

attraction                      historical                      traditional  
handicrafts                      culture                      exercise

Some people say that a place of interest is a place famous for its scenery or a well-known (1) \_\_\_\_\_ site. I don't think it has to be so limited. In my opinion, a place of interest is simply one that people like going to.

In my town, the park is a(n) (2) \_\_\_\_\_ because many people love spending time there. Old people do (3) \_\_\_\_\_ and walk in the park. Children play games there while their parents sit and talk with each other. Another place of interest in my town is Hoa Binh market. It's a(n) (4) \_\_\_\_\_ market with a lot of things to see. I love to go there to buy food and clothes, and watch other people buying and selling. Foreign tourists also like this market because they can experience the (5) \_\_\_\_\_ of Vietnamese people, and buy woven cloth and other (6) \_\_\_\_\_ as souvenirs.



## Pronunciation

Stress on content words in sentences



**5a** Listen to the speaker read the following sentences and answer the questions.

1. The craft village lies on the river bank.
2. This painting is embroidered.
3. What is this region famous for?
4. Drums aren't made in my village.
5. A famous artisan carved this table beautifully.



1. Which words are louder and clearer than the others?  
\_\_\_\_\_
2. What kinds of words are they?  
\_\_\_\_\_
3. Which words are not as loud and clear as the others?  
\_\_\_\_\_
4. What kinds of words are they?  
\_\_\_\_\_

**b** Now listen, check, and repeat.

In spoken English, the following kinds of words are usually stressed: main verbs, nouns, adjectives, adverbs, *wh*-question words, and negative auxiliaries (e.g. *don't*).

Words such as pronouns, prepositions, articles, conjunctions, possessive adjectives, *be* (even if it is a main verb in the sentence), and auxiliary verbs are normally unstressed.



**6a** Underline the content words in the sentences. Practise reading the sentences aloud.

1. The Arts Museum is a popular place of interest in my city.
2. This cinema attracts lots of youngsters.
3. The artisans mould clay to make traditional pots.
4. Where do you like going at weekends?
5. We shouldn't destroy historical buildings.

**b** Now listen, check, and repeat.

## A CLOSER LOOK 2

### Grammar

Complex sentences: review

There are different types of dependent clause.

A dependent clause of **concession** begins with a subordinator *although*, *though*, or *even though*. It shows an unexpected result.

**Example:**

*Although* she was tired, she finished knitting the scarf for her dad.

A dependent clause of **purpose** begins with a subordinator *so that* or *in order that*. It tells the purpose of the action in the independent clause.

**Example:**

The artisan moulded the clay *so that* he could make a mask.

A dependent clause of **reason** begins with a subordinator *because*, *since*, or *as*. It answers the question "Why?"

**Example:**

*Since* it was raining, they cancelled the trip to Trang An.

A dependent clause of **time** begins with a subordinator *when*, *while*, *before*, *after*, *as soon as*, etc. It tells when the action described in the independent clause takes place.

**Example:**

*When* I have free time, I usually go to the museum.

**1** Underline the dependent clause in each sentence below. Say whether it is a dependent clause of concession (DC), of purpose (DP), of reason (DR), or of time (DT).

1. When people talk about traditional paintings, they think of Dong Ho village.
2. My sister went to Tay Ho village in Hue so that she could buy some *bai tho* conical hats.
3. Although this museum is small, it has many unique artefacts.
4. This square is our favourite place to hang out because we have space to skateboard.
5. The villagers have to dry the buffalo skin under the sun before they make the drumheads.



**2 Make a complex sentence from each pair of sentences. Use the subordinator provided and make any necessary changes.**

1. The villagers are trying to learn English. They can communicate with foreign customers. (in order that)
2. We ate lunch. Then we went to Non Nuoc marble village to buy some souvenirs. (after)
3. This hand-embroidered picture was expensive. We bought it. (even though)
4. This department store is an attraction in my city. The products are of good quality. (because)
5. This is called a Chuong conical hat. It was made in Chuong village. (since)

**Phrasal verbs**

**3 Read this part of the conversation from GETTING STARTED. Pay attention to the underlined part and answer the questions.**

**Mi:** Wow! When did your grandparents set up this workshop?

**Phong:** My great-grandparents started it, not my grandparents. Then my grandparents took over the business.

1. What is the meaning of the underlined verb phrases?
2. Can each part of the verb phrase help you understand its meaning?

A phrasal verb is a verb combined with a particle such as *back, in, on, off, through, up*, etc. When a particle is added to the verb, the phrasal verb usually has a special meaning.

**Example:**

- get up (get out of bed)
- find out (get information)
- bring out (publish/launch)
- look through (read)

**Note:** A verb can go with two particles.

**Example:**

- keep up with (stay equal with)
- look forward to (be thinking with pleasure about something to come)
- run out of (have no more of)

**4 Match the phrasal verbs in A with their meaning in B.**

A	B
1. pass down	a. stop doing business
2. live on	b. have a friendly relationship with somebody
3. deal with	c. transfer from one generation to the next
4. close down	d. reject or refuse something
5. face up to	e. return
6. get on with	f. take action to solve a problem
7. come back	g. have enough money to live
8. turn down	h. accept, deal with

**5 Complete each sentence using the correct form of a phrasal verb in 4. You don't need to use all the verbs.**

1. We must \_\_\_\_\_ the reality that our handicrafts are in competition with those of other villages.
2. I invited her to join our trip to Trang An, but she \_\_\_\_\_ my invitation.
3. The craft of basket weaving is usually \_\_\_\_\_ from generation to generation.
4. Do you think we can \_\_\_\_\_ selling silk scarves as souvenirs?
5. They had to \_\_\_\_\_ the museum because it's no longer a place of interest.
6. What time \_\_\_\_\_ you \_\_\_\_\_ from the trip last night?

**6 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.**

1. Where did you get the information about Disneyland Resort?  
*find*  
Where \_\_\_\_\_?
2. What time did you get out of bed this morning?  
*up*  
When \_\_\_\_\_?
3. I'll read this leaflet to see what activities are organised at this attraction.  
*look*  
I'll \_\_\_\_\_.
4. They're going to publish a guidebook to different beauty spots in Viet Nam.  
*out*  
They're \_\_\_\_\_.
5. I'm thinking with pleasure about the weekend!  
*forward*  
I'm \_\_\_\_\_!



# COMMUNICATION

## Extra vocabulary

team-building

turn up

set off

- 1** Nick, Mi, Duong, and Mai are planning a day out to a place of interest for their class. Listen to their conversation and complete their plan by filling each blank with no more than three words.

### A DAY OUT

	Details	Who to prepare
Place	(1) _____	
Means of transport	(2) _____	
Time to set off	(3) _____	Mai: stick a notice
Food	(4) bring _____	
Drinks	For everyone	Nga: buy in a (5) _____
Activities	Morning: (6) _____ games and quizzes Lunch: 11.30 Afternoon: go to a traditional (8) _____ at 1.30; (9) _____ their own paintings	Nick: prepare games Thank: prepare (7) _____
Time to come back	(10) _____	



- 2** Imagine that your class is going to a place of interest in your area. Work in groups to discuss the plan for this day out. Make notes in the table.

### A DAY OUT

	Details	Who to prepare
Place		
Means of transport		
Time to set off		
Food		
Drinks		
Activities		
Time to come back		



- 3** Present your plan to the class. Which group has the best plan?

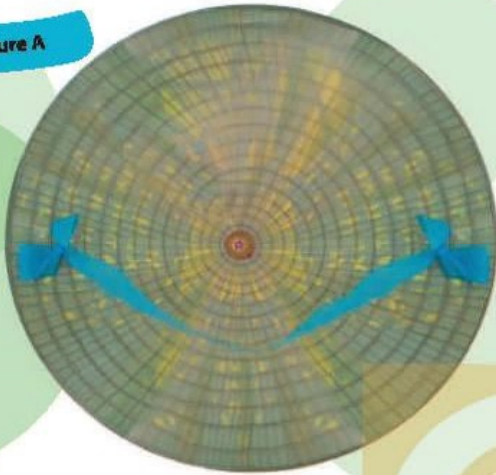


# SKILLS 1

## Reading

**1** Work in pairs. One looks at Picture A, and the other looks at Picture B on page 15. Ask each other questions to find out the similarities and differences between your pictures.

Picture A



**2** Mi visited Tay Ho village in Hue last month. She has decided to present what she knows about this place to the class.

Read what she has prepared and match the titles with the paragraphs.

1. Present status of the craft

2. Location and history of conical hat making village

3. How the conical hat is made



A

When you think about the conical hat, the first thing you think of is the region of Hue. Conical hat making has been a traditional craft there for hundreds of years, and there are many craft villages like Da Le, Phu Cam, and Doc So. However, Tay Ho is the most famous because it is the birthplace of the conical hat in Hue. It is a village on the bank of the Nhu Y River, 12 km from Hue City.

B



A conical hat may look simple, but artisans have to follow 15 stages, from going to the forest to collect leaves to ironing the leaves, making the frames, etc. Hue's conical hats always have two layers of leaves. Craftsmen must be skilful to make the two layers very thin. What is special is that they then add poems and paintings of Hue between the two layers, creating the famous *bai tho* or poetic conical hats.

C

Conical hat making in the village has been passed down from generation to generation because everybody, young or old, can take part in the process. It is a well-known handicraft, not only in Viet Nam, but all around the world.



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

1. Why is Tay Ho the most well-known conical hat making village?
2. How far is it from Tay Ho to Hue City?
3. What is the first stage of conical hat making?
4. What is special about the hat layers?
5. What is special about the *bai tho* conical hat?
6. Who can make conical hats?

## Speaking

**4** Read the following ideas. Are they about the benefits of traditional crafts (B) or challenges that artisans may face (C). Write B or C.

1. providing employment
2. losing authenticity
3. providing additional income
4. relying too much on tourism
5. treating waste and pollution
6. preserving cultural heritage

Can you add some more benefits and challenges?

**5** Imagine that your group is responsible for promoting traditional crafts in your area. Propose an action plan to deal with the challenges.



# SKILLS 2

## Listening

4Teen radio is asking different students about their places of interest.

**1** Describe what you see in each picture. Do you know what places they are?



Listen and check your answers.

**2** Listen to what these students say and decide if the statements are true (T) or false (F).

1. Tra is interested in history.
2. Nam likes making things with his hands.
3. Nam's family owns a workshop in Bat Trang.
4. The trees in the garden only come from provinces of Viet Nam.
5. Hoa loves nature and quietness.

**3** Listen again and complete the table. Use no more than three words for each blank.

Student	Place of interest	Activities
 <b>Tra</b>	Viet Nam National Museum of History	- Seeing various (1) _____ - Looking round and (2) _____
 <b>Nam</b>	Bat Trang pottery village	- Learning to (3) _____ and (4) _____
 <b>Hoa</b>	Ha Noi Botanical Garden	- Climbing up (5) _____ - Reading (6) _____ - Feeding (7) _____ - (8) _____ people

## Writing

**4** If a visitor has a day to spend in your hometown/city, where will you advise him/her to go? What can they do there? Work in pairs, discuss and take notes of your ideas.


Places	Activities
Place 1: _____	_____
Place 2: _____	_____
Place 3: _____	_____

**5** Imagine that your Australian pen friend is coming to Viet Nam and will spend a day in your hometown/city. He/She has asked for your advice on the places of interest they should go to and the things they can do there.

Write an email to give him/her some information.



From: \_\_\_\_\_



To: \_\_\_\_\_

Subject: Places of interest in my hometown/city

Dear \_\_\_\_\_,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Look forward to seeing you soon!

Best wishes,

\_\_\_\_\_

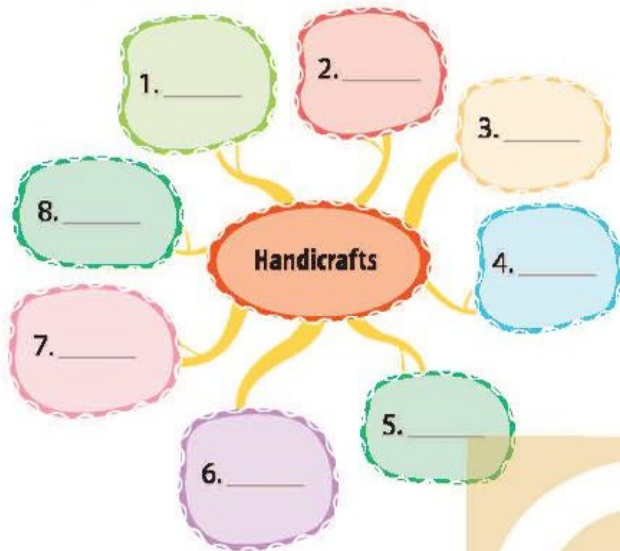




# LOOKING BACK

## Vocabulary

1 Write some traditional handicrafts in the word web below.



2 Complete the second sentence in each pair by putting the correct form of a verb from the box into each blank.

carve	cast	weave
embroider	knit	mould

- The artisan made this statue by pouring hot liquid bronze into a mould.  
→ The artisan \_\_\_\_\_ this statue in bronze.
- I'm decorating a cloth picture with a pattern of stitches, using coloured threads.  
→ I'm \_\_\_\_\_ a picture.
- They made baskets by crossing strips of bamboo across, over, and under each other.  
→ They \_\_\_\_\_ baskets out of bamboo.
- My mum made this sweater for me from wool thread by using two bamboo needles.  
→ My mum \_\_\_\_\_ a wool sweater for me.
- He made this flower by cutting into the surface of the wood.  
→ He \_\_\_\_\_ this flower from wood.
- I took some clay and used my hands to make it into a bowl shape.  
→ I \_\_\_\_\_ the clay into the desired shape.

3 Complete the passage with the words/phrases from the box.

looked	team-building	zoo	lunch
interest	looking forward to	craft	museum

Last week we had a memorable trip to a new (1) \_\_\_\_\_ on the outskirts of the city. We were all (2) \_\_\_\_\_ the trip. There are lots of wild animals, and they are looked after carefully. Each species is kept in one big compound and the animals look healthy. After we (3) \_\_\_\_\_ round the animal zone, we gathered on a big lawn at the back of the zoo. There we played some (4) \_\_\_\_\_ games and sang songs. Then we had a delicious (5) \_\_\_\_\_ prepared by Nga and Phuong. In the afternoon, we walked to a (6) \_\_\_\_\_ nearby. There is a big collection of handicrafts made by different (7) \_\_\_\_\_ villages. I'm sure that the zoo will be our new place of (8) \_\_\_\_\_.

## Grammar

4 Complete the complex sentences with your own ideas.

- Although this village is famous for its silk products, \_\_\_\_\_.
- Many people love going to this park because \_\_\_\_\_.
- Since \_\_\_\_\_, foreign tourists often buy traditional handicrafts.
- Moc Chau is a popular tourist attraction when \_\_\_\_\_.
- This weekend we're going to the cinema in order that \_\_\_\_\_.

5 Rewrite each sentence so that it contains the phrasal verb in brackets. You may have to change the form of the verb.

- I don't remember exactly when my parents started this workshop.  
(set up) \_\_\_\_\_.
- We have to try harder so that our handicrafts can stay equal with theirs.  
(keep up with) \_\_\_\_\_.
- What time will you begin your journey to Da Lat?  
(set off) \_\_\_\_\_?
- We arranged to meet in front of the lantern shop at 8 o'clock, but she never arrived.  
(turn up) \_\_\_\_\_.
- The artisans in my village can earn enough money from basket weaving to live.  
(live on) \_\_\_\_\_.



## Communication

- 6** Work in groups. One student thinks of a popular place of interest in their area. Other students ask Yes/No questions to guess what place he/she is thinking about.

**Example:**

- A: Is the place near the city centre?  
 B: Yes, it is.  
 C: Can we play sports there?  
 B: Yes, we can.  
 A: Can we play games there?  
 B: Yes, we can.  
 C: Do people go shopping there?  
 B: No, they don't.  
 A: Is it the ABC sports centre?  
 B: You're right.

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>use the lexical items related to traditional crafts and places of interest in an area</li> <li>say sentences with correct stress on content words</li> <li>write complex sentences with different dependent clauses</li> <li>use some common phrasal verbs correctly and appropriately</li> <li>read for general and specific information about a traditional craft village</li> <li>discuss local traditional crafts, their benefits and challenges</li> <li>listen for specific information about places of interest in an area</li> <li>write an email to give information about places of interest in an area and things to do there</li> </ul>			

## PROJECT

### What makes you proud of your area?

Imagine that the Youth Union is organising a competition entitled "What makes you proud of your area?". Competitors have to choose something special about their area and make a presentation about it. It can be a local product, traditional craft or a place of interest.

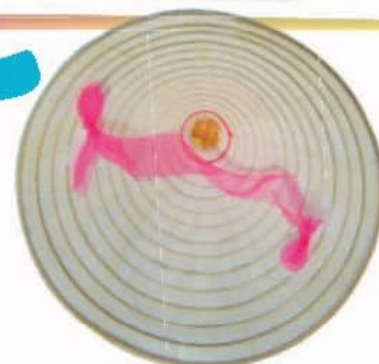
**Now...**

1. Work in groups and discuss the thing you are going to talk about.
2. Collect pictures from different sources or draw pictures of this thing.
3. Stick the pictures on a big piece of paper.
4. Search for information about this thing (its origin/history, how to make it, its special features, etc.)
5. Prepare a presentation. Remember to assign who will talk about what.
6. Give a presentation to the class.



**SKILLS 1**

Picture B







## GETTING STARTED

### Duong's first visit to Sydney



#### 1 Listen and read.

**Duong:** Hey, Paul! Over here!

**Paul:** Hi, Duong! How's it going? Getting over the jet lag?

**Duong:** Yes, I slept pretty well last night. Hey, thanks so much for showing me around today.

**Paul:** No worries, it'll be good fun.

**Duong:** So, are you from around here?

**Paul:** Me? Yes, I was born and grew up here. Sydney's my hometown.

**Duong:** It's fabulous. Is it an ancient city?

**Paul:** No, it's not very old, but it's Australia's biggest city, and the history of our country began here.

**Duong:** Wow! So what are the greatest attractions in Sydney?

**Paul:** Well, its natural features include Sydney Harbour, the Royal National Park, and Bondi Beach. Man-made attractions such as the Royal Botanic Gardens, Sydney Opera House, and the Harbour Bridge are also well known to visitors.

**Duong:** What about transport?

**Paul:** Public transport here is convenient and reliable: you can go by bus, by train, or light rail. Taxis are more expensive, of course.

#### THIS UNIT INCLUDES:

##### VOCABULARY

City life

##### PRONUNCIATION

Stress on pronouns in sentences

##### GRAMMAR

Comparison of adjectives and adverbs: review  
Phrasal verbs (cont.)

##### SKILLS

- Reading for specific information about the features of cities
- Talking about important features of a city
- Listening for specific information about some problems of city life
- Writing a paragraph about the disadvantages/drawbacks of city life

##### COMMUNICATION

Discussing some features of a city

**Duong:** And is Sydney good for shopping?

**Paul:** Of course! You know, Sydney's a metropolitan and multicultural city, so we have a great variety of things and foods from different countries. I'll take you to Paddington Market later, if you like.

**Duong:** Wonderful. What about education? Are there many universities?

**Paul:** Sydney has five big universities and some smaller ones. The oldest of them was set up in 1850, I believe.

**Duong:** Oh, it sounds like a good place to get higher education. I like this town!





**a Complete the sentences with information from the conversation.**

1. It is Duong's first \_\_\_\_\_ to Sydney.
2. In Paul's opinion, Sydney is not an \_\_\_\_\_ city.
3. Sydney Harbour is a \_\_\_\_\_ attraction of Sydney.
4. The shopping is good because of the \_\_\_\_\_ of things.
5. Duong thinks Sydney may be a good place to \_\_\_\_\_.

**b Find words in the conversation to match these definitions.**

1. tiredness from travelling across different time zones
2. an attraction
3. that can be trusted
4. belonging to a very large city
5. including people of different races, religions, languages, and traditions

**c Answer the questions.**

1. Where did Paul grow up?
2. What is the biggest city in Australia?
3. How is the public transport in Sydney?
4. Why is there a great variety of things and foods in Sydney?
5. When was the first university built in Sydney?

**d Think of other ways to say these expressions from the conversation.**

1. "How's it going?"
2. "Getting over the jet lag?"
3. "I slept pretty well"
4. "No worries"

**2 Replace the word(s) in italics with one of the words from the box.**

crowded      international  
local      urban      neighbouring

1. There is not a lot of *world news* in this newspaper.
2. I do my shopping in the *neighbourhood* shops, not in the town centre.
3. At weekends the city centre is always *packed* with people.
4. My friend's family has just moved to a *nearby* town.
5. There is far too much pollution nowadays in *city areas*.

**3 Work in pairs to do the quiz.**



1. Which city is the oldest?  
A. Ha Noi      B. Hue      C. Can Tho
2. Which city is in Oceania?  
A. Baghdad      B. Amsterdam      C. Canberra
3. Which is the best-known city in North America?  
A. Chicago      B. Vancouver      C. New York
4. Which city is in Africa?  
A. Luanda      B. Athens      C. Buenos Aires
5. Which city has World Heritage status?  
A. Bac Giang      B. Vinh      C. Hoi An
6. Which is a capital city?  
A. Rio      B. Moscow      C. Osaka





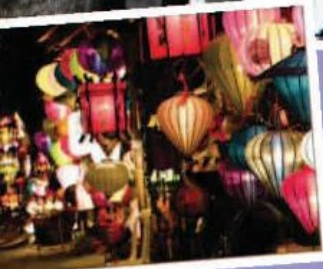
# A CLOSER LOOK 1

## Vocabulary

### Adjectives

**1a** Put one of the adjectives in the box in each blank.

local    delicious    ancient    historic  
helpful    warm    fascinating    comfortable



Dear Oggy,

We're having a fabulous time here in Hoi An. You know, it's a(n) (1) \_\_\_\_\_ town 30 km from Da Nang. The weather is very (2) \_\_\_\_\_ and sunny. Our hotel is small but (3) \_\_\_\_\_. The staff are friendly and (4) \_\_\_\_\_.

We've seen most of the sights of the town. The street life here is (5) \_\_\_\_\_. We've spent a lot of time wandering around and looking at the (6) \_\_\_\_\_ temples, bridges, and houses. We've also bought a lot of (7) \_\_\_\_\_ souvenirs, crafts, and clothing. Well, the street food in Hoi An is (8) \_\_\_\_\_ and affordable. I wish you could be here with us!

Anyway, I hope things are good with you.

Lots of love,  
Jack

**b** Now underline all the other adjectives in the letter.

**2** Which of the following adjectives describe city life? Put a tick (✓).

stressful	<input type="checkbox"/>	populous	<input type="checkbox"/>
exciting	<input type="checkbox"/>	polluted	<input type="checkbox"/>
delicious	<input type="checkbox"/>	cosmopolitan	<input type="checkbox"/>
historic	<input type="checkbox"/>	unemployed	<input type="checkbox"/>
busy	<input type="checkbox"/>	annoying	<input type="checkbox"/>
forbidden	<input type="checkbox"/>	pleased	<input type="checkbox"/>
exhausted	<input type="checkbox"/>	cheerful	<input type="checkbox"/>
modern	<input type="checkbox"/>	easy-going	<input type="checkbox"/>
frightening	<input type="checkbox"/>	downtown	<input type="checkbox"/>
rural	<input type="checkbox"/>	fashionable	<input type="checkbox"/>

**3** Put a suitable adjective from **2** in each blank.

1. She lives in one of the most \_\_\_\_\_ parts of the city: there are lots of luxury shops there.
2. How \_\_\_\_\_! The roads are crowded and I'm stuck in a traffic jam.
3. You can't stop here. Parking is \_\_\_\_\_ in this street.
4. This city is very \_\_\_\_\_, there are people here from all over the world.
5. The gallery downtown has regular exhibitions of \_\_\_\_\_ art.
6. Nhieu Loc canal in Ho Chi Minh City is much less \_\_\_\_\_ than before.





## Pronunciation

### Stress on pronouns in sentences

Most pronouns have strong and weak forms. Normally we use the weak form, but if the word is stressed because it is especially important, or because we want to show a contrast, we use the strong form.

#### Example:

A: That looks pretty easy. I think you can do it.  
("you" is weak)

B: Well, you do it then! ("you" is strong)

**4** Listen and repeat, paying attention to the difference in the underlined pronouns. Circle the pronouns that sound strong.

- A: Can you come and give me a hand?  
B: OK. Wait for me!
- A: Did you come to the party last night?  
B: Yes. But I didn't see you.
- A: Look - It's him!  
B: Where? I can't see him.
- A: They told us to go this way.  
B: Well, they didn't tell us!

**5a** Listen and mark the underlined words as **W** (weak) or **S** (strong).

#### Example:

A: Are you going to talk to him (W)?  
B: No, I think he (S) should talk to me (S) first.

- A: Is he ( ) there?  
B: No. Everybody else is, but he's ( ) gone home!
- A: Do you know that woman?  
B: Her ( )? Er... No. I don't recognise her ( ).
- A: I'm afraid we ( ) can't stay any longer.  
B: What do you mean 'we' ( )? I've ( ) got plenty of time.
- A: Look! Everybody's leaving.  
B: What about us ( )? Shall we ( ) go, too?

**b** Work in pairs. Practise the exchanges above.

## A CLOSER LOOK 2

### Grammar

#### Comparison of adjectives and adverbs: review

**1** Match the beginnings to the correct endings.

A	B
1. It's not as	a. faster than ever.
2. That skyscraper is one	b. to spell better.
3. The exam was	c. than being stuck in a traffic jam.
4. Life in the past was	d. of the tallest buildings in the world.
5. Mexico City is a lot	e. more difficult than I expected.
6. Kids are growing up	f. simple as it looks!
7. Nothing is worse	g. bigger than Rome.
8. These fun cards will encourage kids	h. less comfortable than it is now.

### REMEMBER!

- You can use *much*, *a lot*, *a bit*, and *a little* with the comparative forms of adjectives to show how big the differences are.

#### Example:

A DVD is *much* better than a video for watching films.

- With the superlative forms of the adjective you can use *second*, *third*, etc.

#### Example:

Karachi in Pakistan is the *second* largest city in the world in population.

- You can use *by far* to emphasise superlatives.

#### Example:

China is *by far* the most populated country in the world.







**2 Complete the text with the most suitable form of the adjectives in brackets. Add *the* where necessary.**

London is one of (1. large) \_\_\_\_\_ cities in the world. Its population is a lot (2. small) \_\_\_\_\_ than Tokyo or Shanghai, but it is by far (3. popular) \_\_\_\_\_ tourist destination. London is probably most famous for its museums, galleries, palaces, and other sights, but it also includes a (4. wide) \_\_\_\_\_ range of peoples, cultures, and religions than many other places. People used to say that it was (5. dirty) \_\_\_\_\_ city too, but it is now much (6. clean) \_\_\_\_\_ than it was. To the surprise of many people, it now has some of (7. good) \_\_\_\_\_ restaurants in Europe too. For some people, this makes London (8. exciting) \_\_\_\_\_ city in Europe.

**Phrasal verbs (cont.)**

**3 Look at the conversation in GETTING STARTED again. Find and underline the phrasal verbs.**

**REMEMBER!**

In addition to learning the meanings of phrasal verbs, we need to know whether the verb and the particle(s) have to stay together or they can be separated.

- In these phrasal verbs, the parts can never be separated: *set off, look forward to, put up with...*
- In these phrasal verbs, the parts can be separated: the object of the verb can come between the verb and the particle: *put sth on, turn sth/sb down...*



**4 Underline the correct particle to complete each phrasal verb.**

1. The city has recently set *up/off/out* a library in the West Suburb.
2. I don't think Fred gets *over/through/on* with Daniel. They always argue.
3. You should take your hat *in/over/off* in the cinema.
4. Their children have all grown *up/out/out of* and left home for the city to work.
5. We were shown *up/off/around* the town by a volunteer student.
6. The town council decided to pull *up/over/down* the building, as it was unsafe.

**5 Underline the phrasal verbs in the sentences, and match them to their meaning from the box.**

- |        |             |                  |
|--------|-------------|------------------|
| remove | examine     | press the switch |
| refuse | make a note | continue doing   |

1. You don't need the light on in here. Turn it off, please.
2. They offered him a place at the company but he turned it down.
3. The doctor wanted to go over the test results with her patient.
4. Once you've finished cleaning, you can go on with your work.
5. When you come inside, you should take off your coat and hat.
6. The local meeting is on Oct. 15<sup>th</sup>. Put it down in your diary.

**6 Read the text and find eight phrasal verbs. Match each of them with a definition from the box.**

- |                           |                 |               |
|---------------------------|-----------------|---------------|
| consider                  | ask for (a job) | arrive        |
| put on smart clothes      | discover        | continue      |
| make someone feel happier |                 | make progress |



For her first evening's work at the bar, Sarah dressed up. She wore a black skirt and white blouse, as she had been told to look smart. However, when she turned up, she found out that the manager had been less than honest with her about the job. She had to serve the customers and also work in the kitchen. Still, she decided to go on working at the bar for the time being. After all, she was getting on well in the job. Three months later, she saw an advertisement in the paper for a sales assistant at a department store. She thought it over carefully, and decided to apply for it. 'But I won't tell anyone until I've got the new job!' she thought. The prospect of doing something different cheered her up considerably.



# COMMUNICATION

## City life

**1a** Which of the following features do you like best about a city? Choose three from this list.

1. It is busy and exciting.
2. It is cosmopolitan.
3. It has a lot of fashionable shops.
4. It is cultural. There are cinemas, theatres, galleries, and museums.
5. It is convenient. There is a good transport system.
6. There are good cafés and restaurants.
7. There are a lot of parks and open space.
8. There are famous buildings and fascinating neighbourhoods.

**b** Work in groups. Discuss your choices. Give reasons.

I like a busy and exciting city with good transport, so I can get around and see all the cultural attractions it has to offer ...

**2** Read the passage and, in your group, answer the questions below.

Singapore is a small city-state in Southeast Asia. It is a lovely place to visit. The attractions are quite close to each other, so travelling between them is convenient. The food here is varied – all kinds of Asian food. The outdoor food markets are fun and affordable. You order your food, and it is cooked right before you. Then you go and eat it at a table outside. It's a great way to meet people. But what I like most about Singapore is that it is multicultural – Chinese, Malay, Indian, European, and Vietnamese. For me, that's the best thing about Singapore.



### Questions:

What is the best attraction in Singapore, according to the writer? Would you like to go there? Why?



**3** Read the information about these cities and try to find them on a map.

### Vung Tau

*Location:* Southeast Viet Nam

*Main features:*

- long beach
- mountains
- quiet and clean

*Attractions:*

- temples and pagodas
- old lighthouse (built 1907)
- Worldwide Arms Museum



### New York City

*Location:* Northeastern USA

*Main features:*

- fashion and financial centre
- skyscrapers
- cosmopolitan

*Attractions:*

- Statue of Liberty
- Central Park
- museums and galleries



### Melbourne

*Location:* Southeast Australia

*Main features:*

- multicultural
- large number of international students
- world's largest tram network

*Attractions:*

- Melbourne Museum
- Queen Victoria Market
- Melbourne Aquarium



**4** Write a short paragraph (80–100 words) about one of the cities above. You can refer to the passage in **2** as a guide.

Blank lined area for writing a short paragraph about one of the cities.

**5** Work in groups. Talk about the city you chose.

The city I'd like to visit most is New York. There are many things to see and to do there. You can ...



# SKILLS 1

## Reading

**1** Work in pairs. What features are important to you in a city? Put the following in order 1–8 (1 is the most important).

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> transport | <input type="checkbox"/> safety         |
| <input type="checkbox"/> education | <input type="checkbox"/> cost of living |
| <input type="checkbox"/> climate   | <input type="checkbox"/> entertainment  |
| <input type="checkbox"/> culture   | <input type="checkbox"/> convenience    |

**2** Read the passage quickly and find the information to fill the blanks.

- The name of the organisation doing the survey: \_\_\_\_\_
- The year of the survey: \_\_\_\_\_
- The names of the best city and the worst cities: \_\_\_\_\_



Which is the best city in the world to live in? Every year, the Economist Intelligence Unit (EIU) conducts a fascinating survey to determine which cities around the world “provide the best or worst living conditions”. It uses factors such as climate, transport, education, safety, and recreational facilities in cities. It gives scores for each, and ranks the cities in order – from the best to the worst.

For the year 2014, the top 10 cities came from Australia, Canada, Europe, and New Zealand. Melbourne in Australia had the highest score, which means it is the most ‘liveable’ city. Some famous cities came in the top 20, such as Tokyo (19<sup>th</sup>) and Paris (17<sup>th</sup>). Perhaps surprisingly, Osaka (13<sup>th</sup>) had the best score in Asia.

Cities with major conflicts tended to score the lowest. In these countries, living conditions were the most difficult or dangerous. Among the worst cities on the list were Dhaka in Bangladesh, Tripoli in Libya, and Douala in Cameroon.



However, some other organisations and individuals would like to add other factors to the index. They say that a city’s green space, urban sprawl, natural features, cultural attractions, convenience, and pollution should be added to the list.

**3** Read the passage again and answer the questions.

- What factors are used by the EIU to rank the world’s cities?
- Where were some famous cities on the list?
- Why were Dhaka, Tripoli, and Douala ranked among the worst cities?
- Which was the most ‘liveable’ city in Asia?
- What are some factors that should be added to the index?

## Speaking

**4 a** Work in groups of five or six. Conduct a survey to rank your own town/city or a town/city you know. Give from 10 points (the best) to 1 point (the worst) to each factor.

Ask each student in your group the question:  
*How many points do you give to factor 1 – safety?*

Then write the points in the table.

Factors	Points given					Total points
	St A	St B	St C	St D	St E	
1. safety						
2. transport						
3. education						
4. climate						
5. culture						
6. facilities						
7. entertainment						
8. natural features						
9. urban sprawl						
10. pollution control						

**b** Work out the final result of your group. Then present it to the class. Is your group’s result the same or different from that of other groups?



# SKILLS 2

## Listening

**1** Does your city, or the one nearest to you, have any of these drawbacks?

- urban sprawl
- noise
- high cost of living
- traffic jams
- air pollution
- bad weather
- crime
- overcrowding



**2** Listen and write the missing word in each gap.

1. "Some \_\_\_\_\_ have problems with pollution, crime, or bad weather – here we have traffic jams".
2. Before going to the \_\_\_\_\_, she has to take her children to school.
3. In the evening the \_\_\_\_\_ is even worse.
4. Now so many people have a car, and there aren't enough \_\_\_\_\_ in the city.

**3** Listen again and choose the correct answer.

1. What is the most serious problem in Bangkok?  
A. Pollution    B. Bad weather    C. Traffic jams
2. How does Suzanne go to work?  
A. By car    B. By Skytrain    C. By metro
3. How long does it take Suzanne to go to work every day?  
A. Two hours    B. Five hours    C. Half an hour
4. In the evening the traffic is \_\_\_\_\_.  
A. better    B. worse    C. the same
5. Why is traffic so bad in Bangkok?  
A. People move around by boat.  
B. There aren't enough roads.  
C. There isn't a Skytrain or metro.

## Writing

**4** Read the paragraph and complete the outline below.

Living in a city has a number of drawbacks. Firstly, there is the problem of traffic jams and traffic accidents. The increase in population and the increasing number of vehicles have caused many accidents to happen every day. Secondly, air pollution negatively affects people's health, and it also has a bad influence on the environment. More and more city dwellers suffer from coughing or breathing problems. Thirdly, the city is noisy, even at night. Noise pollution comes from the traffic and from construction sites. Buildings are always being knocked down and rebuilt. These factors contribute to making city life more difficult for its residents.



**Outline**

Topic sentence: \_\_\_\_\_

Problem 1: \_\_\_\_\_    Problem 2: \_\_\_\_\_    Problem 3: \_\_\_\_\_

Conclusion: \_\_\_\_\_

**5** Choose one item from the list in **1**. Make an outline, and then write a paragraph on one of the topics.

### Writing tip

Remember to organise your ideas to make your paragraph clearer:

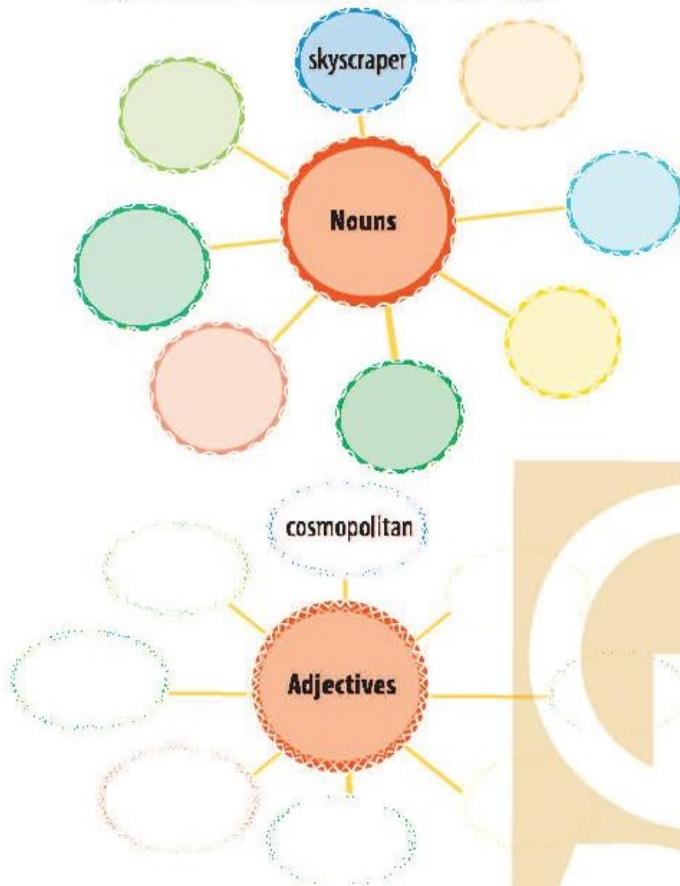
- Firstly ...
- Secondly ... / Next ...
- Thirdly ... / Lastly ... / Finally ...
- In conclusion ... / To conclude ...



# LOOKING BACK

## Vocabulary

1 Complete the word webs with nouns and adjectives connected with the city.



2 Put one word from the box in each gap.

noisy      full      crowded      bored  
fabulous      urban      fascinating

A big city is full of life. City life is more modern and (1) \_\_\_\_\_ than elsewhere. It is usually very busy and (2) \_\_\_\_\_, even at night.

Life in a big city starts early in the morning. Soon the roads are (3) \_\_\_\_\_ of vehicles. School children in their uniforms can be seen on the pavement, walking or waiting for buses. People rush to work. With every passing hour, the traffic goes on increasing. The shops and the market places remain (4) \_\_\_\_\_ till the evening hours.

Certainly (5) \_\_\_\_\_ life has certain charms. It offers great opportunities and challenges, especially for the young. There are lots of things to do, and facilities are well developed. There are (6) \_\_\_\_\_ places for amusement and recreation. One never feels (7) \_\_\_\_\_ in a city.

## Grammar

3 Complete each sentence with the word given, using comparison. Include any other necessary words.

- The last exhibition was not \_\_\_\_\_ this one. **INTERESTING**
- This city is developing \_\_\_\_\_ in the region. **FAST**
- Let's take this road. It is \_\_\_\_\_ way to the city. **SHORT**
- I was disappointed as the film was \_\_\_\_\_ than I had expected. **ENTERTAINING**
- You're not a safe driver! You should drive \_\_\_\_\_. **CAREFULLY**

4 Complete each space with a phrasal verb from the list. Change the form of the verb if necessary.

cheer up

get over

turn back

find out

turn down

go on

- She \_\_\_\_\_ his invitation to the party and now he's really upset.
- What's \_\_\_\_\_ in the street over there? Open the door!
- Lots of fruit and vegetables will help you \_\_\_\_\_ your cold.
- My brother was \_\_\_\_\_ with a trip to the zoo.
- The road was jammed, so we had to \_\_\_\_\_ and find an alternative route.
- I have \_\_\_\_\_ about a fabulous place where we can go for a picnic this weekend.

5 Rewrite each sentence so that it has a similar meaning and contains the word in capitals.

- Don't leave the lights on when you leave the classroom. **OFF**
- Mai spent her childhood in a small town in the south. **UP**
- Kathy checked the restaurant on her mobile phone. **LOOKED**
- My grandmother has recovered from her operation. **GOT**
- We are really expecting to see you again with pleasure. **LOOK**



## Communication

- 6** Work in two teams. The first team gives the name of a city or town in Viet Nam. The other team says any man-made or natural attractions that it is famous for. Then switch. The team with the most items wins.

Team 1: Hai Duong City.

Team 2: Well, it is famous for its green bean cakes.

Team 2: Da Nang City.

Team 1: It has fabulous Ngu Hanh Son (Marble Mountains)...

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>use the lexical items related to city life</li> <li>identify in which situations to stress pronouns in sentences and say these sentences correctly</li> <li>use adjectives, and comparison of adjectives and adverbs correctly</li> <li>use common phrasal verbs correctly and appropriately</li> <li>read for specific information about the features of cities</li> <li>talk about important features of a city</li> <li>listen for specific information about some problems of city life</li> <li>write a paragraph about the disadvantages/drawbacks of city life</li> </ul>			

## PROJECT

### Writing interesting notices

- 1** Put the items in these scrambled notices in the correct order, starting with the heading in capitals.

**A**

Classes as normal tomorrow  
Groups 9B + 9D to Gym  
**QUIET PLEASE**  
Exams in progress

**B**

Town Hall every evening  
Ring Dylan on 42564039  
Offered by native teachers  
**ENGLISH CONVERSATION LESSONS**  
Language exchange also a possibility

Where are you most likely to find these notices?

### Watch out!

Notices are usually very short and snappy. You can use short sentences, initials, and abbreviations. If the meaning is clear, you can also omit pronouns and, in certain cases, auxiliary verbs:

*Example:* Street cleaning next weekend



In a town or city, you can see a lot of notices. A notice should attract the reader's attention and send a message in just a few words. It may be effective to use different sizes of writing or type, or to put the heading in colour. Above all, the notice must be easy to understand.

- 2** Delete the words which are unnecessary in these notices, and make change(s) where appropriate.

#### VENDING MACHINE

The soup has run out.  
For tea and coffee, the machine is only accepting 10p and 50p coins.  
There are no more canned drinks.  
The technician has been called and the machine will be repaired soon.

- 3** In 20 – 30 words, write a notice for one of the following situations.

- You are organising a seminar for teenage girls about city life. Write a notice to put on the noticeboard, giving some details about time, place, and content of the seminar.
- You are a travel agent. You are organising a one-day trip around your city/town for foreigners. Write a notice to put at the travel agency.



## GETTING STARTED

“She’s been a bit tense lately...”

1 Listen and read.

**Amelie:** Hi Phuc! Where’s Mai? Isn’t she coming?

**Phuc:** She said she was too tired and didn’t want to go out. She’s been staying up late studying for the exam.

**Nick:** Does she need to be that stressed out?

**Phuc:** Maybe not. But my parents always expect her to get good grades and she doesn’t want to disappoint them. They want her to go to a top college and study medicine.

**Amelie:** Really? She told me she wanted to be a designer...

**Phuc:** Yes, that’s why she’s been a bit tense lately. She doesn’t know what to do. My parents said design graduates wouldn’t find jobs easily and they wanted her to get a medical degree.

**Amelie:** Oh, I understand. Sometimes I wish my parents could put themselves in my shoes...

## THIS UNIT INCLUDES:

## VOCABULARY

Changes in adolescence

## PRONUNCIATION

Stress on the verb *be* in sentences

## GRAMMAR

Reported speech: review

Question words before *to*-infinitive

## SKILLS

- Reading for general and specific information about a helpline service for teens in Viet Nam
- Talking about teen stress and pressure and how to cope with them
- Listening for general and specific information about the work of an advice columnist
- Writing a short note to ask for advice and to give advice

## COMMUNICATION

Discussing necessary life skills for teens

**Nick:** Anyway, Mai needs to take a break. I’ll call and ask her if she wants to go and see a film with us tomorrow.

**Phuc:** Oh, I doubt it... She’s already fully booked for the weekend with her maths class, English class, judo class, and music lesson!





**a Find the OPPOSITE of the following words in the conversation.**

1. to go to bed early
2. to be relaxed
3. bad exam results
4. to make someone happy
5. to work continuously
6. to have no plans

**b Choose the best answer.**

1. Why is Mai not playing badminton with Phuc, Nick, and Amelie?
  - A. She doesn't like playing badminton.
  - B. She is late.
  - C. She wants to stay at home.
2. Why is Mai working very hard for the exam?
  - A. She failed the last exam.
  - B. She wants her parents to be proud of her.
  - C. She wants to compete with her classmates.
3. How is Mai feeling now?
  - A. Confident and tired
  - B. Tense and disappointed
  - C. Tired and stressed
4. What do Mai's parents want her to be?
  - A. A medical doctor
  - B. A designer
  - C. A musician
5. What does Mai want to be?
  - A. A medical doctor
  - B. A designer
  - C. A musician
6. What are Phuc, Nick, and Amelie trying to do?
  - A. Understand Mai's situation and help her feel better.
  - B. Make Mai feel left out.
  - C. Find somebody else to replace Mai for the badminton.

**c What do you think Amelie means when she says, 'Sometimes I wish my parents could put themselves in my shoes'?**

**2 Fill the gaps with the words in the box. In some cases more than one word may be suitable.**

tense	frustrated	delighted
confident	relaxed	worried
depressed	calm	stressed

1. Thu had been studying very hard for the exam, but she still felt \_\_\_\_\_. Now that she has done well in the exam she is feeling much more \_\_\_\_\_.



2. My mother is a strong person. She stays \_\_\_\_\_ even in the worst situations.



3. Linh is feeling a bit \_\_\_\_\_ about her study. She's failed the exam once again!



4. I think taking a speech class is a good idea if you want to be more \_\_\_\_\_.



5. Emma is feeling so \_\_\_\_\_ with her fashionable new hairstyle.



6. Phuc, Nick, and Amelie feel \_\_\_\_\_. They want to help Mai but don't know what they can do for her.

**REMEMBER!**

Many adjectives of emotions and feelings are formed from the *-ed* form of verbs: *excited, relaxed, frustrated, etc.* Can you find more examples?



**3 Match the statements with the functions.**

give advice to someone	encourage someone
empathise with someone	assure someone

1. 'Go on! I know you can do it!'
2. 'If I were you, I would (get some sleep).'
3. 'You must have been really disappointed.'
4. 'Stay calm. Everything will be alright.'
5. 'I understand how you feel.'
6. 'Well done! You did a really great job!'

**4 How do you feel today?**

Work in pairs. Tell your friend how you feel today and what has happened that made you feel that way. Your friend responds to you, using one statement from the box in 3.



# A CLOSER LOOK 1

## Vocabulary

1 Complete the paragraph with the words in the box. There is one word that you don't need.

independence    informed    shape and height  
embarrassed    delighted    self-aware  
reasoning skills

Adolescence is the period between childhood and young adulthood. Your body will change in (1) \_\_\_\_\_. Your brain will grow and you'll have improved self-control and (2) \_\_\_\_\_. Physical changes are different for everyone, so you don't need to feel (3) \_\_\_\_\_ or frustrated!

You'll experience emotional changes as well. You'll feel you want more (4) \_\_\_\_\_ and responsibility. You may become more (5) \_\_\_\_\_, and care about other people's opinions, especially those of your friends. But remember you'll need adult support and guidance to make (6) \_\_\_\_\_ decisions and overcome stress.

2 Match the source of stress and pressure to the expression.

1. school pressures and frustrations
2. physical changes
3. unsafe living environment
4. problems with classmates at school
5. negative feelings about themselves
6. having too high expectations

A. 'I'll never be good at maths. I'm just too stupid!'



B. 'I hate my voice. It's high one minute, low the next, then high again! What's the matter with it? AND the girls are making fun of me! I'm so embarrassed.'

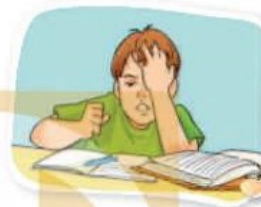


C. 'I must get the highest score in this exam. I must be the best student in the class!'



D. 'I feel worried when I have to wait for the bus in that neighbourhood after my evening class. It's so quiet and dark there.'

E. 'I have this big assignment to complete and I don't know where to start. It's too difficult!'



F. 'Why does he make me do all of his homework? It's not fair. And he says if I don't do it, he'll make my life difficult.'

3 Which of the following can be done in the above situations? Discuss with your partner. (More than one solution can be suitable for one situation.)

1. Take a break, then you will feel ready to start again.



2. Break a large task into smaller tasks.



3. Focus on your strong points.



4. Talk to someone about this and/or ask them for help.



4 Have you ever been in any of these situations? If so, what did you do to deal with them?

## Pronunciation

Stress on the verb *be* in sentences

Listen again to what Amelie said in GETTING STARTED. Notice the way she pronounced the verb *be* in the sentence.

'Hi Phuc! Where's Mai?  
Isn't she coming?'



## REMEMBER!

Normally the verb *be* is unstressed in the middle or at the start of a sentence for a statement or question.

**Example:**

She was stressed.

Are you worried about something?

However, the verb *be* is stressed in negative questions and at the end of sentences.

**Example:**

- Aren't you coming?

- Yes, I *am*.

Also, it is stressed for emphasis or contrast.

**Example:**

- She isn't coming?

- She *is* coming, but she'll be a little late.



**5** Listen to the recording and practise saying the sentences. Pay attention to the way the verb *be* is pronounced.

- Where are you? You aren't at the bus stop.  
- I *am* at the bus stop, but I can't see you.
- Are you busy right now?  
- Yes, I *am*. Sorry, could you wait for a minute?
- Is Ronia in?  
- No, she's out ice-skating.  
- But it's so cold!  
- It *is*. But she's got all her warm clothes on.
- Wasn't Bill disappointed about the exam result?  
- He *was*. But he was hiding it well.

**6** Look at the following sentences and underline the verb forms of *be* which should be stressed. Then listen to the recording to check and practise.

- You aren't worried about the exam? Good for you!  
- I *am* worried! But I try not to show it.
- Do you think Jack is good at Japanese?  
- He *is*. But he's a bit shy to speak it.
- Isn't badminton her favourite sport?  
- Yes, it *is*.
- Who's he?
- Sorry - we're late!  
- Actually, you aren't. We haven't started yet.
- Is she happy at the new school?  
- Yes, she *is*. She likes it a lot.

## Reported speech: review

**1** Read the conversation in GETTING STARTED again. Underline the reported speech. Then rewrite in direct speech what Mai said to her brother Phuc and to her parents.

**Mai:** 'I'm too tired and \_\_\_\_\_.'

**Mai:** 'I want \_\_\_\_\_.'

**Mai's parents:** 'Design \_\_\_\_\_.'

**2** Rewrite the following sentences in reported speech.

- 'We will visit you this week,' my parents told me.
- Our teacher asked us, 'What are you most worried about?'
- 'I'm so delighted. I've just received a surprise birthday present from my sister,' Phuong told me.
- 'Kate can keep calm even when she has lots of pressure,' Tom said.
- 'I got a very high score in my last test, Mum,' she said.
- 'Do you sleep at least eight hours a day?' the doctor asked him.

## Question words before to-infinitives

We can use question words *who*, *what*, *where*, *when*, *how* before a to-infinitive to express a situation that it is difficult or uncertain.

**Example:**

We don't know who we should contact.

→ We don't know *who to contact*.

## Look out!

The question word *why* cannot be used before a to-infinitive.



We often use the verbs *ask*, *wonder*, (*not*) *be sure*, *have no idea*, (*not*) *know*, (*not*) *decide*, (*not*) *tell* before the question word + to-infinitive.

**Example:** I have no idea where to get this information.



**3 Rewrite the sentences using question words + to-infinitives.**

1. I don't know what I should wear!

→ \_\_\_\_\_.

2. Could you tell me where I should sign my name?

→ \_\_\_\_\_.

3. I have no idea when we should leave for the bus.

→ \_\_\_\_\_.

4. We're not sure where we should hang the painting.

→ \_\_\_\_\_.

5. He wondered how he could tell this news to his parents.

→ \_\_\_\_\_.

6. They can't decide who should go first.

→ \_\_\_\_\_.

**Reported questions with question words before to-infinitives.**

Question words before *to*-infinitives can be used to report questions about something that should be done.

**Example:** 'What should I do?' she said.

— wondered what to do.



**Look out!**

To report Yes/No questions we use *whether* before *to*-infinitive. Remember *if* cannot be used in this case.

**Example:**

'Should I tell my parents what I really think?' she wondered.

→ She wondered whether to tell her parents what she really thought.



**4 Rewrite the following questions in reported speech, using question words before to-infinitives.**

**Tip:** You may use the following verbs: *ask, wonder, (not) be sure, have no idea, (not) know, (not) decide, (not) tell.*



- 'How should we use this support service?' they wondered.
- 'Who should I turn to for help?' he asked.
- 'Mum, when should I turn off the oven?' Mai asked her mother.
- 'Where should we park our bikes?' asked Phong and Minh.
- 'Should we call her now?' he asked.
- 'What should we do to make Linh feel happier?' they wondered.

**5 GAME**

**SOMETHING ABOUT OUR TEACHER...**

Decide as a whole class five questions you want to ask about the teacher. Then the class divides into two groups: one group stays inside the class and the other goes outside. The teacher will tell each group the answers to the questions. The class gets together again and in pairs you must report on what the teacher has told you.

Do you have a pet?  
If so, what is it?  
What's its name?



Our teacher said she had a dog called 'To Be' at home.



\_\_\_\_\_

'To Be' at home.





cognitive      emotions      concentrate  
self-discipline      resolve conflict      risk taking

## Life skills for teens

**1** Read about the necessary life skills for teenagers in the United States. Match the skills to their category.

**1. Social skills** (Image: A group of people talking)

**2. Cognitive skills** (Image: A woman holding two lightbulbs)

**3. Housekeeping skills** (Image: A person sweeping)

**4. Emotion control skills** (Image: A woman looking thoughtful)

**5. Self-care skills** (Image: A person playing cards)

**A**

- recognise and control your feelings
- cope with negative emotions

**B**

- have planning and organisational skills
- concentrate and be self-disciplined

**C**

- cooperate with others and resolve conflicts
- have communication skills

**D**

- prepare food, do laundry and chores at home
- manage a small budget
- learn about basic car operation

**E**

- develop healthy habits
- know how to act and where to get help in emergencies
- understand the boundaries of risk taking

**2** Discuss:

Do we teenagers in Viet Nam need all or some of these skills? Why/Why not?

**3** In groups, work out a similar list of skills that Vietnamese teens should have today. Add or remove categories and skills as you wish and remember to support your decisions with examples and explanations. Present your list along with other groups and make a common list for the whole class.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4** Look at the list of life skills for teens that your class has developed.

Which skills do you already have?

Which skills do you need to develop?



Share what you think with a partner.



# SKILLS 1

## Reading

**1 a** Do you know what a child helpline is?

**b** Now read the article.

### The Magic Number

*Magic Number* **18001567** is a 24-hour toll-free service for counselling and protecting children and young adults in Viet Nam. The helpline was set up in 2004 by the government with support from Plan Vietnam, an international children's development organisation.

By 2014, the helpline had received over 1.5 million calls from children and adults nationwide. Sixty-nine per cent of the calls came from children and most child callers were in the 11-14 year old and 15-18 year old groups. The calls were mostly questions about family relationships, friendships, and physical and mental health. Moreover, nearly 3,000 cases of missing or abandoned children, or children who were suffering from violence, trafficking, or sexual abuse received emergency support.

The helpline promotes child participation in its operations by involving children as peer communicators and decision makers.

A member of Child Helpline International, *Magic Number* aims to create favourable conditions for children to develop physically and mentally. If you need support or advice, or know of someone who does, just dial 18001567!

*(The facts, figures, and photos in this text are provided by Plan Vietnam)*



**2** Answer the questions.

1. What is *Magic Number* 18001567?
2. Which age groups have called the helpline most?
3. What were the calls mostly about?
4. Why have 3,000 calls received emergency support?
5. How does *Magic Number* promote child participation in its operations?
6. What is the aim of the helpline?

**3** Read the text again and decide if the following statements are true (T) or false (F).

1. You can call *Magic Number* anytime during the day or night.
2. The service and the telephone calls are free.
3. Only children can call the helpline.
4. The typical caller to *Magic Number* is a nine-year-old child.
5. All decisions about the operation of the helpline are made by adults.
6. The service is available in all cities and provinces in Viet Nam.

## Speaking

### Study skill: Asking for advice

What do you think I should do (about...)?  
What should I do?  
What would you do in this situation?  
Could you give me some advice (about...)?  
If you were me, what would you do?  
I wonder whether to... or...  
Do you know who to speak to about this?

**4** Listen to two students calling a child helpline and complete the notes. Then use the notes to role-play the callers.

Caller 1	Caller	Caller 2
	Feeling now _____	
	Problem _____	
	Question _____	

**5** Look at **2**, A CLOSER LOOK 1. Imagine you are one of these students. You want to call the *Magic Number* helpline to ask for help. What do you say? Your partner listens and takes notes.

Remember to:

- briefly introduce yourself (you can choose whether to say your name and address or not)
- describe your problem/dilemma
- ask for help



# SKILLS 2

## Listening

**1a** Listen to an interview with Miss Sweetie, the advice columnist of *4Teen* magazine.



**b** Choose the best answer.

1. Miss Sweetie (likes/doesn't like) her work as an advice columnist.
2. She is (in/no longer in) her adolescence.
3. She thinks giving advice (is/isn't) not easy).
4. It (takes time/doesn't take time) for her to come up with a piece of advice.
5. She thinks to give good advice we (need/don't need) to empathise with people.



**2** Answer the questions.

1. What are the two things that Miss Sweetie likes about her work?
2. What did she say was most important when giving others advice?
3. Why does she think the language used for giving advice is also important?

**3** Which of the following expressions are more likely to be used by Miss Sweetie when she gives advice?

1. 'You ought to talk to her.'
2. 'I think you should talk to her.'
3. 'You must talk to her.'
4. 'You have to talk to her.'
5. 'It might be a good idea to talk to her.'

## Writing

**Study skill: Giving advice**

If I were you, I would/wouldn't...  
I (don't) think you should...  
Have you thought about (verb-ing)...?  
It might help to consider...  
It might be a good idea to...

**4** Look at **2**, A CLOSER LOOK 1 and give one piece of advice to each student.

**Example:**

A. Have you thought about asking a friend who is confident about maths to help you? Perhaps you just need a little more practice.

**5a** Write a short note to Miss Sweetie to ask her for advice about a problem at school or with your friends. Use the 'Asking for advice' box on SKILLS 1, page 32 to help you. Sign the letter with a made-up name, not your real name.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**b** As a whole class, put the notes in a pile and take a different note. Write a short answer (2-3 sentences) to give advice about the problem. Use the 'Giving advice' box above for help.



# LOOKING BACK

**1 Put yourself in these teens' shoes. Choose the TWO best words to describe your feelings in the following situations.**

1. You won an essay contest. (excited/delighted/tense)



2. Your parents misunderstood you. (calm/frustrated/upset)



3. You stayed up late studying for an important exam. (relaxed/tense/stressed)



4. You are left out by friends. You can't concentrate on your studies. (confident/worried/tense)



5. Last week you had a presentation in class and you think it was very bad. (disappointed/delighted/frustrated)



6. Your closest friend is moving to another city. (emotional/depressed/embarrassed)



**2 Use the following prompts to say something to the students in 1.**

- 1 → congratulate, encourage
- 2 → empathise, advise
- 3 → empathise, advise
- 4 → empathise, advise
- 5 → assure, encourage
- 6 → empathise

**3 Give at least two examples for each of these sets of skills.**

1. Cognitive skills

\_\_\_\_\_

\_\_\_\_\_

2. Emotion control skills

\_\_\_\_\_

\_\_\_\_\_

3. Social skills

\_\_\_\_\_

\_\_\_\_\_

4. Self-care skills

\_\_\_\_\_

\_\_\_\_\_

5. Housekeeping skills

\_\_\_\_\_

\_\_\_\_\_

**4 Rewrite the following in reported speech.**

1. 'I'm really stressed out! I've had three sleepless nights thinking about my exam.'
2. 'I can't concentrate! It's too noisy in here.'
3. 'She was very upset at first but she's fine now.'
4. 'I don't think taking risks too often is a good idea.'
5. 'He'll take a cooking class before he goes to college.'
6. 'I really wish I could make informed decisions!'

**5 Rewrite the underlined phrases in the following text, using question words + to-infinitives.**

In our Life Skills lesson last week, our class had a visit from a Fire Safety Officer, and this is what he told us: 'Today I'm going to tell you (1) what you should do in case of fire. If there is a fire, keep calm. Be sure you know (2) where you can find the nearest exit or stairway. Do not use the lift. Before you leave, close all the doors behind you. You should know (3) how you could activate the fire alarm, and then shout 'fire'. You should know (4) what number you should call to report the fire and ask for help. In Viet Nam, it's number 114. The number is toll-free and you can call it any time from either a mobile or a landline without dealing area codes.'



## Communication

**6** Work in pairs. Look at the notes of the two callers from **4**, SKILLS 1 and give them some advice.

### Example

I think she should tell her parents that she really likes art and design.



If I were her, I would convince my parents that today it's become quite easy to find a job as a designer.



Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>use the lexical items related to changes in adolescence</li> <li>identify in which situations to stress the verb <i>be</i> in sentences and say these sentences correctly</li> <li>use reported speech with confidence</li> <li>use question words before <i>to</i>-infinitive</li> <li>read for general and specific information about a helpline service for teens in Viet Nam</li> <li>talk about teen stress and pressure and how to cope with them</li> <li>listen for general and specific information about the work of an advice columnist</li> <li>write a short note to ask for advice and to give advice</li> </ul>			

## PROJECT

### TEEN SUPPORT GROUP



Work in groups. Prepare some ideas for a teen support group in your school:

- study skills group
- life skills group
- social skills group
- emotion control skills group
- career planning group

Choose one idea and think about how to set up the support group, focussing on the following questions:

- What is the name of the support group?
- How is the group organised?
- How does it help teens?

Present your group's ideas to the rest of the class. Get their feedback.





# REVIEW 1 (UNITS 1 - 2 - 3)

## LANGUAGE

### Pronunciation

**1** Listen and practise saying the sentences. Pay attention to the underlined words.

- My town is nice and peaceful, but it isn't very big.
- Da Nang Museum of Cham Sculpture attracts a lot of foreign visitors.
- A: Were you wearing a helmet when you fell off your bike?  
B: No, I wasn't.
- Son: Can I go to a party tonight, Mum?  
Mother: OK, but please don't make noise when you come home.
- A: My mum's really a good friend of mine.  
B: Is she? Mine is very strict towards me.

**2** Look at the underlined words in the sentences and mark them as W (weak) or S (strong). Then listen to check and practise.

- A: Is ( ) Minh happy about winning the scholarship?  
B: Yes, he is ( ). But his parents are ( ) happier.
- A: I can't ( ) understand it! Aren't ( ) you my son?  
B: I'm terribly sorry, dad. But it isn't ( ) entirely my fault.
- A: Pho Hien is ( ) a very old town in North Viet Nam.  
B: Is it ( )? Where is it ( ) located?
- A: It's ( ) raining. Are they ( ) wearing raincoats?  
B: She ( ) is, but he ( ) isn't.

## Vocabulary

**3** Match the verbs in column A with the words/phrases in column B.

A	B
reduce	a home business
pull down	high expectations
empathise	a handicraft
make	worried and frustrated
set up	employment
feel	an old building
have	pollution
provide	with someone

**4** Fill each gap with a word from the box.

attractions    giant    excited    interest  
fascinating    tallest    symbol    affordable

The London Eye, also known as the Millennium Wheel, is a (1) \_\_\_\_\_ observation wheel in London. The entire structure is 135 metres (443 ft) tall and the wheel has a diameter of 120 metres (394 ft). When erected in 1999 it was the world's (2) \_\_\_\_\_ observation wheel. It is now one of the most popular (3) \_\_\_\_\_ in the world. It is considered to be a (4) \_\_\_\_\_ of London. People make special journeys to see the (5) \_\_\_\_\_ giant wheel. 15,000 people can ride the wheel every day. They feel (6) \_\_\_\_\_ to climb above the city and look back down on it. Not just rich people, but everybody can do this. It is public and (7) \_\_\_\_\_, and it has become a place of (8) \_\_\_\_\_ in London.





## Grammar

**5** Complete each sentence with the correct form of a phrasal verb from the list.

- look up
- deal with
- turn down
- set up
- get over
- put up with
- give up
- keep up with

1. The two countries agreed to \_\_\_\_\_ full diplomatic relations.
2. When you're tired and under stress, it's important to look after yourself and find ways to \_\_\_\_\_ it.
3. Six people applied for the job, but four of them were \_\_\_\_\_.
4. Why don't you \_\_\_\_\_ this word in the dictionary?
5. Mike had to \_\_\_\_\_ gymnastics because of his injury.
6. I'm going crazy! I can't \_\_\_\_\_ so much confusion!
7. I think she \_\_\_\_\_ the quarrel with her close friend.
8. It's difficult to \_\_\_\_\_ changes in technology.

**6** Rewrite the following questions in reported speech, using question words before to-infinitives.

1. "What should I wear to the fancy dress party?" Trang asked.
2. "Should I help Chau with the money my mum gave to me?" she wondered.
3. "Where can we get those traditional handicrafts?" Nick wondered.
4. "Who can I turn to for help with my homework now?" Phuc said.
5. "When should I break the sad news to him?" Hoa asked.

## Everyday English

**7** Choose the suitable words/phrases to complete the mini-talks.

- what to do
- As far as I know
- Cool
- No worries
- If I were in your shoes

1. A: My face often goes red and hot these days. What should I do?  
B: \_\_\_\_\_, there's no cause for concern.
2. A: You look upset. What's the problem?  
B: Well, my cousin wants to share my room during his visit, but we don't get on very well. I don't know \_\_\_\_\_.
3. A: Shall we visit the lantern making workshop?  
B: \_\_\_\_\_! When should we go?
4. A: Thanks a lot for your sound advice.  
B: \_\_\_\_\_.
5. A: What do you suggest I should do now?  
B: \_\_\_\_\_, I'd take it easy and try to forget it.





## SKILLS

### Reading

**1** Read the two letters: one from a girl and the other from Miss Wiselady.



*Dear Miss Wiselady,*

I am in grade 9 at a school in town. I absolutely love my school, and I love my classmates, except one thing.

It seems that the girls are always saying negative things about our teachers, even our headmistress. This kind of gossip makes me uncomfortable and upset. I don't think it's good for the study atmosphere, and it would be terrible if the teachers found out. I don't know how to face up to this issue. What should I do?

*Upset*



*Dear Upset,*

Well, that is a nasty problem. If you really wanted to do something, you could explain how you feel. Tell them that they should not go on with the gossip. But it might be too direct for some people. I suggest you try to keep away from it as much as possible. Keep quiet, or better still, just leave them if you are not comfortable with the topic of discussion.

*Wiselady*

- Underline the phrasal verbs in the letters and say what they mean.
- Decide whether the statements are true (T) or false (F).

	T	F
1. Upset doesn't love her classmates.	—	—
2. There is some gossip among Upset's friends.	—	—
3. Upset wants some advice from Miss Wiselady.	—	—
4. Miss Wiselady says the problem is not easy to solve.	—	—
5. Miss Wiselady suggests Upset should deal with the gossip directly.	—	—





## Speaking

**2** Talk in groups. Prepare a one-minute talk. Choose one of the following topics.

1. "The girl sitting in front of me in class keeps playing music during the lesson. She uses earplugs but I feel distracted and frustrated. What should I do?" Trung said. Give Trung some advice.



2. If you could visit one city in the world, what city would you like to see? Explain why.



3. Imagine you are going to take a group of foreigners to a place of interest in your area. Where would you take them? Talk about the place.



## Listening

**3a** Listen to the conversation and answer the questions.

1. Where does Michelle live?
2. Where does Mike live?

**b** Listen again and complete the sentences.

1. I feel like \_\_\_\_\_ here.
2. And it seems kind of dangerous, especially \_\_\_\_\_.
3. We live in an apartment \_\_\_\_\_.
4. And we can enjoy all kinds of \_\_\_\_\_: cinemas, museums...

## Writing

**4** Write a letter to your pen friend about your last visit to a craft village.

You can refer to the following:

time/date of your visit

people you went there with

the name of the village

the crafts it makes

what you saw there

your impression of the visit



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## GETTING STARTED

### Preserving the past

#### THIS UNIT INCLUDES:

##### VOCABULARY

Life in the past

##### PRONUNCIATION

Stress on auxiliary verbs in sentences

##### GRAMMAR

Used to: review

Wishes for the present

##### SKILLS

- Reading for specific information about children's pastimes in the past
- Making comments on or expressing opinions about facts in the past
- Listening for specific information about school life in the past
- Writing a description of how children in the past studied without technology

##### COMMUNICATION

Describing past practices



#### 1 Listen and read.

**Father:** This is a present for you, son.

**Nguyen:** A kite! How cool! Thank you, dad.

**Father:** I made it for you, just like your grandfather used to make one for me.

**Nguyen:** Is it a family tradition?

**Father:** Yes, for generations.

**Nguyen:** I love it. So when you were a kid, what did you use to do for entertainment?

**Father:** Oh, it was all very simple back then. We didn't have television or the Internet. A mobile movie team used to come once every two months, and everyone from the village would be there. The children were always early, trying to get a place near the screen.

**Nguyen:** I suppose it was a special occasion, wasn't it?

**Father:** Sure.

**Nguyen:** I wish there were movie teams like that now.

**Father:** Yeah, it was a lot of fun.

**Nguyen:** Then how did you get to know about the world outside?

**Father:** We had the radio; actually, only wealthy people did. The whole village used to listen to the news programme through a loudspeaker.

**Nguyen:** Wow, I can't imagine that.

**Father:** I know. The world's changed a lot, son. It's much easier now.

**Nguyen:** Do you miss the past, dad?

**Father:** I suppose I do. Sometimes I wish I could go back to that time.



**1 Read the conversation again and answer the questions.**

1. What is a tradition in Nguyen's family?
2. How often did the movie team come to the village?
3. What did the children use to do when the movie team came to the village?
4. Who in the village had a radio?
5. Does Nguyen's father miss the past? What did he say?

**b Match the expressions (1 - 4) from the conversation with their meanings (a - d). Can you add some more expressions with the same meaning?**

1. How cool!	a. expressing agreement
2. Sure.	b. expressing a wish
3. Wow, I can't imagine that.	c. expressing appreciation
4. I wish I could go back to that time.	d. expressing surprise

**c Choose suitable expressions from 1b to complete the short conversations.**

1. – Would you like to participate in this 'Preserving the past' project?  
– \_\_\_\_\_
2. – Marriages used to be arranged by parents.  
– \_\_\_\_\_
3. – I've finished my painting. Look!  
– \_\_\_\_\_
4. – Children used to play outdoors with things they found, like stones or feathers.  
– \_\_\_\_\_
5. – *The Time Machine* is a science fiction novel by H. G. Wells can take people back to the past.  
– \_\_\_\_\_
6. – It's a New Year tradition in Russia for people to take a bath in a hole which is dug in the ice.  
– \_\_\_\_\_

**2 Use the words/phrases in the box to complete the sentences.**

- |                |                          |
|----------------|--------------------------|
| a. loudspeaker | b. technological changes |
| c. generations | d. traditions            |
| e. events      | f. a special occasion    |

1. A \_\_\_\_\_ is used to make the sound much louder so that many people can hear it from a distance.
2. Every country has its own customs and \_\_\_\_\_.
3. There is always a big gap between \_\_\_\_\_. The old sometimes find it difficult to understand the young.
4. People in the past were slower in accepting \_\_\_\_\_ than they are today.
5. Traditionally, weddings and funerals are considered important village \_\_\_\_\_ in Viet Nam.
6. A wedding is \_\_\_\_\_, not only for the bride and groom but also for other attendants as they can meet friends and relatives.

**3 In groups, brainstorm some of the past events and practices in your area. Make a list and present them to the class.**





# A CLOSER LOOK 1

## Vocabulary

1 Match a verb in A with a word/phrase in B.

A	B
1. go	a. to drum music
2. collect	b. themselves
3. entertain	c. stories
4. dance	d. a diary
5. act out	e. your imagination
6. use	f. bare-footed
7. preserve	g. the post
8. keep	h. our traditions

2 Use the newly-formed phrases in 1 with the verbs in their correct forms to complete the sentences.

- In my time, most girls \_\_\_\_\_ where they could write down their daily thoughts and feelings.
- 'Grandpa, how did the children in your village use to \_\_\_\_\_?' - 'They played games like tug of war, hide and seek, or flew their kites.'
- We should work together to \_\_\_\_\_. They are of great value to us.
- \_\_\_\_\_ and draw a picture of your dream house.
- Children are very creative. They are good at \_\_\_\_\_.
- A postman comes once a day to \_\_\_\_\_ from the post box.
- I love \_\_\_\_\_ on the beach and feeling the sand under my feet.
- The Lion Dance is usually performed at Mid-Autumn Festival, where the dancers skilfully \_\_\_\_\_.

3 Choose a word/phrase from the box to complete the sentences.

illiterate      face to face      physical  
strict rules      street vendors      seniority

- Paying respect to people of \_\_\_\_\_ is a tradition in Viet Nam.
- Quite a large number of ethnic people in the mountains are still \_\_\_\_\_. They can't read or write.
- Eating from \_\_\_\_\_ is a popular habit of people in big cities in Viet Nam.
- There should be \_\_\_\_\_ on the roads to reduce the number of accidents.
- \_\_\_\_\_ punishment was common at schools in the past.
- I prefer talking \_\_\_\_\_ to talking on the phone.

4 Complete the sentences with the right form of the words below.

tradition      habit      behaviour      practice

- It's never easy to break a bad \_\_\_\_\_.
- His bold \_\_\_\_\_ shocked everybody present.
- It runs as a \_\_\_\_\_ in Viet Nam that elderly grandparents and parents are taken care of by their children until they die.
- It was his \_\_\_\_\_ to take a nap after lunch.
- Using blackboards and chalk as the only teaching aid is still a common \_\_\_\_\_ in most developing countries.
- He could be fired for his rude \_\_\_\_\_ towards the VIP guest.

### REMEMBER!

**tradition:** an inherited way of thinking or acting

**habit:** what you frequently do

**behaviour:** the way in which one acts, especially towards others

**practice:** the actual application or use of an idea, belief, or method





## Pronunciation

Stress on auxiliary verbs in sentences

### REMEMBER!

An auxiliary verb combines with another verb to help form the tense, mood, voice, of the main verb. They are: *be, have, do, can, shall, will, may, must, need, used (to)*.



**5** Listen and underline the auxiliary verbs which are stressed. Then practise saying the sentences.

1. Life will be improved in those remote areas.
2. They can see the rain coming in from the west.
3. You did make me laugh!
4. He hasn't handed in his assignment.
5. I don't like the idea of going there at night.
6. Sam doesn't like fast food but I do.

### REMEMBER!

An auxiliary is not usually stressed.

*Example:* We'll start from here.

Does he like it?

However, an auxiliary will often be stressed when:

- it is emphasised.  
*Example:* I **have** done my homework.
- we add it to emphasise the main verb.  
*Example:* I **did** see him at the party.
- it comes at the end of the sentence.  
*Example:* I can't attend the meeting, but John **can**.
- it is negative.  
*Example:* He **isn't** coming.



**6** Underline an auxiliary if it is stressed. Then listen, check, and repeat the sentences.

1. -The men in my village used to catch fish with a spear.  
- Could you do that?  
- No, I couldn't.
2. I have told you many times not to leave the door open.
3. We're going to visit Howick, a historical village.
4. -You aren't going to the party? Is it because you can't dance?  
- I can dance. Look!
5. - I hope she doesn't do any damage to the car.  
- Don't worry. She does know how to drive.

## A CLOSER LOOK 2

### Grammar

Used to: review

**1** Read the conversation from GETTING STARTED and underline the examples of *used to + infinitive*. Then tick (✓) the correct answer.

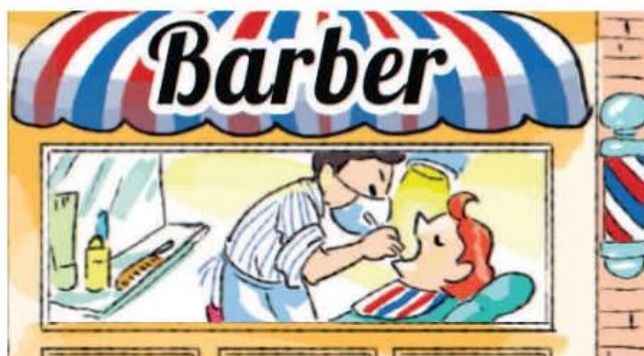
We use *used to* and *didn't use to + infinitive* to talk about \_\_\_\_\_.

- A. an activity that happened only once in the past
- B. an activity that repeatedly happened in the past
- C. an activity that started in the past and continues to the present

**2** Use *used to* or *didn't use to* with the verbs from the box to complete the sentences.

be dye pull out spend kill transport

1. In the countryside in Viet Nam, families \_\_\_\_\_ extended, i.e. three or more generations lived together in the same house.
2. The farmers in my home village \_\_\_\_\_ rice home on trucks. They used buffalo-driven carts.
3. In many places in the world, people \_\_\_\_\_ cloth with natural materials.
4. Tuberculosis – TB – \_\_\_\_\_ a lot of people. It was a fatal disease.
5. In some European countries, a barber \_\_\_\_\_ teeth as well as cut hair.
6. My brother \_\_\_\_\_ his free time indoors. He went out a lot.





**Wishes for the present**

**3** Read the conversation from **GETTING STARTED** and underline the main verbs in the wish sentences. Then answer the questions.

1. Are the wishes for the present or the past?
2. What tense are the main verbs in the sentences?

**Look out!**

We use the past simple when we make wishes for the present or future.

*Example:* I wish my friends spent less time playing computer games and more time outdoors.

We use the past continuous when we make wishes for something that we want to be happening right at this moment.

*Example:* My son wishes he were studying Marketing Instead of Hospitality.

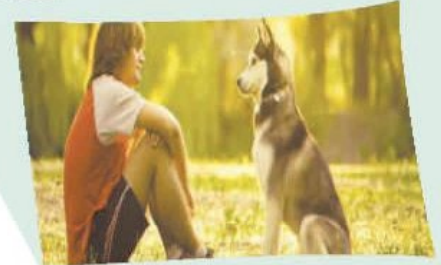
**Note:** After wish, we can use either was or were with I/he/she/it.



**4** Tick (✓) if the sentence is correct. If the sentence is not correct, underline the mistake and correct it.

Sentences	Correct if necessary
1. I wish I knew how to paint on ceramic pots.	
2. I wish my mum will talk about her childhood.	
3. I wish I can learn more about other people's traditions.	
4. I wish everybody had enough food and a place to live in.	
5. I wish people in the world don't have conflicts and lived in peace.	
6. I wish everybody is aware of the importance of preserving their culture.	

**5** Make up wishes from the prompts.



1. we/can communicate/animals

I wish \_\_\_\_\_.



2. no child/be suffering/hunger

I wish \_\_\_\_\_.



3. be playing/the beach

I wish \_\_\_\_\_.



4. there/be no more/family violence/the world

I wish \_\_\_\_\_.



5. I/go bushwalking/friends

I wish \_\_\_\_\_.



6. there/be/four seasons/my area

I wish \_\_\_\_\_.



# COMMUNICATION

## Extra vocabulary

downtown      remote      igloo  
domed          Arctic

**1a** Look at the introduction to the competition that was launched on the *4Teen* website. Discuss the questions.

1. What do you think is the purpose of the *Looking Back* competition?
2. Who do you think sent in the stories to the competition?
3. What do you think the stories below are about?

**b** Read the stories and see if your answers are correct.

### LOOKING BACK

The *Looking Back* competition has received thousands of stories from all over the world. Here are the two we would like to share with you.

**2** Read the stories and find the words which mean:

#### Story 1

1. not able to read or write: \_\_\_\_\_
2. tell: \_\_\_\_\_
3. behave towards (somebody): \_\_\_\_\_



#### Story 2

4. a cubed chunk: \_\_\_\_\_
5. to live in difficult conditions: \_\_\_\_\_
6. a vehicle that travels over snow: \_\_\_\_\_



**3** What do YOU think?

Work in groups. Discuss the questions.

1. Why did the postman have to walk from village to village?
2. Why were most villagers illiterate?
3. Why did the people in Baffin Island use ice blocks to build their houses?
4. Why did each house have only one room?

**4** Which responses relate to which story?

1. It must be incredible travelling by dogsled. I wish I could do it.

2. The job was hard but worthwhile. I respect him for what he did.

3. Unbelievable! How could they stand the cold?

4. I hope they are now able to get more information from the outside world.

5. Was it possible for them to grow crops?

Story 1: \_\_\_\_\_

Story 2: \_\_\_\_\_

**5** Work in groups. Work out a story for the *Looking Back* competition.

Decide:

- what aspect of life you want to talk about
- how it was practised
- if you wish it would still be practised

Then present it to your class.

**4TEEN**

HOME NEWS DAILY STARS SHOWBIZ LOVE FASHION SPORT FUNNY FEATURES

Home » Categories » Category 1

1. I was a postman in a remote area of Myanmar. Once a month I went downtown to collect the post and then walked from village to village, which were far away from each other. In each village, I delivered and collected the post. I also used to read and write letters for the villagers. Most of them were illiterate. I also passed on the news I had heard from the town and the other villages. The people treated me well. It was a hard job but I loved it.

*U Sein Tun from Myanmar*

Send email

**4TEEN**

HOME NEWS DAILY STARS SHOWBIZ LOVE FASHION SPORT FUNNY FEATURES

Home » Categories » Category 1

2. My mother came from Baffin Island. She used to live in an igloo: a domed house built from blocks of ice. The house had only one room for all the generations: grandparents, parents, brothers, unmarried sisters, and sometimes other relatives. Everyone worked together to survive the Arctic winter. Men went out hunting while women stayed at home making clothes and preparing food. When they had to travel far, they rode on dogsleds. At night they used to entertain themselves by telling and acting out stories. They danced to drum music too.

*Akycha from Canada*

Send email



# SKILLS 1

## Reading



### 1 Think.

1. How different is the way teenagers entertain themselves nowadays compared to the past?
2. What do you think might be the biggest difference?

### 2 Read the conversation between Phong and his mother, and answer the questions.

**Phong:** Mum, how did you use to entertain yourself when you were a teenager?

**Mother:** Well, kids in my days did a lot of physical activities in the fresh air: playing football, riding bikes, flying kites... We used nature as our playground. We also spent a lot of time with each other, playing and talking face to face, not on a screen like today.

**Phong:** It sounds nice, actually.

**Mother:** Yes. And this lifestyle kept us healthy and in shape. We didn't know about obesity. Girls didn't worry about getting fat and going on a diet.

**Phong:** Didn't you eat out with your friends?

**Mother:** No, we mostly ate at home. Sometimes we just had a snack from a street vendor.

**Phong:** I like street food. And did you watch much TV?

**Mother:** Only wealthy households had a TV. Instead, we read a lot. Unlike watching television, you had to use your imagination when you read. Ah! Now I remember – I used to keep a diary.

**Phong:** A diary? What did you write in it?

**Mother:** Lots of things: events, feelings, my private thoughts... you know.

**Phong:** Nowadays we just post them on Facebook.

**Mother:** I know. Life has changed so much, my darling.

1. Where did teenagers in the past use to play?
2. How did they communicate with each other?
3. What was the advantage of this lifestyle?
4. Where did they mostly eat?
5. What did Phong's mother say about reading?
6. Did teenagers in the past publicise their emotions?

## Speaking

### 3 Discuss in groups: What do you think about teenagers' pastimes in 2?

#### Example:

**Pastime:** riding a bicycle

**Response A:** I love it. I wish I could do it more often.

**Response B:** I think it's inconvenient, especially when it rains. I prefer a fitness centre.

#### Pastimes:

1. doing physical activities in the fresh air
2. using nature as your playground
3. meeting and talking face-to-face
4. reading
5. keeping a diary

### 4 Work in groups.

**What do you think about these habits which have been long practised by children in Viet Nam? Would you like to preserve them? Why/Why not?**

1. hand-written homework
2. playing traditional games like hide and seek, elastic-band jumping, skipping, and catch the chickens
3. crossing one's hands in the front and bowing when you greet a person of seniority
4. obeying your parents/teachers without talking back

## REMEMBER!

When you express your opinion, you can use:

*In my opinion, ...*

*I think/believe...*

*I totally agree...*

*I'm afraid I can't agree (with) ...*

*I'm sorry but I have to say that...*





# SKILLS 2

## Listening



**1** An old man is talking about his school days. Listen and decide if the statements are true (T), false (F), or not given (NG).

Statements	T	F	NG
1. The school had classes for different age groups.			
2. All the subjects were taught by one teacher.			
3. Some students didn't wear shoes to school.			
4. Students didn't have exams because they would cost too much.			
5. Students could talk to their teacher whenever they wanted to.			
6. The teacher didn't give students any homework.			

**2** Listen again and fill the blanks with the correct information.

- Number of students: \_\_\_\_\_.
- Some students went to school \_\_\_\_\_.
- Lessons focused on: reading, writing, \_\_\_\_\_ and \_\_\_\_\_.
- The school was small but it had \_\_\_\_\_.
- The students had no homework, no \_\_\_\_\_.

## Writing

**3** Make a list of the facilities you are using for your studies nowadays. Then tick (✓) the one(s) you think was/were not available about twenty years ago.

Present facilities for studies:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



**4** Choose one facility which was not available twenty years ago and write a short description of how students in the past studied without that facility.

In your writing, you should include:

- what facility it is
- what it is used for
- how students did the job in the past when they didn't have it
- how you feel about the change

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Vocabulary

**1** Choose the best answer A, B, or C to complete the sentences.

- The children in my home village used to go \_\_\_\_\_, even in winter. Now they all have shoes.  
A. on foot    B. bare-footed    C. playing around
- There is usually a \_\_\_\_\_ gap between the old and the young, especially when the world is changing so fast.  
A. generation    B. value    C. age
- Every nation has respect for their long-preserved \_\_\_\_\_.  
A. behaviours    B. practices    C. traditions
- In Viet Nam, \_\_\_\_\_ often refers to age and social position, not to wealth.  
A. seniority    B. tradition    C. generation
- Giving lucky money to the young and the old at Tet is a common \_\_\_\_\_ in many Asian countries.  
A. behavior    B. practice    C. tradition

**2a** Match the verbs in A with their definitions in B.

A	B
1. act out	a. bring together
2. preserve	b. perform
3. collect	c. bring enjoyment
4. entertain	d. no longer exist
5. die out	e. keep alive

**b** Use the verbs in A in their correct forms to complete the sentences.

- Small children like listening to and \_\_\_\_\_ stories.
- Hand-writing a letter is a pastime that is beginning to \_\_\_\_\_. I'm already beginning to miss it.
- Should we try to \_\_\_\_\_ every custom or tradition which is in danger of dying out?
- He's \_\_\_\_\_ data for his book *Values in the Past*.
- She often \_\_\_\_\_ her children by telling them stories and acting them out.

## Grammar

**3** Write true sentences about the practice of the following things in the past, using *used to* and *didn't use to*.

- men/bread winner of the family  
→ \_\_\_\_\_
- women/go to work  
→ \_\_\_\_\_
- people/travel/on holiday  
→ \_\_\_\_\_
- families/be/nuclear  
→ \_\_\_\_\_
- people/make *banh chung* at Tet/themselves  
→ \_\_\_\_\_
- children/play outdoor games  
→ \_\_\_\_\_

**4** Read these situations and write wishes you want to make for them.

- Your village does not have access to clean piped water.  
I wish \_\_\_\_\_.
- Your school is on the other side of a river, and you have to cross the river by boat twice a day to school.  
I wish \_\_\_\_\_.
- There is no organisation for social activities for teenagers in your town.  
I wish \_\_\_\_\_.
- You are interested in basketball but you are not tall enough for the sport.  
I wish \_\_\_\_\_.
- In your area, there are only two seasons: dry and wet. You love autumn and spring.  
I wish \_\_\_\_\_.

**5** Look at the picture and finish the boy's wishes.



- I wish \_\_\_\_\_.
- I wish \_\_\_\_\_.
- I wish \_\_\_\_\_.
- I wish \_\_\_\_\_.



## Communication

**6** Rearrange the sentences to make a meaningful conversation.

1. Mai, are you going to the Tet flower market with us this afternoon?
2. We used to. But this year my mother wants to bring back some traditions.
3. Interesting! I'll come.
4. I'm sorry I can't. I'm making candied fruits.
5. Wow... That's time-consuming and it requires a lot of patience. My family buys it.
6. Certainly! And we can learn how to make *banh chung* too. My father will teach us.
7. She said that if we didn't do it, our customs and traditions would die out.
8. Oh, I see. Can I join you?
9. Why?

Order: 1 \_\_\_\_\_

### Finished! Now I can...

- | Finished! Now I can...   | ✓ | ✓✓ | ✓✓✓ |
|--|---|----|-----|
| <ul style="list-style-type: none"> <li>• use the lexical items related to life in the past</li> <li>• identify in which situations to stress auxiliary verbs in sentences and say these sentences correctly</li> <li>• use <i>used/didn't use</i> + <i>to</i>-infinitive to talk about past practices</li> <li>• express wishes for the present</li> <li>• read for specific information about children's pastimes in the past</li> <li>• make comments on or express opinions about facts in the past</li> <li>• listen for specific information about school life in the past</li> <li>• write a description of how children in the past studied without technology</li> </ul> |   |    |     |

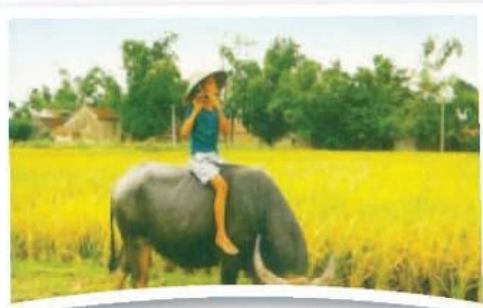
## PROJECT

### PRESERVING THE PAST

Life has changed a lot over the past 50 years, and there are many good pastimes and traditions which seem to be dying out. Work in groups and

- search for a past tradition or pastime which you highly appreciate
- give reasons why you like it
- work out a plan to help preserve it

Then make a poster presenting your ideas and share it with your class.







## GETTING STARTED

### A trip to Hue City

**1** Listen and read.



#### THIS UNIT INCLUDES:

##### VOCABULARY

Words to describe wonders of Viet Nam

##### PRONUNCIATION

Stress on short words in sentences

##### GRAMMAR

Passive voice: Impersonal passive  
suggest + V-ing/c clause with *should*

##### SKILLS

- Reading for specific information about a man-made wonder of Viet Nam
- Talking about man-made wonders of Viet Nam and how to protect and preserve them
- Listening for specific information about a natural wonder of Viet Nam
- Writing an article describing a wonder of Viet Nam

##### COMMUNICATION

Describing a wonder of Viet Nam

**Veronica:** Guess what? I'm going to Hue City next week.

**Mi:** That's great! Are you excited?

**Veronica:** Very! You've been there, haven't you?

**Mi:** Yes, I have. Three times, actually. It's an amazing place. How are you getting there?

**Veronica:** My father suggests we should go by air.

**Mi:** That's too expensive! I suggest going by train. You can meet people and see a lot of beautiful sights from the train.

**Veronica:** That sounds better. And do you know any good places to stay in Hue City?

**Mi:** I'd recommend the Romance Hotel. I can give you the address if you like.

**Veronica:** Great, thanks. What's the best way to get around?

**Mi:** It's probably best to use rickshaws. It's said that they're quicker and cheaper than taxis.

**Veronica:** Hmm, that's good to know. So what are the things we shouldn't miss – any good museums?

**Mi:** Er no, don't bother going to the museums. There are much better things to see there. You should definitely see the Royal Citadel. It's said that this complex of monuments is one of the wonders of Viet Nam. In fact, it's listed as a UNESCO World Heritage Site.

**Veronica:** Yes, that's what I've heard. So what else is worth seeing?



**a** Read the conversation again and fill in each gap with no more than three words.

1. Veronica's family is going to \_\_\_\_\_ next week.
2. Mi has been to Hue City \_\_\_\_\_ times.
3. Veronica's father suggested they should \_\_\_\_\_.
4. Mi suggested going by train because Veronica's family can meet people and see a lot of \_\_\_\_\_.
5. Mi suggested Veronica should \_\_\_\_\_ to get around Hue City.
6. In Mi's opinion, Veronica shouldn't go to \_\_\_\_\_.

**b** Read the conversation again and find the expressions Veronica and Mi use to *ask for*, *make*, and *respond to recommendations*.

Asking for recommendations	Making recommendations	Responding to recommendations
	I suggest going by train.	

**2a** Write the responses below into the correct columns.

- It's probably best to go by train.
- It's well worth seeing.
- Don't drink the water.
- Thanks, that's really useful.
- I wouldn't eat anything that's sold in the street.
- It isn't really worth seeing.
- You really must go to Agra.
- What about places outside Hue City?
- Have you got any other tips?

Asking for recommendations	Making recommendations		Responding to recommendations
	Recommending things	Not recommending things	

**b** Match sentences (1-4) to sentences (a-d) to make exchanges. Then practise the exchanges with a partner.

1. Do you know any good places to eat?	a. Er no, don't bother buying things there. They're too expensive.
2. I wouldn't eat anything that's sold in the street. You can easily get ill.	b. I'd recommend a place called Shanti – the food there is delicious.
3. Is there anything else worth visiting?	c. Yes, that's what I've heard.
4. And what about souvenirs?	d. There's Gia Long Tomb. That's well worth a visit.

**3a** Below are some places of interest in Viet Nam. Write them under the pictures.

a. Ha Long Bay

b. Phong Nha Cave

d. One Pillar Pagoda

c. Po Nagar Cham Towers

e. Saigon Notre-Dame Cathedral

f. Cuc Phuong National Park



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

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



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

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



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

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

**b** Now put them in the correct columns.

Natural wonders	Man-made wonders

**4** Work in pairs. Ask and answer questions about some wonders of Viet Nam.

*Example:*

- A: I'm travelling around Viet Nam next week. Can you recommend a good place to visit?  
 B: Ha Long Bay. It's one of the wonders you can't miss.  
 A: Ha Long Bay? Where is it?  
 B: It's in Quang Ninh province.  
 A: Is it a natural wonder?  
 B: Yes, it is.



# A CLOSER LOOK 1

## Vocabulary

1 Write the words with the correct pictures.

- |           |              |              |
|-----------|--------------|--------------|
| A. cavern | B. limestone | C. fortress  |
| D. tomb   | E. citadel   | F. sculpture |



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



3. \_\_\_\_\_ 4. \_\_\_\_\_



5. \_\_\_\_\_ 6. \_\_\_\_\_

2 Fill in each blank with a suitable adjective from the box.

- |            |                  |             |
|------------|------------------|-------------|
| geological | located/situated | picturesque |
| astounding | administrative   |             |

- The hotel is beautifully \_\_\_\_\_ in a quiet spot near the river.
- It is a quiet fishing village with a \_\_\_\_\_ harbour.
- The original size of the Forbidden City is \_\_\_\_\_ - it's hard to believe.
- This book is about \_\_\_\_\_ features of Viet Nam.
- Ha Noi is the \_\_\_\_\_ centre of our country.

3a Match the nouns in A to the definitions in B.

A

B

- |                |  |
|----------------|--|
| 1. setting     | a. a general word for a building of any kind                                 |
| 2. complex     | b. the place where something is and the general environment around it        |
| 3. structure   | c. an acceptance that something exists, is true, or is valuable              |
| 4. measures    | d. a group of connected buildings that are designed for a particular purpose |
| 5. recognition | e. official actions that are done in order to achieve a particular aim       |

b Now use the nouns in 3a to complete the sentences.

- This \_\_\_\_\_ has been standing since the 15th century.
- The government must take \_\_\_\_\_ to preserve historical sites in the area.
- I like a hotel in a beautiful \_\_\_\_\_ of landscaped gardens.
- The Imperial Citadel of Thang Long is a \_\_\_\_\_ that consists of royal palaces and monuments.
- There is a growing \_\_\_\_\_ that protecting natural wonders has financial benefits as well as cultural importance.



## Pronunciation

Stress on short words in sentences

4 Listen and repeat, paying attention to the words in red in each pair of sentences.

- A: This is **a** solution, but not the only one.  
B: Attempts to find **a** solution have failed.
- A: I'm fond **of** bananas.  
B: Bananas are what I'm fond **of**.
- A: It's not trick **and** treat; it's trick **or** treat.  
B: I need Peter **and** Mary **or** John **and** Nick to help me.
- A: It's good **but** expensive.  
B: You shouldn't put '**but**' at the end of the sentence.



## REMEMBER!

Short words like articles (*a, an, the*), conjunctions (*and, or*), and prepositions (*at, of, to*) are usually unstressed or in the weak form. However, we use these short words in the strong form in the following cases:

- when the short words are used at the end of sentences.

**Example:**

What are you playing at?

Mary is the person I'm looking for.

- when the short words are used for emphasis and contrast.

**Example:**

This is the place to eat.

It's not a solution, but the solution.

- when the short words are used for citation.

**Example:**

You shouldn't put 'and' at the end of the sentence.



- 5** Read the mini-talks and underline the short words (*for, the, from, and, but, at, of, to*) you think use the strong form. Then listen and check.

**Example:**

A: Who are you looking for?

B: Peter is the person I'm looking for.

- A: Where are you from?  
B: I'm from Ha Noi.
- A: Can you come and check this paragraph for me?  
B: It's OK but you shouldn't use 'and' at the beginning of the paragraph.
- A: Did you ask her to join our group?  
B: I've asked her several times but she doesn't want to.
- A: Is this letter from Peter?  
B: No, the letter is to him, not from him.

- 6** Work in pairs. Practise the mini-talks in 5.

## Grammar

### The impersonal passive

- 1 a** Read part of the conversation. Pay attention to the underlined part.

**Veronica:** Great, thanks. What's the best way to get around?

**Mi:** It's probably best to use rickshaws. It's said that they're quicker and cheaper than taxis.

**Form:** *It + to be + past participle + that + S + V*

Can you find another example of the impersonal passive in the conversation?

- b** When do we use the impersonal passive? Can you think of any rules?

We use the impersonal passive to express other people's opinions. It can be used with reporting verbs, including *say, think, believe, know, hope, expect, report, understand, claim, etc.*

**Example:**

Active	Passive
People think he is a great teacher.	It is thought that he is a great teacher.
People say she works 16 hours a day.	It is said that she works 16 hours a day.
They reported that two people had been injured in the accident.	It was reported that two people had been injured in the accident.

- 2** Complete the sentences using the correct passive form of the verbs in brackets. The first one has been completed for you.

- (know) It is known that Ha Long Bay was recognised as a World Heritage Site by UNESCO in 1994.
- (believe) \_\_\_\_\_ the best time to visit the complex of Hue Monuments is in April.
- (report) \_\_\_\_\_ thousands of visitors come to enjoy breathtaking views of Ha Long Bay every year.
- (claim) \_\_\_\_\_ Phong Nha – Ke Bang can be compared to a huge geological museum.
- (understand) \_\_\_\_\_ Binh Dai Fortress was designed to control movement on the Perfumed River.
- (expect) \_\_\_\_\_ the government will have measures to protect and preserve our man-made wonders.



**3 Here are some things we hear about Po Nagar Cham Towers. Write sentences about it using the impersonal passive.**

1. Po Nagar Cham Towers were built in the 8<sup>th</sup> century by the Cham people in central Viet Nam.
2. The Cham people built Po Nagar Cham temple complex to honour Yang Ino Po Nagar, mother of the kingdom.
3. The Po Nagar Cham Towers were built on the site of an earlier wooden temple, which was burned by the Javanese in A.D. 774.
4. Po Nagar Kalan is the main tower, which is one of the tallest Cham structures.
5. A sculpture of the goddess Mahishasuramardini may be found above the entrance to the main temple.
6. In the 17<sup>th</sup> century, the Viet people took over the temple tower, calling it Thien Y Thanh Mau Tower.

**suggest + V-ing/clause with should**

**4 a Read part of the conversation. Pay attention to the underlined part.**

**Veronica:** My father suggests we should go by air.

**Mi:** That's too expensive! I suggest going by train.

After the verb *suggest*, we can use *V-ing* or a clause with *should*:

- S + *suggest* + *V-ing*
- S + *suggest* + (*that*) + S + (*should*) + bare infinitive

**b When do we use suggest + V-ing/clause with should? Can you think of any rules?**

We use *suggest + V-ing/clause with should* to tell someone our ideas about what they should do, where they should go, etc.

**Example:**

I suggest that we should go out to eat.  
I suggested going in my car.

**REMEMBER!**

We can also use *suggest + V-ing/clause with should* to report someone's ideas about what someone else should do, or what they should do themselves.

**Example:**

- Her mother suggested going to see the doctor.
- The government suggested closing a number of primary schools.
- The professor suggested that the students should read a number of books before the exam.

**5 Write answers to the following questions using suggest + V-ing/clause with should and the prompts in brackets. Then practise them with your partner. The first one has been completed for you.**

1. **A:** Have you thought of recycling?  
**B:** I suggest recycling things such as bags, cans, and bottles (recycle things such as bags, cans, and bottles).
2. **A:** What should we do to protect and preserve our man-made wonders?  
**B:** I suggest \_\_\_\_\_ (the government/limit/the number of visitors/every day).
3. **A:** What should we do to conserve forests?  
**B:** \_\_\_\_\_ (control/deforestation).
4. **A:** What should we do to protect valuable things in pagodas and temples?  
**B:** \_\_\_\_\_ (put/these valuable things/in high-security places).
5. **A:** What should we do to restore our aging man-made wonders?  
**B:** \_\_\_\_\_ (raise/money).
6. **A:** What should we do to prevent global warming?  
**B:** \_\_\_\_\_ (reduce/smoke/exhaust fumes).

**6 a Work in pairs. Tell your partners what they should do in the following situations, using suggest + V-ing/clause with should.**

- Your bicycle has been stolen.
- You have lost your way in the city centre.
- You have left your workbook at home.
- Your laptop isn't working.
- You have forgotten to bring your wallet when going shopping.

**Example:**

**A:** Oh no! My bicycle has been stolen. What should I do now?

**B:** I suggest calling the police. I suggest you should call the police.

**b Now report your partner's ideas to another partner.**

**Example:**

I asked B what I should do when my bicycle had been stolen. He suggested calling the police/I should call the police.





# COMMUNICATION

## What's What?

### Extra vocabulary

proper name	contestant
spectacular	round (in a game)

**1** Listen to the radio programme from *4Teen*. Then decide whether the following statements are true (T) or false (F).

1. The MC will read out five sentences that describe one of the wonders of Viet Nam.
2. The MC won't mention the proper names of any place in her description.
3. The players have to work out where the wonder is and whoever gives the correct answer first wins.
4. If any player can give the correct answer before the MC finishes reading out all the sentences, he/she is the winner and gets a special gift.
5. If any player gives the incorrect answer before the MC finishes reading out all the sentences, he/she is still allowed to continue the game.

**2** Listen to the next part of the radio programme. Then fill in the gaps with the words/numbers you hear.



**Ann:** First sentence: it's a natural wonder in the (1) \_\_\_\_\_ part of our country. Duong, do you want to risk the answer?

**Duong:** Yes, it's easy. That's Phong Nha Cave.

**Ann:** No, sorry that's incorrect. So you're out of this round, Duong!

**Duong:** Oh dear!

**Ann:** Second sentence: it's a spectacular cave located (2) \_\_\_\_\_ metres above sea level near the west branch of a highway. Do either of you have the answer, Mary and Linda?

**Mary:** No, not yet.

**Linda:** Not me.

**Ann:** OK, so I will continue with the third sentence. It's situated in a national (3) \_\_\_\_\_.

**Linda:** Is it Stone Cave in Kien Giang?

**Ann:** No, Kien Giang isn't in the centre of the country, Linda. So we have only one person, Mary, still in the game now.

**Mary:** So nervous!

**Ann:** And the fourth sentence: the cave was (4) \_\_\_\_\_ by a local man in 2005.

**Mary:** I know. It must be Thien Duong or (5) \_\_\_\_\_ Cave in Quang Binh.

**Ann:** Correct, Mary! Congratulations! You gave the correct answer before I read out the sixth sentence, so you win this round of the game and get a special gift.

**3** Write six sentences that describe one of the wonders of Viet Nam you know.

.....

.....

.....

.....

.....

.....

**4** Work in groups. Play the game 'What's What?'.

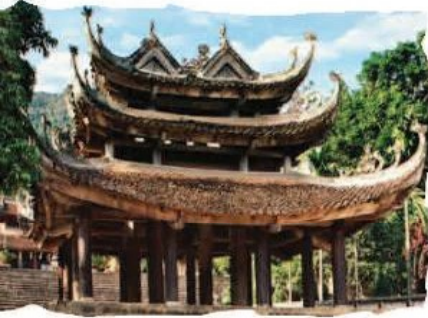




## Reading

**1** Read an article about the Perfume Pagoda. Look at the words in the box, then find them in the text and underline them. What do they mean?

vast                      pilgrims                      theme  
backdrops              reign



Perfume Pagoda is a religious site as well as being a great sight-seeing spot in Viet Nam. It is situated in Huong Son Commune, My Duc District, Ha Noi. It is a vast complex

of Buddhist temples and shrines, including Den Trinh (Presentation Shrine) and Thien Tru (Heaven Kitchen) Pagoda, in the limestone Huong Tich mountains. The centre of this complex is the Perfume Temple, also called Chua Trong (Inner Temple), located in Huong Tich Cavern. It is thought that the first temple was built on the current site of Thien Tru in the 15th century during the reign of Le Thanh Tong. Over the years some of its structures which were in ruins have been restored or replaced.

Many Vietnamese works of literature, both old and modern, have made Perfume Pagoda their focus. It has also provided backdrops for many famous paintings. Its beauty has been used as a theme of many famous songs and a topic of lyric poetry. Nowadays during its festival (from the middle of January to the middle of March on the lunar calendar), Perfume Pagoda attracts large numbers of pilgrims from all over Viet Nam.

**2** Read the article again and answer the questions.

1. Where is the Perfume Pagoda located?
2. What does the complex of the Perfume Pagoda include?
3. Where is the centre of this complex located?
4. What is special about the beauty of the Perfume Pagoda?
5. Who visits the Perfume Pagoda during its religious festival?

## Speaking

**3** Work in pairs. Below are some of the things that have caused damage to the man-made wonders of Viet Nam. Put them in order of seriousness. Give your reasons. Can you add any more?

- a. Many roads, hotels, factories, etc., have been built around man-made wonders.
- b. Too many tourists visit man-made wonders every day.
- c. Local governments don't have long-term measures to protect man-made wonders from severe weather conditions.
- d. Recent restorations have changed the original structure of some man-made wonders.
- e. Many valuable things have been stolen from man-made wonders.

**4** Work in pairs. Use the ideas in 3 to suggest ways to protect and preserve the man-made wonders of Viet Nam.

*Example:*

A: It is reported that many of our man-made wonders have been damaged. What should we do to protect and preserve them?

B: I suggest that we should limit the number of tourists visiting them every day.

A: That's a good idea. I'd like to suggest raising money to restore and preserve them...



**b** Report your best ideas to the class.

*Example:*

We suggested limiting the number of tourists who can visit these important sites per day.



## Listening

**1** Listen to what a tourist says about Ha Long Bay and decide whether the following statements are true (T) or false (F).

	T	F
1. More tourists have chosen to visit Ha Long Bay since UNESCO's recognition of its natural beauty.		
2. There are 1,696 islands concentrated in the southeast and the southwest.		
3. Thien Cung, Dau Go, Sung Sot, and Tam Cung are at the centre of the islands.		
4. People who are interested in history should visit Van Don Island, Poem Mountain, and the Bach Dang River.		

**2** Listen again and complete the data chart.

Name	Ha Long Bay
Location	(1) _____ region of Viet Nam
Reasons for choosing the place	- a magical place - recognised by (2) _____ - Its rich history and (3) _____ setting
Main features of the place	- like a work of art - 1,969 islands in two main (4) _____: the southeast (belonging to Bai Tu Long Bay), and the southwest (belonging to Ha Long Bay) - wonderful (5) _____ In Ha Long Bay: Thien Cung, Dau Go, Sung Sot, and Tam Cung - one of the places where humans first existed
Comments and feelings about the place	It is truly unforgettable thanks to its long history and (6) _____ natural beauty.

## Writing

**3** Have you or a family member visited a wonder of Viet Nam? Make notes about it in the table below. Alternatively, you can write about a wonder of Viet Nam you have read about.

Name	
Location	
Reasons for choosing the place	
Main features of the place	
Comments and feelings about the place	

### REMEMBER!

When we write a passage describing a place, we usually write four parts.

- In the first part, we give the name and location of the place and the reason for choosing it.
- In the second and third parts, we describe the main features or aspects of the place. We should describe what we can see and do there.
- In the fourth part, we write our comments and feelings about the place.



**4a** Use your notes in **3** to write a short article describing a wonder of Viet Nam.

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**b** Swap articles with a partner and review each other's drafts. Make revisions and corrections if necessary. Then present your final article to the class.



## Vocabulary

1 Match adjectives (1-5) in column A to definitions (a-e) in column B.

A

1. located

2. picturesque

3. astounding

4. geological

5. administrative

B

a. so surprising that it is difficult to believe

b. in a particular position or place

c. relating to the work of managing a country or an institution

d. pretty and unchanged by time

e. relating to the rocks that make up the Earth's surface

2 Underline the correct word in each sentence.

- A *fortress/cathedral* is a building that has been made stronger and protected against attack.
- From Port Eynon, the *cement/limestone* cliffs extend for five or six miles to Worms Head.
- A *cavern/bay* is a cave that is big enough for humans to go inside.
- Hue's most outstanding attractions are the emperors' *tombs/graves*.



3 Use the words from the box to complete the sentences.

setting      complex      structure  
measures      recognition

- The new leisure \_\_\_\_\_ includes a swimming pool, a sauna, and a gym.
- There are \_\_\_\_\_ in place to reduce the damage to man-made wonders.
- Hoi An town gained UNESCO's \_\_\_\_\_ as a World Heritage Site in 1999.
- The pagoda is located in a rural \_\_\_\_\_.
- The \_\_\_\_\_ has been restored over the years.

## Grammar

4 Rewrite the following sentences using the impersonal passive.

- They expect more than 100,000 people will attend the festivals at the Perfume Pagoda this year.  
\_\_\_\_\_
- People have reported that Thien Duong is the longest cave in Viet Nam.  
\_\_\_\_\_
- People believe the Perfume Pagoda was built during the reign of Le Thanh Tong in the 15th century.  
\_\_\_\_\_
- People say Ha Long Bay is one of the most extraordinary natural wonders you will ever see.  
\_\_\_\_\_
- People hope many defensive measures will be taken to protect and preserve our man-made wonders.  
\_\_\_\_\_

5 Imagine four bad things that happened to you yesterday, and ask your partner what you should do in each situation.

Example:

A: I failed the English test. What should I do?

B: I suggest you should watch more TV in English.

## Communication

6 In pairs, make travel suggestions using the prompts and respond to them.

Prompts	Responses
It's well worth going to the...	That's good to know.
You should definitely see the...	Yes, that's what I've heard.
Don't bother buying...	Thanks, that's really useful.
It's probably best to go by...	That sounds good/better.
You really must go to...	

Example:

A: It's well worth going to the Perfume Pagoda. It's very picturesque.

B: Yes, that's what I've heard.



**7 Choose A-F to complete the following conversation. Practise the conversation with your partner.**

- A. In Delhi it's probably best to use rickshaws. They're quicker than taxis, and quite cheap.
- B. Er no, don't bother going to the museums. There are much better things to see in Delhi. You should definitely see the Red Fort, in Old Delhi - it's vast.
- C. And to travel to other cities I'd recommend the trains. They're a lot safer than the buses, especially at night.
- D. Sure. What do you want to know?
- E. Yes, I have, actually. It's an amazing place.
- F. There are lots of good hotels in Connaught Place - that's right in the centre of New Delhi. The place I always stay in is called The Raj Hotel. I can give you the address if you like.

**Phong:** Mi, you've been to Delhi, haven't you?

**Mi:** (1) \_\_\_\_\_.

**Phong:** Oh, good. I'm going there next week. Maybe you can give me some tips.

**Mi:** (2) \_\_\_\_\_.

**Phong:** Well, firstly, do you know any good places to stay in?

**Mi:** (3) \_\_\_\_\_.

**Phong:** Great, thanks. And what's the best way to get around?

**Mi:** (4) \_\_\_\_\_.

**Phong:** OK.

**Mi:** (5) \_\_\_\_\_.

**Phong:** Hmm, that's good to know. So what are the things I shouldn't miss - any good museums?

**Mi:** (6) \_\_\_\_\_.

**Phong:** Right. Is there anything else worth visiting?

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>• use the lexical items to describe wonders of Viet Nam</li> <li>• identify in which situations to stress short words (<i>a, of, or</i>, etc.) in sentences and say these sentences correctly</li> <li>• use the impersonal passive and the verb <i>suggest</i> + <i>V-ing</i>/clause with <i>should</i></li> <li>• read for specific information about a man-made wonder of Viet Nam</li> <li>• talk about man-made wonders of Viet Nam and how to protect and preserve them</li> <li>• listen for specific information about a natural wonder of Viet Nam</li> <li>• write an article describing a wonder of Viet Nam</li> </ul>			

**PROJECT**

**1 Read this promotional brochure about a man-made wonder of Viet Nam.**

Welcome to the Complex of Hue Monuments, one of the most remarkable sites in and around Hue City!

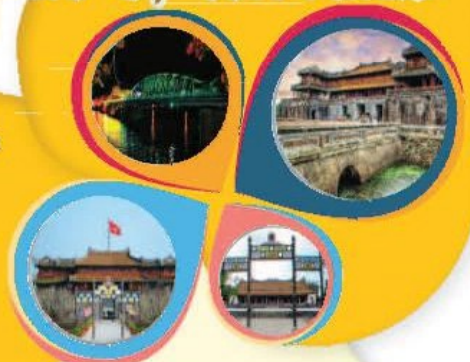
You will certainly be impressed with the structures of the Complex of Hue Monuments which are carefully placed within the natural setting of the site. It's well worth visiting its central structure, the Hue Citadel, which was an administrative centre of southern Viet Nam during the 17<sup>th</sup> and 18<sup>th</sup> centuries. You should definitely see all the royal palaces inside the Hue Citadel, such as the Imperial Residence, the Hoang Thanh (Imperial City), etc.

The Complex of Hue Monuments is a must for all lovers of history. The Complex of Hue Monuments is a remarkable

example of the construction of a complete defended capital city in the early years of the 19<sup>th</sup> century. You can visit Binh Dai Fortress, a defensive structure in the northeast, which was designed to control movement on the river. If you have enough time, you should also visit Tran Hai Thanh fortress, which was constructed to protect the capital against attacks from the sea.

Don't miss out on a visit to the Complex of Hue Monuments. Its long history and astounding structures will make your trip unforgettable.

*The Wonders Of Viet Nam!*



**2 Find a photo or draw a picture of a wonder of Viet Nam you have visited. Create a similar promotional brochure about it.**

**3 Organise an exhibition of posters you have made among your group or class members. Vote for the best.**





## GETTING STARTED

## Our school in the past



1 Listen and read.

**Duong:** Can you believe it's the school's 60<sup>th</sup> anniversary?

**Phuc:** I know! I really like the photo exhibition. It's fascinating to see how the school used to look.

**Duong:** Right! The photos explain a lot about our school in the past.

**Tom:** Look – these two pictures were taken in 1970.

**Phuc:** Wow, that long ago? The school looks more like thatched houses with paddy fields all around. You can see there were only a few classrooms and the walls were made of mud and straw and, look – trenches!

**Duong:** I think that was during the war so it was necessary to have the trenches right there.

**Tom:** Ha... the students in this picture are wearing rubber sandals and straw hats.

**Nhi:** Hey, and these pictures were taken in 1985. Look at the broken tiled roof and wooden window frames... and some of them are missing.

## THIS UNIT INCLUDES:

## VOCABULARY

Transport systems, family groups, and school life then and now

## PRONUNCIATION

Sentences with all the words stressed

## GRAMMAR

Past perfect: review

Adjective + *to*-infinitive

Adjective + *that*-clause

## SKILLS

- Reading for general and specific information about the tram system in Ha Noi then and now
- Talking about changes in transport in the neighbourhood and expressing opinions about these changes
- Listening for general and specific information about life in an extended family
- Writing about some qualities a person needs to get along in an extended family

## COMMUNICATION

Talking about some changes in Viet Nam

**Duong:** Yes, I can't imagine how those students could study in such poor conditions!

**Phuc:** Right! Things have improved considerably now. We have everything... comfortable classrooms, learning facilities like computer rooms...

**Nhi:** Yeah, we also have nice uniforms and proper shoes. We're much luckier these days... But, I'm not sure our grades are better...





**a** Put a word/phrase from the box under each picture.

thatched house      facilities      tiled roof  
trench      rubber sandals      photo exhibition



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



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



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



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



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



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

**b** Find a word in the conversation that means:

1. celebration of an important year
2. very interesting
3. not there
4. situations
5. got better
6. real

**c** Read the statements and decide whether the information is true (T) or false (F), or not given (NG).

1. The school was founded at the beginning of the 20th century.
2. The school was initially surrounded by paddy fields.
3. During the 1970s, the students were well dressed.
4. The students in the 1980s learnt better than in the 1970s.
5. The school now is much better equipped.

**d** Read the conversation again and answer the questions.

1. When does the conversation take place?
2. Why does Phuc say the photo exhibition is fascinating?
3. What was unusual about the school in 1970?
4. How was the school in 1985?
5. What can the students learn from the photo exhibition?

## REMEMBER!

When we want to describe changes, we can use adjectives to modify nouns and adverbs to modify verbs:

Adjectives	Adverbs
dramatic	dramatically
considerable	considerably
significant	significantly
slight	slightly
gradual	gradually

**Example:**

- There have been *considerable* changes in the last decade.
- Our environment has been *gradually* polluted.



**2** Complete each sentence with a word from the REMEMBER! box which has the same meaning as the words in brackets.

1. There have been \_\_\_\_\_ differences in the country's policies as compared to two years ago. (minor)
2. The traffic system in Ha Noi has been \_\_\_\_\_ upgraded over the last ten years. (suddenly and to a great degree)
3. Vietnamese people's lives have been \_\_\_\_\_ improved. (enough to make a difference)
4. There have been \_\_\_\_\_ changes in the way people work. (quite large)
5. There has been a \_\_\_\_\_ increase in people's income over the last ten years. (little by little)

**3** Interview your teacher about the features of your school when she/he started teaching here. Then use the information provided to talk about the changes to your school.



# A CLOSER LOOK 1

## Vocabulary

1 Put one word/phrase under each picture.

underpass      flyover      skytrain  
elevated walkway      tunnel      tram



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

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



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

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



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

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

2 Fill in each blank with a suitable word from 1, making them plural where necessary.

- Hai Van \_\_\_\_\_ is 6.28 km long.
- Thanks to the \_\_\_\_\_, pedestrians can be much safer.
- A \_\_\_\_\_ is a bridge that carries one road over another one.
- The railroad track that runs overhead is known as a \_\_\_\_\_.
- A road or path that goes under another road or railroad track is called an \_\_\_\_\_.
- The clanging sound of the Ha Noi \_\_\_\_\_ in the 1970s has gone deep into people's collective memory.

3 Match each word/phrase in the left column with the definition in the right one.

Word/phrase	Definition
1. extended family	a. parents and children living together as a family unit
2. tolerant	b. able to accept what other people say or do even if you do not agree with it
3. cooperative	c. willing to do what you are told to do
4. sympathetic	d. kind to somebody who is hurt or sad; showing that you understand and care about their problems
5. obedient	e. working together with others towards a shared aim
6. nuclear family	f. more than two generations living together as a family unit

4 Fill each gap with a word/phrase in 3.

- Our grandparents used to live in an \_\_\_\_\_.
- My mother is a \_\_\_\_\_ woman. She always cares about how we feel.
- The boys are willing to do what you want them to. They are really \_\_\_\_\_.
- She is \_\_\_\_\_ with her children even when they misbehave.
- Nowadays the \_\_\_\_\_ is becoming more common in the cities.
- Having students work in groups, she hoped they could learn to be \_\_\_\_\_.

## Pronunciation

Stress on all the words in sentences

Typically, a sentence has one word or syllable that is stressed more strongly than the rest of the stressed syllables on the content words. However, in some sentences used to show urgency or surprise, all the words are important. Therefore, we put stress on one syllable of each word. Sentences with all the words stressed may have the patterns below:

OO Watch out!  
OOo Say sorry!

OoO Hurry up!  
OOO Don't come back!



**5** Write each sentence in the box next to its pattern. Then listen, check, and repeat.

I know!	That long?	Go away!
Don't cry!	Don't turn left!	Keep going!

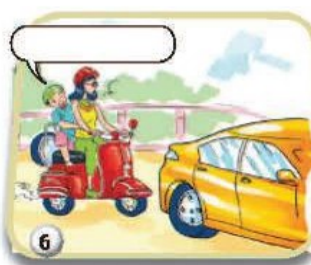
- OO \_\_\_\_\_
- OoO \_\_\_\_\_
- OOo \_\_\_\_\_
- OOO \_\_\_\_\_

**6** What would you say in each situation? Make a sentence for each picture. Write a stress pattern under the picture. Then practise reading all the sentences aloud.

*Example:*



\_\_\_ OO \_\_\_



## A CLOSER LOOK 2

### Grammar

#### Past perfect: review

**1** Fill in each blank with the past perfect form of the verb in brackets.

- Before the 1990s, trams (be) \_\_\_\_\_ a popular means of transport in Ha Noi.
- I won the game because I (play) \_\_\_\_\_ it a lot with my brother.
- How long \_\_\_\_\_ you (use) \_\_\_\_\_ your mobile phone before it broke down?
- Before the invention of television, people \_\_\_\_\_ only (see) \_\_\_\_\_ films at the cinema.
- Before the 1990s, Viet Nam (have) \_\_\_\_\_ an old banking system.
- Viet Nam (experience) \_\_\_\_\_ decades of fighting for freedom before the country became totally independent.

**2** Ask and answer the following questions using the cues.

*Example:*

How long had King Duc Duc ruled our country before he was overthrown?

He had ruled the country for only three days.

- What/family groups/Vietnamese people/live in before 1990?
  - They/live/extended family.
- How/people in Viet Nam/travel/before the first motorbike/imported?
  - They/travel/bicycle.
- How/Vietnamese people/live/before the open-door policy in 1986?
  - They/had/harder life.
- Where/your family/spend/holidays/before 2005?
  - We/holidays/Viet Nam/only/before then.
- Who/rule/Viet Nam right before the Tran dynasty?
  - Ly Chieu Hoang/rule/before the Tran dynasty.



**Adjective + to-infinitive/Adjective + that-clause**

Read this part of the conversation from **GETTING STARTED**. Pay attention to the underlined part.

**Phuc:** Wow, that long ago? The school looks... and the walls were made of mud and straw and, look – trenches!

**Duong:** I think that was during the war so it was necessary to have the trenches right there.

1. **It + be + adjective + to-infinitive** is used to emphasise information by bringing it to the front of the clause. We can add *for/of* + noun/pronoun.

**Example:**

It is necessary (for you) to know about your country's history.

2. **Subject + be + adjective + to-infinitive** is used to express emotions, confidence, or worries... Adjectives can be *happy, glad, pleased, relieved, sorry, certain, sure, confident, convinced, afraid, annoyed, astonished, aware, conscious*.

**Example:**

I was happy to hear from you.

3. **Subject + be + adjective + that-clause** is used to express emotions (*glad, pleased, relieved, sorry*), confidence, or worries (*certain, sure, confident, convinced, afraid, annoyed, astonished, aware, conscious*).

**Example:**

I was glad that you gained the scholarship.

3 Match the first half of the sentence in A with the second half in B.

A	B
1. It was smart of her	A. to stay in the old house alone the whole night.
2. It was brave of him	B. to lend me her book.
3. It was kind of her	C. to get along with people from other cultures.
4. It was unprofessional of her	D. to know about how our people used to live in the past.
5. It is useful for us	E. to be late for the meeting.
6. It is hard for us	F. to be able to solve the maths problem.

4 Fill in each blank with one adjective from the box. More than one adjective can be used.

glad sure sorry certain confident  
astonished pleased relieved surprised

- I was \_\_\_\_\_ to meet my best friend yesterday.
- He is \_\_\_\_\_ to have so little time for his family.
- They were \_\_\_\_\_ to finish their last performance.
- She's \_\_\_\_\_ to get the job. The interview went really well.
- The mother was \_\_\_\_\_ to hear that her smart son failed the exam.
- All the students were \_\_\_\_\_ to have passed the exams.

5 Create one sentence by combining each pair of sentences using **subject + be + adjective + that-clause**.

**Example:**

The traffic problems of the city had been solved. The Prime Minister was pleased.

→ *The Prime Minister was pleased that the traffic problems of the city had been solved.*

- We did well in the exam. We were relieved about that. We \_\_\_\_\_.
- I am sorry about the school facilities our parents had. They were very poor. I \_\_\_\_\_.
- Everyone was glad. The government had decided to invest more in education. Everyone \_\_\_\_\_.
- It will be much safer to have elevated walkways and underpass systems for pedestrians. Everyone is aware of this. Everyone \_\_\_\_\_.
- Life in the countryside has improved considerably. All of us are delighted about that. All of us \_\_\_\_\_.

6 Finish the following sentences using your own ideas. Then compare your ideas with a partner.

- It was kind of them \_\_\_\_\_.
- They were certain to \_\_\_\_\_.
- She is confident that \_\_\_\_\_.
- He was afraid that \_\_\_\_\_.
- The teachers are aware that \_\_\_\_\_.
- The head teacher was astonished to \_\_\_\_\_.



# COMMUNICATION

## Viet Nam: then and now

- 1 Read the posts on Viet Travel Forum (VTF) from people who visited Viet Nam a long time ago.



The first time I was in Ho Chi Minh City was in 1983. Most people rode bicycles then and there were very few motorbikes on the road. Ten years later, when I came back, the city had dramatically changed, with 800,000 motorbikes and two million bicycles on the roads.

*Kate from Russia*

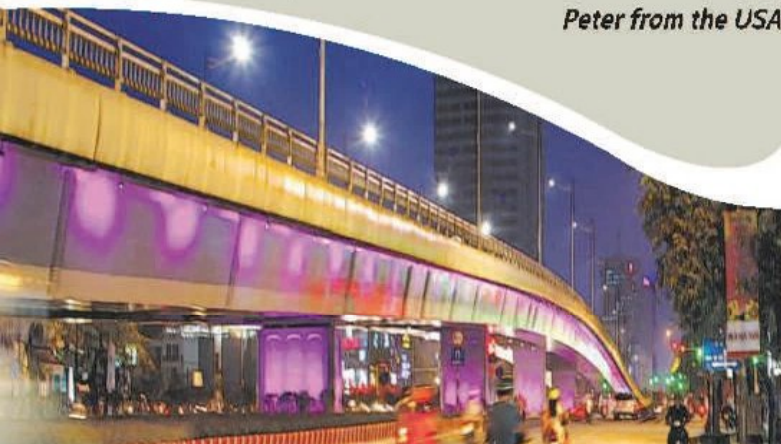


In 1995, I went back to Viet Nam after 30 years and to my surprise, the population was three times higher but the country no longer suffered illiteracy. It had also become one of the world's largest exporters of rice, which was another surprise for me.

*Charles from France*

I went to Ha Noi in August 1997, two years after Viet Nam joined ASEAN. The road system in Ha Noi was very simple then. It has dramatically changed over the last 18 years. Flyovers and high-rise buildings are mushrooming!

*Peter from the USA*



### Extra vocabulary

suffered  
exporter

illiteracy  
mushrooming

- 2 Read the posts on Viet Travel Forum (VTF) and retell them to your friends.

#### Example:

Kate is from Russia. She said that she had been to Ho Chi Minh City for the first time in 1983. Ten years later, she was amazed to see so many motorbikes.



- 3 Work in groups. Use the suggestions in the table to write as many posts as possible about the recent changes in Viet Nam that you have heard of or read about. Remember to use adjectives or adverbs to modify the changes.

PAST	PRESENT
manual labour	more technology and equipment
mostly agricultural production	more industrial production
few services	more services
mostly grew rice	export rice, coffee, cashew nuts, pepper, fruit
fewer opportunities for university education	many opportunities for university education (inside and outside the country)
only wealthy families went on holiday	most families go on holiday
holiday inside the country	holiday inside and outside the country
extended family	nuclear family

Which of the changes do you think are the most beneficial?

- 4 Present your group's posts to other groups.



# SKILLS 1

## Reading

**1** Work in pairs to answer the following questions.

1. What are the things in the pictures?
2. When and where can you see them?
3. How different are they?



**2** Now read the article from a travel magazine. Then answer the questions that follow.

### THE TRAM SYSTEM IN HA NOI: THEN AND NOW

*Ha Noi had its first tramways in 1900. The tram system was a major means of transport in the city for nine decades and thus the image of the tram and its clanging sounds have gone deep into the hearts and minds of Hanoians. Since it was convenient and cheap to get around the city and to the suburban areas by tram, the system was very popular. However, due to the population boom and the need for a wider road system, the last rail track was removed.*

*Now, after more than 20 years, the population of Ha Noi has risen from about two million people to more than six million people; therefore, the number of vehicles on the roads has increased dramatically. To meet the increasing travel demands, Ha Noi is launching its first skytrain system, connecting Cat Linh and Ha Dong. The system is expected to begin operations by 2016, with initial four-compartment skytrains. Furthermore, a new rail system project including around eight kilometres of skytrain rail and four kilometres of subway rail, connecting Ha Noi Central Station and Nhon, has also been under construction and is expected to be completed in a few years.*

1. In which century was the tram system built?
2. What was the role of the tram system in Ha Noi?
3. When was the system removed?
4. What has happened to Ha Noi's population over the last two decades?
5. How has the tram system in Ha Noi been improved recently?
6. Which of the transport systems do you think is more impressive to Hanoians?

**3** Decide if the following statements are true (T) or false (F).

1. The purpose of the passage is to persuade people to go by skytrain.
2. Hanoians were deeply attached to their tram system.
3. The tram system of Ha Noi only operated in the downtown area.
4. There has been a sharp increase in the number of vehicles in Ha Noi.
5. The new skytrain has been running for two years.

## Speaking

**4** Work in pairs. List different types of traditional and modern transport systems in Viet Nam.

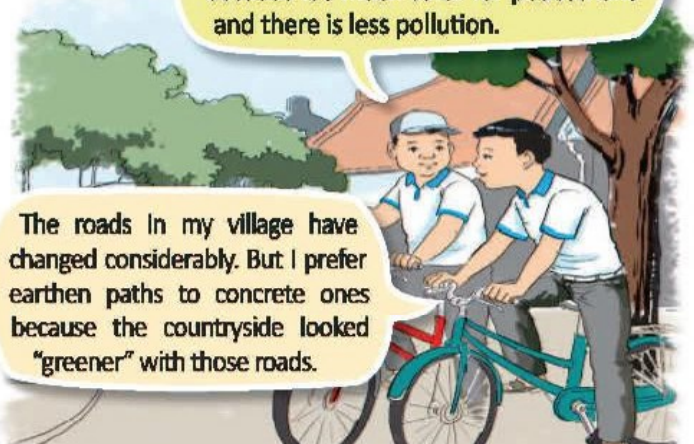
Past	road types: path,...
	vehicles: bicycle,...
Present	road types: underpasse,...
	vehicles: motorbike,...

**5** Discuss the changes in transport in your neighbourhood. Is there anything that you prefer about the traditional/modern transport systems where you live?

**Example:**

I prefer the elevated walkways to using the pavements on busy roads in my city because it's much safer for pedestrians and there is less pollution.

The roads in my village have changed considerably. But I prefer earthen paths to concrete ones because the countryside looked "greener" with those roads.





# SKILLS 2

## Listening

1 Describe what you see in each picture. What are the similarities or differences between them?



2 Nick is talking to Mrs Ha, Duong's mother, about her family in the past. Listen to the conversation and fill in the blanks.

family group: (1) \_\_\_\_\_

number of generations: (2) \_\_\_\_\_

use of rooms: (3) \_\_\_\_\_

topics to talk about during meals: (4) \_\_\_\_\_

(5) \_\_\_\_\_

(6) \_\_\_\_\_ in the village

quality needed: (7) \_\_\_\_\_

skills learned: (8) \_\_\_\_\_

(9) \_\_\_\_\_

(10) \_\_\_\_\_

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

	T	F
1. Duong is living in a nuclear family.		
2. Each member in Duong's family has a private room now.		
3. Nick likes the way the family shared rooms in the past.		
4. Nick didn't like the way Mrs Ha's family had meals together.		
5. Mrs Ha admires her grandma.		
6. Nick admires the way the family reached an agreement.		

## Writing

4 Work in pairs. Discuss which three of the following qualities would be necessary for people living in an extended family. Remember to give reasons.

- hardworking
- patient
- sympathetic
- being a good listener
- tolerant
- cooperative
- caring
- easy-going
- helpful
- obedient
- ready to share



Example:

I think you'd have to be a patient person because you'd be living with lots of others and if you weren't patient, it could lead to problems. You'd have to wait your turn for everything – the bathroom, the food...



5 Write about the three most important qualities you think a person needs to be able to get along with other members in an extended family. You can use the suggested words/phrases above or use your own. Remember to give reasons and examples.

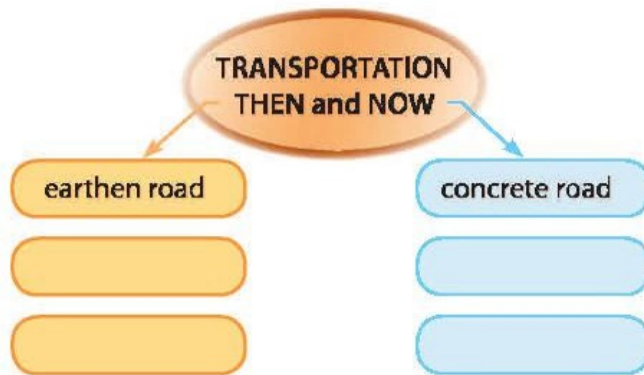




# LOOKING BACK

## Vocabulary

1 Complete the following word web with transport systems in Viet Nam then and now.



2 Fill in each blank with one word/phrase.

1. She lived in a(n) \_\_\_\_\_ family, so she didn't have much privacy.
2. We live in a \_\_\_\_\_ family with only my parents and me.
3. Our children didn't have good learning \_\_\_\_\_ like computers, CD players, or laboratories during the 1980s.
4. \_\_\_\_\_ used to be an image associated with our soldiers in the past.
5. Classrooms made of mud and straw with \_\_\_\_\_ all around used to be common in Viet Nam during the war.

3 Read the passage and fill in each blank with a suitable word from the box.

tolerant   disobedient   sympathetic   nuclear  
caring   understanding   extended   share

I used to go to a school for the gifted in Ho Chi Minh City. My house was far away, so I had to live with my relatives. It was an (1) \_\_\_\_\_ family with ten people and a cousin of my age. My mother was worried because I came from a (2) \_\_\_\_\_ family – much smaller and less complicated. I was a very (3) \_\_\_\_\_ girl – the type of person who never does what they are told. I was even envious when my cousin got higher



grades. Luckily, my relatives were actually very (4) \_\_\_\_\_ and (5) \_\_\_\_\_, and my cousin herself was a (6) \_\_\_\_\_ girl. She didn't get too upset by my bad behaviour. Just as (7) \_\_\_\_\_ as her mother, she was ready to lend a hand in my study and to take care of me when I was ill. After three years with them, I also learnt that to get along with members in a big family, I should learn how to (8) \_\_\_\_\_.

## Grammar

4 Complete the sentences with appropriate adjectives.

1. It is \_\_\_\_\_ to value the improved living conditions we have today.
2. She was \_\_\_\_\_ the skytrain system would solve the traffic problems in the city.
3. The government is \_\_\_\_\_ that our education system will be improved significantly by the year 2020.
4. We are all \_\_\_\_\_ that pollution is getting more and more serious.
5. We were \_\_\_\_\_ to have heard about the poor living conditions back then.
6. I am \_\_\_\_\_ that the clanging sounds of the trams in Ha Noi will stay in our hearts forever.

5 Correct the italicised text where necessary.

We had finally finished the school year and Trang asked me to go to Da Nang by train with her. I thought that (1) *it was dangerous to go by ourselves* since we were just fifteen. But Trang (2) *was confident that she take me there safely*. Moreover, our (3) *parents were too busy to go with us*, so they (4) *were happy let us go*. They even took us to Ha Noi Station and left us there with all the luggage and tickets. I (5) *was still worried that we would get lost*, but Trang (6) *was pleased to be allowed to go on her own*. We both (7) *felt that it was more convenient to go by night train* because we could sleep during the night. When we arrived, I (8) *was astonished that the city be very different from what I saw five years earlier*, and I was so relieved that we had arrived safe and sound as she promised.



## Communication

- 6 Role-play.** Interview a travel agent about Vietnamese people's holiday trends before and after 2000. Use the cues in the table for your interview. You may use the example to get you started.

	before 2000	after 2000
Where to go?	- beaches, mountains... - inside the country...	- beaches, mountains... - to other countries
When to go?	summer holiday	- Tet holiday, summer holiday, or other national holidays
How to travel around?	coach, train, rarely by airplane	car, train, airplane
Who to go with?	alone, with family	with family, friends

### Example:

**Interviewer:** Have the Vietnamese changed the way they spend their holidays over the last 20 years?

**Travel agent:** Considerably. For example, they've changed their holiday destinations.

**Interviewer:** So... where did they often go before 2000?

**Travel agent:** They often went to...

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>use the lexical items related to changes in transport systems, family groups and school life in Viet Nam in the past and at present</li> <li>identify in which situations to stress all the words in sentences and say these sentences correctly</li> <li>use the past perfect correctly</li> <li>use the structure <i>adj + to-infinitive</i> and <i>adj + that-clause</i> correctly</li> <li>read for general and specific information about the tram system in Ha Noi then and now</li> <li>talk about changes in transport in the neighbourhood and express opinions about these changes</li> <li>listen for general and specific information about life in an extended family</li> <li>write about some qualities a person needs to get along in an extended family</li> </ul>			

## PROJECT

### SCHOOL LIFE IN VIET NAM: THEN AND NOW



1. What do you like most about each of the pictures? Why?
2. Plan a photo exhibition about school life in Viet Nam then and now. Work in groups of four. Search for information about the subject. Find photos which show the similarities and differences between then and now. Put them together with some captions as a photo exhibition.
3. Present your group's photo exhibition to the rest of the class. Remember to say what values you've learned from school life in the past.



# REVIEW 2 (UNITS 4 - 5 - 6)

## LANGUAGE

### Pronunciation



**1** Read the mini-talks and circle the words in red which you think are stressed. Then listen and check.

- Which hotel **are** you staying **at**?  
- **The** Grand Hotel. It's by **the** sea.  
- **Isn't** it **the** one you stayed **in** last year!  
- Yes, it **is**.
- I **can't** find my key. **Do** you happen to see it anywhere?  
- It's **on** the coffee table.  
- There's nothing **on** the coffee table.  
- Really? I **did** see it there when I **was** tidying up **the** room this morning.
- You **have** to help me **with** this assignment.  
- I **won't**.  
- **Please!**  
- **Are** you going to rely **on** others all your life?
- **Have** you seen **The Tomb Raider**?  
- No, I **haven't**. But I've seen **The Smiths**.  
- Is that **the** film you often talk **about**?  
- Yes, it **is**. **Look**. This is the trailer for it.

## Vocabulary

**2** Choose the phrases in the box to complete the sentences.

- |                      |                            |
|----------------------|----------------------------|
| a. an acceptance     | b. respect for seniority   |
| c. earthen room      | d. entertain themselves    |
| e. living standards  | f. preserve our traditions |
| g. geological museum | h. historic wonders        |

- Children in my time used to \_\_\_\_\_ by playing with things they could find in nature.
- The word 'recognise' is used to show \_\_\_\_\_ that something exists, is true, or is valuable.
- The Grand Canyon in the USA is claimed to be a huge \_\_\_\_\_.
- These annual festivals are held to help \_\_\_\_\_.
- This is a photo of my school forty years ago. It's a small \_\_\_\_\_ surrounded by paddy fields.
- The Tower of London is evidence that protecting \_\_\_\_\_ has both financial and historical benefits.
- The \_\_\_\_\_ in the countryside have considerably improved in the last ten years.
- Most Asian countries place a great value on \_\_\_\_\_.

**3** Change the word form of the words provided to complete the sentences.

1.	An _____ family includes several generations living together in the same house.	EXTEND
2.	It's a tradition in Viet Nam that the juniors have to _____ the seniors.	OBEDIENT
3.	Traffic jams in most big cities are getting more and more serious, and it's hard to find a proper _____.	SOLVE
4.	What should we do to _____ our man-made wonders?	PRESERVATION
5.	Thien Mu Pagoda is a famous _____ spot in Hue, an ancient city in central Viet Nam.	RELIGION
6.	Ha Long Bay has been _____ by UNESCO as a World Heritage Site.	RECOGNITION
7.	Customs and traditions make a great _____ to the unique culture of a country.	CONTRIBUTE
8.	Many ethnic people in mountainous areas are _____. They can't read or write.	ILLITERACY



## Grammar

### 4 Choose the correct answer A, B, C, or D to complete the sentences.

- There will be a lot of work to do in this preservation project. I \_\_\_\_\_ forming a team of five.  
A. suggesting                      B. suggest  
C. suggest that                      D. to suggest
- \_\_\_\_\_ that the most-visited place in Hue is the Royal Citadel.  
A. It reports                      B. People are reported  
C. It is                      D. It is reported
- It's not easy \_\_\_\_\_ the origin of that ballad.  
A. trace back                      B. to trace back  
C. tracing back                      D. that to trace back
- We are all certain that these Roman ruins \_\_\_\_\_ well preserved.  
A. should                      B. is  
C. should be                      D. to be
- It is said that Edinburgh \_\_\_\_\_ the most historic city in Great Britain.  
A. are                      B. to be                      C. be                      D. is
- Many scientists suggest that the government \_\_\_\_\_ strict laws to control deforestation.  
A. applied                      B. applying  
C. should apply                      D. applies

### 5 Complete the wishes for the situations.

- My friend Veronica is now participating in an international summer camp in Brazil. I'd love to be with her.  
→ I wish \_\_\_\_\_.
- The traditional markets in my town have been replaced with supermarkets. I really miss them.  
→ I wish \_\_\_\_\_.
- Nha Trang is said to be a very friendly tourist city, but I've never been to it.  
→ I wish \_\_\_\_\_.
- My sister suggests that I should learn ceramic painting. I'd love to but I don't have time for it.  
→ I wish \_\_\_\_\_.
- It's a beautiful day, and I'm at home writing an essay. How boring!  
→ I wish \_\_\_\_\_.

## Everyday English

### 6 Complete the conversation with A-D.

- A the street food vendors  
B I wish I could return next year  
C I've been there twice  
D Did you try *cao lau* and *banh vac*?

**Veronica:** Where did you go for your summer holiday, Lan?

**Lan:** We went to Hoi An.

**Veronica:** Ah, the small ancient town in Quang Nam. (1) \_\_\_\_\_.

**Lan:** Have you? I love it.

**Veronica:** I do too. I love the way the locals preserve the traditions: the colourful Chinese lanterns, (2) \_\_\_\_\_, the open markets...

**Lan:** Yes, and the relaxing trips on a boat at night, with an oil lamp at the front.

**Veronica:** Yeah... (3) \_\_\_\_\_?

**Lan:** Sure we did. They are said to be Hoi An's specialities.

**Veronica:** When I was there, I rented a bike and cycled to many places of interest. I met and talked to the locals, took pictures of the countryside and the sea...

**Lan:** Wow, I didn't know about the bike rentals. (4) \_\_\_\_\_.





## SKILLS

### Reading

1 Read the text and choose the correct answer A, B, C, or D for the questions.

50 years back in time and even before that, in the absence of the Internet and various hi-tech toys, the entertainment world used to be so different from what it is nowadays. Running wild on the pastures, and bathing in the river, children back then saw nature as their playground and were curious to explore and enjoy it in their own creative ways. They found small objects around them to make toys. Boys used branches as swords for mock battles while girls used them as chopsticks to play imaginary restaurants. In this way, children enjoyed themselves on the way to school, during school breaks, and even when they were herding buffaloes. At that time, tug of war, hide and seek, and skipping were popular games. Some have even made it through to today.

The fact that those popular games were meant to be played in groups made it easier and faster for children to make friends. Moreover, people rarely moved away from their hometown, so childhood bonds were even stronger as children grew up playing together all their life.

- 
- Children in the past saw nature as \_\_\_\_\_.  
A. an entertainment    B. an unknown environment  
C. a workshop    D. beautiful scenery
  - Which of the following things was NOT likely to be used as a toy by children in the past?  
A. Sticks    B. Small stones  
C. Dry leaves    D. Beautiful silver spoons
  - Which statement is NOT true about children's games in the past?  
A. *Tug of war* was familiar to most children.  
B. Some games are still played now.  
C. Children could play them while they were herding buffaloes.  
D. No game in the past is known to children nowadays.
  - The word "explore" could be replaced by \_\_\_\_\_.  
A. find    B. discover  
C. destroy    D. play
  - The word "them" refers to \_\_\_\_\_.  
A. children    B. boys  
C. branches    D. toys





## Speaking

**2** These are some ideas taken from Reading. Do you agree or disagree with them? Support your answers with ideas from the passage or of your own.

1. Children back then saw nature as their playground.
2. Playing games in groups made it easier and faster for children to make friends.
3. Childhood bonds were stronger as they grew up playing together.

## Listening

**3** Listen to Nguyen's presentation about a natural wonder in Viet Nam and decide if the sentences are true (T) or false (F).

		T	F
1.	People visit Moc Chau in spring only.		
2.	The beauty of Moc Chau is like nowhere else in Viet Nam.		
3.	Visitors eat the local dishes because they love the way they smell.		
4.	Visitors to a small village are likely to be treated with home-made corn wine.		
5.	The locals' hospitality is one attraction for tourists.		
6.	It's difficult to reach Moc Chau because of its remote and high elevation.		



## Writing

**4** Based on the notes below, write a short paragraph about a traditional home in the countryside of Viet Nam in the past. In your writing, you can include all or



- accommodation: three-room and two-wing house
- + well-off: made of wood, bricks, and tiles
- + poorer: made of bamboo, earth, and straw
- family structure: extended
- man: dominant figure/head of the household
- food and drinks: mainly home-grown and home-made
- marriages: arranged by parents

**You can start your writing with:**

*A traditional home in Viet Nam* \_\_\_\_\_

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# GLOSSARY

## Abbreviations

adj	: adjective
adv	: adverb
con	: conjunction
n	: noun
pre	: preposition
v	: verb

Unit 1		
artisan (n)	/ɑ:trɪ'zæn/	thợ làm nghề thủ công
attraction (n)	/ə'trækʃn/	điểm hấp dẫn
authenticity (n)	/ɔ:θen'tɪsətɪ/	thật
cast (v)	/kɑ:st/	đúc (đồng...)
craft (n)	/krɑ:ft/	nghề thủ công, kĩ năng làm nghề thủ công
craftsman (n)	/'krɑ:ftsmən/	thợ làm đồ thủ công
cross (v)	/krɒs/	đan chéo
drumhead (n)	/drʌmhed/	mặt trống
embroider (v)	/ɪm'brɔɪdə/	thêu
frame (n)	/freɪm/	khung
handicraft (n)	/'hændɪkrɑ:ft/	sản phẩm thủ công
lacquerware (n)	/'lækəweə/	đồ sơn mài
layer (n)	/'leɪə/	lớp (lá...)
mould (v)	/məʊld/	đổ khuôn, tạo khuôn
preserve (v)	/prɪ'zɜ:v/	bảo vệ, bảo tồn
remind (v)	/rɪ'maɪnd/	gợi nhớ
sculpture (n)	/'skʌlptʃə/	điêu khắc, đồ điêu khắc
set off (ph.v)	/set ɒf/	khởi hành
strip (n)	/strɪp/	dải
surface (n)	/'sɜ:fɪs/	bề mặt
team-building (adj)	/'ti:m-'bi:ldɪŋ/	xây dựng đội ngũ
thread (n)	/θred/	sợi
treat (v)	/tri:t/	xử lí (chất thải...)
turn up (ph.v)	/tɜ:n ʌp/	xuất hiện, đến
weave (v)	/wi:v/	đan (rổ, rá...), dệt (vải...)
workshop (n)	/'wɜ:kʃɒp/	công xưởng, xưởng
Unit 2		
fabulous (adj)	/'fæbjələs/	tuyệt vời, tuyệt diệu
reliable (adj)	/'ri:əiəbl/	đáng tin cậy
metropolitan (adj)	/'metrə'pɒlɪtən/	(thuộc về) đô thị, thủ phủ
multicultural (adj)	/'mʌltɪ'kʌltʃərəl/	đa văn hóa
variety (n)	/'vəriəti/	sự phong phú, đa dạng
grow up (ph.v)	/'grəʊ ʌp/	lớn lên, trưởng thành
packed (adj)	/'pækt/	chật ních người

urban (adj)	/'ɜ:bən/	(thuộc) đô thị, thành thị
Oceania (n)	/'əʊsi'æniə/	châu Đại Dương
medium-sized (adj)	/'mi:diəm-saɪzd/	cỡ vừa, cỡ trung
forbidden (adj)	/'fə'bɪdn/	bị cấm
easy-going (adj)	/'i:zi-'gəʊɪŋ/	thoải mái, dễ tính
downtown (adj)	/'daʊn'taʊn/	(thuộc) trung tâm thành phố, khu thương mại
skyscraper (n)	/'skaɪskreɪpə/	nhà cao chọc trời
stuck (adj)	/'stʌk/	mắc kẹt, không di chuyển được
wander (v)	/'wɒndə/	đi lang thang
affordable (adj)	/'ə:fɔ:dəbl/	(giá cả) phải chăng
conduct (v)	/'kɒn'dʌkt/	thực hiện
determine (v)	/'dɪ'tɜ:mɪn/	xác định
factor (n)	/'fæktə/	yếu tố
conflict (n)	/'kɒnflɪkt/	xung đột
indicator (n)	/'ɪndɪkeɪtə/	chỉ số
asset (n)	/'æset/	tài sản
urban sprawl	/'ɜ:bən sprɔ:l/	sự đô thị hóa
index (n)	/'ɪndeks/	chỉ số
metro (n)	/'metrəʊ/	tàu điện ngầm
dweller (n)	/'dwelə/	cư dân
negative (adj)	/'negətɪv/	tiêu cực
for the time being	/'fɔ:(r) ðə taɪm 'bi:ɪŋ/	hiện thời, trong lúc này
Unit 3		
adolescence (n)	/'ædə'lesns/	giai đoạn vị thành niên
adulthood (n)	/'ædʌlθud/	giai đoạn trưởng thành
calm (adj)	/'kɑ:m/	bình tĩnh
cognitive skill	/'kɒgnətɪv skɪl/	kĩ năng tư duy
concentrate (v)	/'kɒnsntreɪt/	tập trung
confident (adj)	/'kɒnfɪdənt/	tự tin
delighted (adj)	/'dɪ'laɪtɪd/	vui sướng
depressed (adj)	/'dɪ'prest/	tuyệt vọng
embarrassed (adj)	/'ɪm'bærəst/	xấu hổ
emergency (n)	/'ɪmɜ:dʒənsɪ/	tình huống khẩn cấp
frustrated (adj)	/'frʌ'streɪtɪd/	bực bội (vì không giải quyết được việc gì)
helpline (n)	/'helplaɪn/	đường dây nóng trợ giúp
house-keeping skill	/'haʊs-'ki:zɪŋ skɪl/	kĩ năng làm việc nhà
Independence (n)	/'ɪndrɪ'pendəns/	sự độc lập, tự lập
informed decision (n)	/'ɪnfɔ:md dɪ'sɪʒn/	quyết định có căn nhắc
left out (adj)	/'left aʊt/	cảm thấy bị bỏ rơi, bị cô lập



life skill	/laɪf skɪl/	kĩ năng sống
relaxed (adj)	/rɪ'læksɪd/	thoải mái, thư giãn
resolve conflict (v)	/rɪ'zɒlv 'kɒnfɪkt/	giải quyết xung đột
risk taking (n)	/rɪsk teɪkɪŋ/	liều lĩnh
self-aware (adj)	/self-'əweə(r)/	tự nhận thức, ngộ ra
self-disciplined (adj)	/self-'dɪsəplɪnd/	tự rèn luyện
stressed (adj)	/strest/	căng thẳng, mệt mỏi
tense (adj)	/tens/	căng thẳng
worried (adj)	/'wɔːrɪd/	lo lắng

#### Unit 4

act out (v)	/ækt aʊt/	đóng vai, diễn
arctic (adj)	/'ɑːktɪk/	(thuộc về) Bắc cực
bare-footed (adj)	/beə(r)-'fʊtɪd/	chân đất
behave (v) (-oneself)	/bɪ'heɪv/	ngoan, biết cư xử
dogsled (n)	/'dɒgzled/	xe chó kéo
domed (adj)	/'dɔːmd/	hình vòm
downtown (adv)	/'daʊn'taʊn/	vào trung tâm thành phố
eat out (v)	/i:t aʊt/	ăn ngoài
entertain (v)	/'entə'teɪn/	giải trí
event (n)	/'ɪvent/	sự kiện
face to face (adv)	/feɪs tu feɪs/	trực diện, mặt đối mặt
facility (n)	/'fæ'sɪləti/	phương tiện, thiết bị
igloo (n)	/'ɪɡluː/	lều tuyết
illiterate (adj)	/'ɪlɪtərət/	thất học
loudspeaker (n)	/'laʊd'spiːkə(r)/	loa
occasion (n)	/'əʊkeɪʒn/	địp
pass on (ph.v)	/'pɑːs ɒn/	truyền lại, kế lại
post (v)	/'pəʊst/	đăng tải
snack (n)	/'snæk/	đồ ăn vặt
street vendor (n)	/'stri:t 'vendə(r)/	người bán hàng rong
strict (adj)	/'strikt/	ng nghiêm khắc
treat (v)	/'tri:t/	cư xử

#### Unit 5

administrative (adj)	/'æd'mɪnɪstrətɪv/	thuộc về hoặc liên quan đến việc quản lý; hành chính
astounding (adj)	/'ə'staʊndɪŋ/	làm sững sờ, làm sững sốt
cavern (n)	/'kævən/	hang lớn, động
citadel (n)	/'sɪtədəl/	thành lũy, thành trì
complex (n)	/'kɒmpleks/	khu liên hợp, quần thể
contestant (n)	/'kɒn'testənt/	đấu thủ, thí sinh
fortress (n)	/'fɔːtrəs/	pháo đài
geological (adj)	/'dʒɪ:ə'lɒdʒɪkl/	(thuộc) địa chất

limestone (n)	/'laɪmstəʊn/	dá vôi
measure (n)	/'meʒə(r)/	biện pháp, phương sách
paradise (n)	/'pærədaɪs/	thiên đường
picturesque (adj)	/'pɪktʃə'resk/	đẹp, gây ấn tượng mạnh (phong cảnh)
recognition (n)	/'rekəg'nɪʃn/	sự công nhận, sự thừa nhận
rickshaw (n)	/'rɪkʃəʊ/	xe xích lô, xe kéo
round (in a game) (n)	/'raʊnd/	hiệp, vòng (trong trò chơi)
sculpture (n)	/'skʌlptʃə(r)/	bức tượng (điêu khắc)
setting (n)	/'setɪŋ/	khung cảnh, môi trường
spectacular (adj)	/'spek'tækjələ(r)/	đẹp mắt, ngoạn mục, hùng vĩ
structure (n)	/'strʌktʃə(r)/	công trình kiến trúc, công trình xây dựng
tomb (n)	/'tuːm/	ngôi mộ

#### Unit 6

annoyed (adj)	/'ə'nɔɪd/	bực mình, khó chịu
astonished (adj)	/'ə'stɒnɪʃt/	kinh ngạc
boom (n)	/'buːm/	bùng nổ
compartment (n)	/'kɒmpɑːtmənt/	toa xe
clanging (adj)	/'klæŋɪŋ/	tiếng leng keng
cooperative (adj)	/'kəʊ'ɒpərətɪv/	hợp tác
elevated walkway (n)	/'elɪvətɪd 'wɔːkweɪ/	kối đi dành cho người đi bộ
exporter (n)	/'ek'spɔːtə(r)/	nước xuất khẩu, người xuất khẩu
extended family (n)	/'ɪk'stendɪd 'fæməli/	gia đình nhiều thế hệ cùng sống chung
flyover (n)	/'flaɪəʊvə(r)/	cầu vượt (cho xe máy, ôtô)
manual (adj)	/'mænjuəl/	làm (giáo) bằng tay
mushroom (v)	/'mʌʃrʊm/	mọc lên như nấm
noticeable (adj)	/'nəʊtɪsəbl/	gây chú ý, đáng chú ý
nuclear family (n)	/'njuːklɪə(r) 'fæməli/	gia đình hạt nhân
photo exhibition (n)	/'fəʊtəʊ 'eksɪ'bjʃn/	triển lãm ảnh
pedestrian (n)	/'peɪ'destrɪən/	người đi bộ
roof (n)	/'ruːf/	mái nhà
rubber (n)	/'rʌbə(r)/	cao su
sandals (n)	/'sændlɪz/	đép
thatched house (n)	/'θætʃt haʊs/	nhà tranh mái lá
tiled (adj)	/'taɪld/	lợp ngói, bằng ngói
tram (n)	/'træm/	xe điện, tàu điện
trench (n)	/'trentʃ/	hào giao thông
tunnel (n)	/'tʌnl/	đường hầm, cống ngầm
underpass (n)	/'ʌndə'pɑːs/	đường hầm cho người đi bộ qua đường





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