BỘ GIÁO DỤC VÀ ĐÀO TẠO

HOÀNG VĂN VÂN (Tổng Chủ biên) – HOÀNG THỊ XUÂN HOA (Chủ biên)
PHAN HÀ – HOÀNG THỊ HỒNG HẢI – KIỀU THỊ THU HƯƠNG
VŨ THỊ LAN – ĐÀO NGỌC LỘC – CHUNG THẾ QUANG
Với sự cộng tác của DAVID KAYE

Tiếng Anh 12

SÁCH HỌC SINH

TẬP MỘT

(Tái bản lần thứ nhất)

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

TẬP ĐOÀN XUẤT BẢN GIÁO DỤC PEARSON

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LỜI NÓI ĐẦU

Tiếng Anh 12, Tập Một là cuốn sách đầu tiên được Nhà xuất bản Giáo dục Việt Nam tổ chức biên soạn theo Chương trình Giáo dục phổ thông môn Tiếng Anh thí điểm cấp Trung học phổ thông do Bộ Giáo dục và Đào tạo ban hành theo Quyết định số 5209/QĐ-BGDĐT ngày 23 tháng 11 năm 2012, tiếp theo Chương trình tiếng Anh tiểu học và Chương trình tiếng Anh trung học cơ sở. Sách được biên soạn theo đường hướng giao tiếp, giúp học sinh, thông qua sử dụng ngữ liệu (ngữ âm, từ vựng, ngữ pháp), phát triển năng lực giao tiếp bằng tiếng Anh dưới bốn hình thức nghe, nói, đọc và viết. **Tiếng Anh 12, Tập Một** chủ trương lấy **HỌC** làm trung tâm, trong đó học sinh là chủ thể của quá trình dạy - học, giáo viên là người hướng dẫn, người tổ chức các hoạt động trên lớp, giúp học sinh giao tiếp có hiệu quả. **Trong Tiếng Anh 12, Tập Một**, tâm lí lứa tuổi của học sinh và các đặc điểm văn hóa của Việt Nam và của các nước trên thế giới, đặc biệt là của các nước nói tiếng Anh và các nước trong khu vực, được coi trọng.

Tiếng Anh 12, Tập Một được biên soạn xoay quanh hai chủ điểm (theme) gần gũi với học sinh: *Our Lives* và *Our Society*. Mỗi chủ điểm được chia thành hai hoặc ba đơn bị bài học (Unit) tương ứng với các chủ đề (topic) gợi ý trong Chương trình. Sau mỗi chủ điểm là một bài ôn (Review) tập trung vào kiến thức ngôn ngữ và kĩ năng ngôn ngữ học sinh đã được học và rèn luyện.

Tiếng Anh 12, Tập Một được biên soạn trên cơ sở những kinh nghiệm thực tiễn của việc dạy và học tiếng Anh trung học phổ thông ở Việt Nam. Sách nhận được sự hợp tác chặt chẽ về chuyên môn và kĩ thuật của Nhà xuất bản Pearson và Hội đồng Anh.

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

Các tác giả

BOOK MAP

	Topic	Vocab.	Pronunciation	Grammar	Reading
UNIT 1	Life stories	Words and phrases related to people's life stories	Homophones	- Review: the past simple vs. the past continuous - Definite and indefinite articles - Omission of articles	Reading for specific information about two people's life stories
UNIT 2	Urbanisation	- Words and phrases related to urbanisation and its features - Word formation: Compound adjectives	Vowels: Diphthongs	The subjunctive in *that*-clauses after certain verbs and expressions	Reading for specific information in an article about urbanisation and its causes
UNIT 3	The green movement	Words and phrases related to the advantages and disadvantages of a green lifestyle	Assimilation	- Simple, compound, and complex sentences - Relative clauses with *which* referring to the whole clause	Reading for general ideas and specific information in an article about soot pollution
REVIEW 1					
UNIT 4	The mass media	Words and phrases related to the mass media	The verb ending *-ed*	- Prepositions after certain verbs - The past perfect vs. the past simple	Reading for general ideas and specific information in an article about forms of mass media
UNIT 5	Cultural identity	Words and phrases related to cultural identity	Assimilation	- The present perfect vs. the present perfect continuous - Repeated comparatives to say that something is changing	Reading for specific information in a passage about cultural identity in today's modern society
REVIEW 2					

Speaking	Listening	Writing	Culture	Project
Talking about a historical figure	Listening for specific information in a talk show about privacy and lessons learnt from people's life stories	Writing a life story	The creator of Sherlock Holmes	Preparing for a speaking contest: A famous person you admire
Discussing key features of urbanisation and expressing opinions about a preferable place of living	Listening for general ideas and specific information in a discussion about the advantages and disadvantages of urbanisation	Describing a line graph about the rate of urbanisation	Urbanisation in Bangkok, Thailand	Finding out how a city or a country has undergone urbanisation
Discussing lifestyle choices and deciding if they are environmentally friendly	Listening for general ideas and specific information in a talk show about a school's Go Green initiative	Writing an essay about the advantages and disadvantages of a green lifestyle	The greenest countries and cities in the world	Conducting a survey on students' green lifestyle
Talking about social networking	Listening for specific information in a conversation about social media: language-learning apps	Describing a pie chart showing the use of online resources	Social media apps	Conducting a survey on students' favourite social networking sites and apps
Talking about the ways to maintain cultural identity	Listening for general ideas and specific information in a talk about cultural diversity in an Asian country	Writing an essay about the most important feature that defines someone's cultural identity	Festivals that help ethnic groups in Viet Nam to maintain their cultural identity	Preparing for a presentation on the cultural identity of an ethnic group in Viet Nam

Unit 1 LIFE STORIES

GETTING STARTED

The person I admire

This unit includes:

LANGUAGE

Vocabulary

- Words and phrases related to people's life stories

Pronunciation

- Homophones

Grammar

- The past simple vs. the past continuous
- Definite and indefinite articles
- Omission of articles

SKILLS

- Reading for specific information about two people's life stories
- Talking about a historical figure
- Listening for specific information in a talk show about privacy and lessons learnt from people's life stories
- Writing a life story

COMMUNICATION AND CULTURE

- Family stories
- The creator of Sherlock Holmes

1 Hung and Quang are talking about famous people. Listen and read.

Hung: The topic for tomorrow's presentation is really interesting. Have you decided who to talk about, Quang?

Quang: Not yet. I'm still wavering between two famous people, Steve Jobs and Michael Jackson. I admire them both.

Hung: But who's had a greater impact on you?

Quang: I'm not sure … Steve Jobs's work stimulates my creativity and innovation, while Michael Jackson's music inspired me to learn to play a musical instrument. What do you think?

Hung: Well, both of them were very talented and influential, but I prefer Steve Jobs. I think Michael Jackson was a great dancer, but not an excellent singer. In his later years, his singing voice became weak and thin and wasn't as good as before.

Quang: I see. What about you? Who are you going to talk about?

Hung: Christine Ha.

Quang: You mean … the lady who won the US MasterChef trophy in 2012?

Hung: That's right.

Quang: I know your dream is to become a famous chef. Is that why you want to talk about her?

Hung: Yes. What's more, Christine is a blind chef and a gifted writer. She's very talented and determined. It was absolutely amazing to watch her use all the kitchen tools and prepare the dishes.

Quang: I agree. I remember how excited I felt when Christine was creating those great-looking dishes … and even anxious when the judges were tasting them. By the way, do you know where she was born? In Viet Nam or the US?

Hung: In California, but she was inspired by memories of her mum's cooking.

Quang: It seems you know quite a lot about her. Good luck with your presentation tomorrow!

Hung: The same to you!

2 Decide whether the following statements are true (T), false (F), or not given (NG). Tick the correct box.

		T	F	NG
1	Quang can't decide who he is going to talk about tomorrow.			
2	Quang wants to become as famous as Steve Jobs and Michael Jackson.			
3	Hung likes Michael Jackson's singing.			
4	Hung learnt to play a musical instrument because he was inspired by Michael Jackson's songs.			
5	Both Quang and Hung admire Christine Ha.			

3 Discuss with a partner.

If you were Quang, who would you choose to talk about, Steve Jobs or Michael Jackson? Why?

4 Find the words in the conversation that have the same sounds as the following.

1. too _____
2. eye _____
3. sea _____
4. one _____
5. no _____

5 Read the conversation again and write the correct tenses of the verbs in brackets.

I remember how excited I (feel) _____ when Christine (create) _____ those great-looking dishes.

LANGUAGE

Vocabulary

1 Write the words given in the box next to their meanings.

distinguished achievement
respectable talented
generosity

1		gifted, having a natural ability to do something well
2		very successful and admired by other people
3		regarded by society as acceptable, proper and correct
4		kindness or willingness to give
5		something that has been obtained by hard work, ability or effort

2 Complete the sentences with the correct form of the words in 1.

1. Alexandre Yersin, who had quite a _____ career in medicine, devoted his life to the poor and sick people in Viet Nam.
2. Hard-working and _____ students should be given more opportunities to develop their skills.
3. The new album is one of his greatest _____. It sold 50,000 copies just in the first week.
4. After my father got a well-paid job at an international company, we moved to a _____ neighbourhood.
5. Don't allow other people to take advantage of your _____. You should learn to give wisely.

Pronunciation

Homophones

1 Listen to pairs of sentences. Write the correct words in the gaps. The first pair has been done as an example.

1	a) My English class is at <u>two</u> o'clock. b) It's never <u>too</u> late to learn another language.
2	a) His father is a guitarist, but he wasn't _____ to play any musical instruments until he was 15. b) Please read the letter _____ to us.
3	a) You can _____ your life story and post it on this website. b) I hope we're doing the _____ thing.
4	a) J.K. Rowling's _____ novel will come out next month. b) I _____ where he was hiding, but I didn't know why he was wanted.
5	a) Beethoven composed some of his finest works _____ in this house. b) Did you _____ the latest news about Steven Spielberg's film?
6	a) She has _____ involved in many community projects. b) Yan has just posted his latest _____ soup recipe on the Internet. You should try it out.

2 Listen and repeat the sentences in 1.

DO YOU KNOW...?

Homophones are words (or combinations of words) that have different spellings and meanings, but the same pronunciation.

Examples:

two - too - to (strong form)	board - bored
piece - peace	you're - your
there - their	there's - theirs
father - farther	knew - new
whose - who's	whether - weather
genes - jeans	council - counsel

Grammar

The past simple vs. the past continuous

1 Put the verbs in brackets in the past simple or the past continuous.

1. This morning when the alarm clock (go) _____ off, I (have) _____ a sweet dream.
2. Carol (meet) _____ her husband while she (travel) _____ in Europe.
3. I (work) _____ on my computer when there (be) _____ a sudden power cut and all my data (be) _____ lost.
4. When we (share) _____ a room two years ago, Lin (always, take) _____ my things without asking.
5. When Tom (call) _____ yesterday, I (do) _____ the washing-up in the kitchen, so I (not hear) _____ the phone.
6. Frank (constantly, ask) _____ for money last year when he (be) _____ still out of work.
7. Mark (request) _____ complete silence when he (compose) _____ music.
8. In 1417, Nguyen Trai (join) _____ the army of Le Loi, who (then, lead) _____ the resistance movement in the mountainous regions.

REMEMBER

- The past continuous is used to talk about a past action in progress, and the past simple to talk about a shorter action that interrupted it.
  *Example: A storm **hit** the island while I **was enjoying** my holiday there last year.*
- The past continuous can be used with *always/constantly* to describe repeated or irritating actions or events in the past. It is similar to 'used to', but usually has negative meaning.
  *Example: Our neighbour **was always complaining** about the noise in the building.*

Definite articles and omission of articles

2 Complete the gaps with *the* where necessary. If an article is not necessary, write a cross (×).

1. Here's _____ book you asked to borrow.
2. There are some reports on _____ oil slick in _____ Mediterranean Sea.
3. _____ kangaroos are found only in _____ Australia.
4. Angelina is working for a charitable organisation that helps _____ people with disabilities.
5. Is _____ United Arab Emirates part of _____ South Asia or _____ Middle East?
6. Last summer, we travelled to many places. We visited _____ Taj Mahal in _____ India, climbed _____ Mount Everest in _____ Himalayas, and took a cruise to _____ Bahamas.
7. I love _____ Spain. I find _____ Spanish very friendly, but I can't say much in _____ Spanish.
8. My favourite pastime is playing _____ guitar, but my best friend prefers playing _____ tennis.

DO YOU KNOW...?

- The definite article *the* is generally used before a singular or plural noun when we talk about a specific thing or action.
  Examples:
  ***The dog** that bit me ran away.*
  *I like **the films** directed by Steven Spielberg.*
- Other rules

1. Use of *the* before	Examples
names of musical instruments	*play the piano*
names of oceans, rivers, seas, deserts, ranges of mountains, island groups	*the Pacific Ocean, the Red River, the Sahara, the Andes, the Bahamas*
geographical areas, names of countries with 'kingdom' or 'states' in their names, plural names of countries	*the Middle East, the United States, the Netherlands*
names of organisations, museums, hotels, important buildings	*the United Nations, the Louvre, the Grand Hotel, the Twin Towers*
adjectives used as nouns, people of a country	*the rich, the poor, the Japanese*
unique objects, transport systems	*the sun, the London Underground*
names of newspapers, mass media	*The Washington Post, the Internet*

2. Omission of articles before	Examples
sports, means of transport	*play tennis, travel by underground*
streets, lakes, bays, mountains, islands, most countries, states, cities, continents	*Baker Street, Sword Lake, Easter Island, Mt Everest, New York, Africa*
academic subjects, nationalities and languages	*history, geography, Japanese*
magazines	*New Scientist*

Indefinite articles

3 **Complete the gaps with *a*, *an* or a cross (×) if an article is not necessary.**

1. There's _____ chance that she'll win the competition again.

2. What _____ nice weather! Let's go for _____ picnic.

3. I went to see _____ Dr Nga yesterday because I had _____ fever. She asked me to stay in _____ bed for two days.

4. My friend Brian is _____ Scot. On _____ special occasions, he wears _____ kilt and plays the bagpipe.

5. I'm not talking about _____ global warming, but traffic congestion. This is quite _____ different problem in our city.

6. The teacher gave us _____ test on _____ indefinite articles yesterday. It wasn't easy, but I could get _____ good mark in the test.

7. I like _____ ice cream, but I'm not in the mood for _____ ice cream now.

8. **A:** Let's go for _____ coffee.
   B: No, thanks. I don't drink _____ coffee.

4 **Read the following story and complete each gap with an article. Write a cross (×) if an article is not necessary.**

I had (1) _____ very bad experience (2) _____ last Sunday. I bought (3) _____ flash drive from (4) _____ computer store in (5) _____ local shopping centre. When I went back (6) _____ home, I inserted it into my computer, but it was not recognised. I took it back to (7) _____ store, but (8) _____ store manager got very angry. He pointed at (9) _____ crack on (10) _____ flash drive, and said his store was not responsible for such (11) _____ defect because it had probably been caused by my carelessness. I couldn't say (12) _____ word, and had to buy another flash drive.

DO YOU KNOW...?

- In general, *a/an* is used before singular, countable nouns. No articles are used before plural or uncountable nouns when they are used in an abstract, general meaning.
  Examples:
  I have a ***cat****.* (*cat:* singular, countable noun)
  Children *should not stay up late at night.* (*children:* plural noun, general meaning)
  We need more ***information*** *and* ***advice****.* (*information, advice:* uncountable nouns)
- Other rules

Use of *a/an*	Examples
after *what, such, quite* (+ *countable noun*)	***What a*** *magnificent house!* *We shouldn't go out in* ***such a*** *bad storm.* *It's* ***quite a*** *small house.*
to describe jobs, identity	*My mother is* ***a doctor****.* *Brian is* ***an Englishman****.*
with a possessive	*He's* ***a friend of mine****.*
before an illness Exceptions: *have (the) flu/measles*	*I've got* ***a headache/a cold****.*

SKILLS

READING

Giving back to the community

food / shelter

study equipment

care / comfort

1 **Discuss with a partner.**

What do the people in the pictures need? What can you do to help them?

Use the words under the pictures to answer the questions.

2 **Read two people's life stories and complete the table with facts about them.**

Name	Larry Stewart	Le Thanh Thuy
Born		
Died		
Nationality		
Health problem		
Dedicated life to ...		

Larry Stewart came from humble beginnings. Born in Mississippi in 1948, he was brought up by his grandparents. In 1971, Larry found himself jobless and starving for several days. After a free meal given by a restaurant's owner, he vowed to help others whenever he could.

Larry then moved to Kansas City, where he was fortunate enough to make money in cable television. He began helping the less fortunate in 1979, and stories of 'Secret Santa' started to emerge from the city. For over 26 years, he handed out thousands of dollars every Christmas to the needy in public places – without ever revealing his identity. The more he gave, the more stories of his generosity spread across the United States. Secret Santa became famous, yet still anonymous.

He kept his identity hidden until 2006, when he was diagnosed with cancer, which later claimed his life. Since Larry Stewart's death in 2007, his example has inspired others to continue his mission of kindness and charitable work.

Born in 1988, Le Thanh Thuy was awarded the title 'Ho Chi Minh City Outstanding Young Citizen' in 2006, a year before she passed away. As soon as Thuy started high school in 2003, she was diagnosed with bone cancer and doctors decided to amputate her leg to save her life.

Thuy's repeated hospitalisations over four years did not stop her from helping other patients. Her dream was to initiate a fund to help young cancer patients. Whenever Thuy could move around, she organised different charity activities to relieve the young patients' pain. Thuy's meaningful work was welcomed and supported by the community. As a result, Thuy's Dream Programme was launched and is currently managed by *The Tuoi Tre*.

The Tuoi Tre has continued to hold annual events to support her programme. The most important one is the Sunflower Festival, where children and their families get together and have fun. Gifts are given to the young patients, and the memory of Thuy is kept alive by her story about love and sharing.

3 Find the words or expressions in the text that have the following meanings. Write them in the correct spaces.

1. people who do not have enough food or money _____
2. make something known to someone _____
3. unknown to other people _____
4. remove a body part in a medical operation _____
5. start, make something important begin _____
6. something remembered from the past _____

4 Read the stories again. Answer the questions.

1. What did Larry Stewart do to help those in need?
2. Why was he called 'Secret Santa'?
3. How has his act of kindness influenced other people since his death?
4. What did Thanh Thuy do to help other people?
5. What title was Thuy awarded?
6. How does *The Tuoi Tre* manage Thuy's Dream Programme?

5 Discuss with a partner.

Have you ever taken part in the Sunflower Festival to support Thuy's Dream Programme?

a. If yes, what did you do during the festival?

b. If no, would you like to do it in the future and how would you help? Give your reasons.

SPEAKING

A historical figure

1 Choose the correct sentences (a-d) to complete the conversation between two friends.

a. Who is he?

b. Well, in a way, but twenty years later his reputation was restored.

c. Do you know any stories about him? An interesting story will hold the attention of your audience and the judges.

d. I want to see my expression while I'm speaking.

John: Hi, Van. What are you doing? Why are you talking to the mirror?

Van: Well … I'm practising for the storytelling contest next week. (1) _____

John: I see. The topic is the life of a historical figure, isn't it?

Van: That's right. I've decided to talk about Nguyen Trai.

John: Nguyen Trai? (2) _____

Van: He was a talented scholar and a skilled strategist. He was born in 1380. He helped King Le Loi to free our country from the invaders in the 15th century. I admire him for his dedication to our nation.

John: Wow! He is a real national hero. (3) _____

Van: Yes. I'll tell the mystery of the Lychee Garden. It's about an incident which led to the deaths of Nguyen Trai's extended families.

John: Gosh … So his life ended in tragedy?

Van: (4) _____. And he was nominated a World Cultural Celebrity by UNESCO in 1980. Why don't you come to the contest and listen to my story?

John: OK. I will. I really want to know more about this famous man.

2 Practise the conversation with a partner.

3 **Work with a partner. Use the information below or your own ideas to talk about one of the historical figures below.**

King Le Loi/Le Thai To (1385 – 1433)

Facts:

- determined leader of Lam Son uprising against the Ming invaders (1418 – 1427), suffered hardship and difficulties
- freed the country and became King in 1428

Reason for being respected:

- his perseverance during the ten years' war

Interesting legend:

- the history of Sword Lake in Ha Noi: the return of the magical sword to a golden turtle after the war against the invaders

Le Quy Don (1726 – 1784)

Facts:

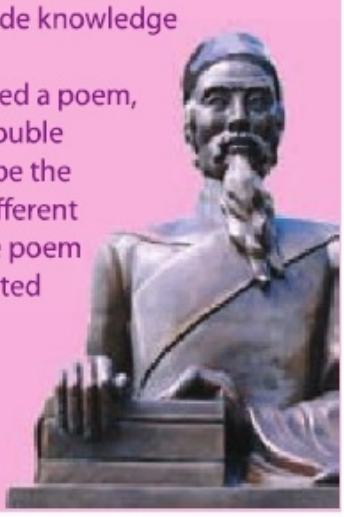
- a distinguished philosopher, poet, and encyclopaedist
- responsible for a large number of encyclopaedic, historical and philosophical works

Reason for being respected:

- his sharp wit and wide knowledge

Interesting story:

- Still a child, he created a poem, using words with double meanings to describe the characteristics of different types of snakes. The poem can also be interpreted as a lazy student's self-accusation and promise to study harder.



LISTENING

Learning from people's lives

1 **Why are people often interested in the life of celebrities or famous people? Tick the possible reasons and add some more, if you can.**

They are curious.

They want to know more about their idols.

They can have something to gossip about.

They want to learn lessons from famous people's failures or successes.

They can criticise or slander the person they do not like.

_____

_____

2 **Listen to a talk show with host Cindy Brown and guest speaker Andy Lewis, a sociologist. Choose the best answer to complete each statement.**

1. According to Cindy, our audience are _____ stories about celebrities and famous people.
   - **A.** interested in
   - **B.** overloaded with
   - **C.** bored with
2. People may use stories about our private life in order to _____.
   - **A.** damage our reputation
   - **B.** write novels
   - **C.** make films
3. We should not share too much personal information _____.
   - **A.** at parties
   - **B.** with strangers
   - **C.** online
4. Reading a person's life story critically means _____.
   - **A.** making judgements while reading it
   - **B.** making criticisms while reading it
   - **C.** reading it without finding any faults or merits

3 **Listen again. Answer the questions.**

1. What life skills does Andy think people should have?
2. According to Andy, what questions should we ask ourselves when reading or hearing a life story?
3. What can we benefit from learning about a person's failures or successes?

4 **Do you agree with Andy that everyone's life story is like a book that can teach us something? Discuss with a partner.**

WRITING

Where there's a will, there's a way

1 **Read the story of a champion swimmer and complete the blanks. Use the words in the box.**

overcome	competed	misfortune
adopted	obsessed	helpless

http://www.youandme.com/mylifestory

What is your life story?

Learning is a lifelong journey. Share your life experiences with other people so that they can learn from your own. Don't hesitate to post your story of overcoming hardships and achieving success.

Misfortune, perseverance, success

By Carlos

Published: 09:00 GMT, 10 September

I was born without legs and was abandoned outside an orphanage in the Philippines, where I was brought up until I was eight. My foster mother Molly Page (1) _____ me and brought me back to her home in Perth, Australia, for medical treatment.

After getting used to my prosthetic legs, I became (2) _____ with sports and wanted to play soccer like all other children of my age. However, keeping balance on my legs while playing with the ball was a problem, so I was advised to try swimming instead. That was when my sporting career began.

My mother sent me to a swimming club where I received the best instruction from Bruce Murphy. I would never forget my fear when I got into the pool for the first time. I felt so (3) _____ and scared that I thought I would drown. However, Bruce was there, guiding me through the different stages and helping me to (4) _____ my fear. I was surprised that I could make progress very quickly.

In 2012, I (5) _____ in my first local competition. The following years, I started winning gold medals in different Australian Championships for parathletes. Now at the age of 20, my dream is to become a champion swimmer in the Paralympic Games.

I've told my own story hoping to encourage other people like me to try something new and challenging. Don't allow (6) _____ and disabilities to get in your way to success. Where there's a will, there's a way. This is my motto.

2 **Put the following parts of the story in the correct order they appear in the story.**

a. Writer's name ☐
b. Writer's ambitions and achievements ☐
c. Childhood ☐
d. Posting date and time ☐
e. Story title ☐
f. Story's message ☐
g. Turning point in writer's life ☐

3 **Use the given information to write another story of 180-250 words. You can add further details to make your story more interesting.**

Writer's name	Thu Ha
Childhood	- *when 10 years old, both parents died in a traffic accident* - *brought up by 70-year-old grandmother* - *did odd jobs for a living: selling lottery tickets, washing dishes, doing babysitting* - *attended evening secondary school classes*
Turning point in life	- *completed secondary education and passed a challenging exam to enter Medical University, but unable to pay tuition fees* - *awarded a scholarship from* The Thanh Nien *for college students from poor families*
Ambitions and achievements	- *graduated from university after six years' hard work* - *now working at a hospital* - *planning to run a charitable organisation to help poor students*
Story's message	- *Poverty is no shame. Don't let poverty defeat you and destroy your hope for better life.*

COMMUNICATION AND CULTURE

Communication

Family stories

1 **Listen to An's story. Complete the statements about the story. Write from 1 to 3 words in each blank.**

1. An enjoys reading books about _____.
2. An's friends call her a _____ encyclopaedia because she can answer all their questions about _____.
3. Sometimes she has a feeling that the people in the books she has read are _____.
4. She spent her two months' holiday in _____.
5. To An, her grandparents were as heroic and worthy of _____ as many historical figures, and their stories were even more interesting and more _____ than those in the books she has read.

2 **Discuss the question in pairs.**

Do you think family stories should be told to children? Why or why not?

Culture

The creator of Sherlock Holmes

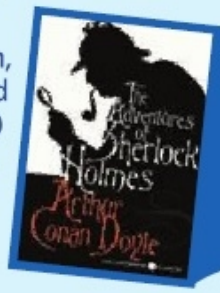
1 **Read the text about Arthur Conan Doyle and decide whether the statements about it are true (T), false (F), or not given (NG). Tick the correct boxes.**

Arthur Conan Doyle

Sir Arthur Ignatius Conan Doyle was a Scottish writer and physician. He is best known for his creation of Sherlock Holmes – a brilliant London-based detective famous for his logical thinking and ability to solve difficult cases.

Born in Edinburgh in 1859 into a prosperous family, Doyle was strongly influenced by his mother, who was a well-educated woman. In his early childhood, she used to tell him vivid stories which sparked his imagination. The second person who had a great impact on his writing career was Dr Joseph Bell, a professor at the medical school where Doyle studied from 1876 to 1881. Dr Bell's keen powers of observation later inspired Doyle to create his fictional detective character, Sherlock Holmes.

Doyle's active life provided him with vivid experiences for his stories. With a great love for adventure, he would never miss a chance to travel. He took a surgeon's position on a whaling ship sailing for the Arctic Circle. He served as a volunteer doctor in the Langman Hospital in South Africa during the War of Independence in 1900. He also acted as a war journalist during the First World War.



Doyle's writing career started during his time at medical school. After graduation, he set up his own medical practice, which was not very successful initially, so he started writing stories again while waiting for patients. He wrote 21 novels and more than 150 short stories. He also published poems, articles, memoirs and plays on various subjects. His most well-known works are the novels and stories with Sherlock Holmes and the fantasy novel *The Lost World*, which were made into successful films.

Doyle died at the age of 71, after a heart attack. In his honour, a statue of him was built in Crowborough, where he lived for almost 23 years.

	T	F	NG
1. Arthur Conan Doyle's stories about Sherlock Holmes were the first detective stories in the world.	☐	☐	☐
2. The two people who had a strong influence on Doyle's writing career were his mother and Dr Joseph Bell.	☐	☐	☐
3. Doyle's mother inspired him to write about Sherlock Holmes.	☐	☐	☐
4. Doyle's life experiences were sources for many of his stories.	☐	☐	☐
5. *The Lost World* and his novels and stories about Sherlock Holmes were made into films.	☐	☐	☐
6. A statue of Sherlock Holmes was built in London.	☐	☐	☐

2 **Work with a partner. Find some Vietnamese writers of detective stories and talk about their lives and works.**

LOOKING BACK

Pronunciation

1 **Tick the word that does not have the same sound as the other two.**

1. ☐ brake ☐ break ☐ brick
2. ☐ dare ☐ dear ☐ deer
3. ☐ wait ☐ wet ☐ weight
4. ☐ son ☐ sun ☐ soon
5. ☐ greet ☐ great ☐ grate
6. ☐ bay ☐ by ☐ buy

2 **Listen and write the correct homophones to complete the sentences.**

1. We need more _____ for the campfire. _____ you be able to bring some?
2. I get really _____ with playing the same _____ games every day.
3. The _____ forecast is for more rain, so I'm not sure _____ we can go hiking tomorrow.
4. There was a big _____ in her sock, so the _____ of her big toe was sticking out.

Vocabulary

Complete the sentences with the correct form of the words or phrase in the box.

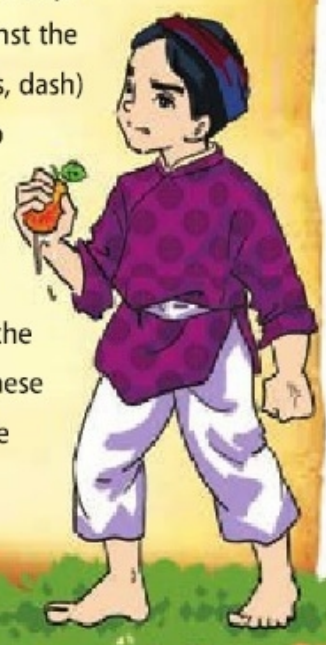
achievement	historical figure	distinguished
reputation	respectable	dedication

1. Naming streets after _____ is a common practice around the world.
2. After winning the MasterChef competition, Christine Ha gained a(n) _____ as a first-class cook.
3. You'll look more _____ if you wear a nice suit and a tie.
4. No one can deny his hard work and _____ to the club.
5. After a series of successes, she won a lifetime _____ award for music.
6. Nguyen Trai had a(n) _____ career as a skilled strategist and prominent scholar.

Grammar

1 **Read the following story about Tran Quoc Toan. Put the verbs in brackets in the past simple or the past continuous.**

Marquis Hoai Van Tran Quoc Toan (1. be) _____ born in 1267. In 1279, Kublai Khan of the Mongol Empire (2. begin) _____ his attempt to take over Dai Viet and Champa. Facing threat from the north, in October 1282, Dai Viet's Emperor (3. gather) _____ all members of the royal family and officials in the royal court to discuss ways to defend the country. The 15-year-old Tran Quoc Toan (4. be) _____ not invited to the assembly because he was too young. He (5. become) _____ very upset. As he (6. shout) _____ angrily outside the royal court, the emperor (7. come) _____ out and (8. give) _____ him an orange. He also (9. order) _____ the young marquis to go home. While the emperor and the officials (10. discuss) _____ the war strategies, Tran Quoc Toan (11. still, wait) _____ outside the hall. He (12. get) _____ so upset and stimulated that he (13. crush) _____ the orange with his own hand. Later he (14. begin) _____ forming his own army and (15. manage) _____ to recruit over one thousand soldiers. While his troops (16. fight) _____ against the Mongol army, he (17. always, dash) _____ to the front to drive the enemies back. His death was unknown, but today Tran Quoc Toan is considered one of the finest examples of Vietnamese patriotism, especially for the young generation.



2 These sentences are incorrect. Correct them, adding articles where necessary.

1. We had great time in USA last summer.
2. John decided to join army and become soldier so that he could fight for country.
3. Do English drink tea or coffee at breakfast?
4. We returned from two-week holiday in Philippines and Indonesia.
5. When you go to Paris, don't forget to visit Louvre and take boat trip along Seine.
6. You'll need warm hat, new coat and pair of woollen gloves for your trip to Europe this season.
7. My mother said she would go to bank on Fir Street to withdraw some money, and then she would drop by supermarket near theatre on way home.
8. In rush hour in Ha Noi, it's more convenient to travel by motorbike than to take taxi.

PROJECT

1 Your group is going to take part in the Public Speaking Contest 'A famous person you admire' organised by your school.

Assign the task to each group member: choosing a famous person, creating his/her profile, and giving a presentation about this person.

Famous person's profile

Where and when was he/she born?

Where did he/she grow up?

What is he/she famous for?

Some interesting facts about him/her:

Lessons to learn from his/her life story:

2 Work in groups. Choose the best presentation which meets the following criteria:

- Content: relevant to the topic, well-structured, interesting, truthful
- Speaker's presentation techniques: clear outline, emotional and expressive voice, good use of body language and gestures, good pronunciation

NOW I CAN	✓	✓✓	✓✓✓
• use words and phrases related to people's life stories • identify and pronounce homophones correctly • use the past simple and past continuous tenses to describe past actions or events • use articles correctly • read for specific information about two people's life stories • talk about a historical figure • listen for specific information in a talk show about privacy and lessons learnt from people's life stories • write a person's life story • learn about Sir Arthur Conan Doyle, the creator of Sherlock Holmes			

Unit 2 URBANISATION

GETTING STARTED
A presentation on urbanisation

This unit includes:

LANGUAGE

Vocabulary

- Words and phrases related to urbanisation and its features
- Word formation: Compound adjectives

Pronunciation

- Vowels: Diphthongs

Grammar

- The subjunctive in *that*-clauses after certain verbs and expressions

SKILLS

- Reading for specific information in an article about urbanisation and its causes
- Discussing key features of urbanisation and expressing opinions about a preferable place of living
- Listening for general ideas and specific information in a discussion about the advantages and disadvantages of urbanisation
- Describing a line graph about the rate of urbanisation

COMMUNICATION AND CULTURE

- Discussion on sustainable urbanisation
- Urbanisation in Bangkok, Thailand

1 Lan and Nam are discussing the plan for their presentation on urbanisation. Listen and read.

Nam: Hi, Lan!

Lan: Hello, Nam. Do you know if our Geography teacher has fixed the date for our presentation on urbanisation?

Nam: It's next Friday. It's time we finalised the content. How long should we talk?

Lan: Well, it is recommended that the presentation be no more than 15 minutes. There is also a five-minute Q&A session.

Nam: Well, we'd better work together or we might not prepare well for it.

Lan: You're right. I think we should start with the definition of urbanisation and perhaps mention some of its causes, such as lack of resources in rural areas and better work opportunities in urban areas.

Nam: I agree. But before we provide the definition, we should show some thought-provoking photos to illustrate urbanisation in our country. Visuals will grab the attention of our audience and keep people engaged.

Lan: That's a great idea. I'll start looking for some interesting images. What about the body of our presentation? We have a lot of information …

Nam: Yes, there's a lot to say, but I suggest that we focus on its advantages and disadvantages.

Lan: I agree. We should also provide some examples.

Nam: Yes, this will help listeners to understand our points better.

Lan: Our Geography teacher also advised that we talk about issues that are familiar and important to our classmates.

Nam: So, do you think we should stick to urbanisation in Viet Nam?

Lan: Well, this should be the main part as our audience will be very interested in knowing more about it, but we could also mention urbanisation in well-known places like the UK and USA where most of the population now lives in urban areas.

Nam: Yes, it's important that we talk about how developed countries have solved the urbanisation problems and propose some solutions to those in Viet Nam.

Lan: That would be interesting, but it would make our presentation too long. We shouldn't overload people with information or else they'll just switch off. We could instead mention some solutions and government initiatives in the conclusion.

Nam: Well, is it really necessary that we include new information in the conclusion? We should just summarise the main points.

Lan: OK, but we still need to do some research on the solutions. People may ask us during the Q&A session.

Nam: I agree. So, shall we start creating the PowerPoint slides then and …?

2 Read the conversation again. Answer the questions about it.

1. What are Lan and Nam doing?
2. When will they give their presentation?
3. How much time will they have?
4. What content did they agree to include in the introduction, body and conclusion?
5. Will they mention any solutions to problems caused by urbanisation? Why/Why not?
6. Do you know if a lot of people have moved in or out of your area? What are the reasons?

3 Match the words in box A with the words in box B to form the compound adjectives that are used in the conversation.

A	B
five	provoking
well	minute
thought	known

4 Complete the sentences, using the correct form of the verbs in the box.

focus talk include talk be

1. It is recommended that the presentation _____ no more than 15 minutes.
2. I suggest that we _____ on its advantages and disadvantages.
3. Our Geography teacher also advised that we _____ about issues that are familiar and important to our classmates.
4. It's important that we _____ about how developed countries have solved the urbanisation problems.
5. Is it really necessary that we _____ new information in the conclusion?

LANGUAGE

Vocabulary

1 **Look at the conversation in GETTING STARTED again. Match the words in the conversation with the appropriate definitions.**

1 urbanisation (n)	a the period of time when a country develops a lot of industries on a wide scale
2 overload (v)	b a population shift from rural to urban areas
3 industrialisation (n)	c stop paying attention
4 agricultural (adj)	d relating to the practice or science of farming
5 switch off (v)	e give too much information, work or responsibility

2 **Complete the sentences with the correct form of the words in 1.**

1. The impact of increased _____ has been harmful to the environment and has led to the growth of greenhouse gas emissions.
2. Students can easily _____ their short-term memory with unnecessary information.
3. The lecture was two hours long and boring, so by the end of it, I completely _____.
4. Before the Industrial Revolution in England, the majority of the population were employed as _____ labourers.
5. The transformation of China into a modern economy started in 1950s through the process of _____.

Compound adjectives

3 **Match a word on the left with a word on the right to make a compound adjective.**

weather	wide
well	beaten
long	paid
year	market
world	round
down	lasting

DO YOU KNOW...?

- A compound adjective is made up of two or more words. Its meaning is usually clear from the words combined. The second part of the compound is often a present participle, e.g. *lasting* or past participle, e.g. *paid*. Sometimes it is written with a hyphen, e.g. *long-lasting, well-paid*, or as one word, e.g. *worldwide, downmarket*.
- *Well* and *badly* combine with many past participles to form compound adjectives, e.g. *well-planned, well-known, well-paid, well-dressed, badly paid, badly behaved, badly dressed.*
- We can combine a number and a singular noun to form a compound adjective, e.g. *fifteen-minute, five-minute.*
- Common compound adjectives
  - Describing people: *easy-going, good-looking, kind-hearted, left-handed, self-motivated, old-aged, down-to-earth*
  - Describing products/services: *long-lasting, old-fashioned, time-saving, up-to-date, high-speed, upmarket, downmarket*
  - Others: *cost-effective, energy-saving, fast-growing, high-level, long-term, short-term, time-consuming, well-established, interest-free*

4 Complete the text below with the compound adjectives given in the box.

long-term	fast-growing	
weather-beaten	well-paid	up-to-date

Many young people in rural areas don't want to spend their lives on the farm like their (1) _____ parents. They understand that there are better (2) _____ job prospects for them in the city. So they leave their home villages to find (3) _____ jobs in the (4) _____ industrial zones. In the city, young people can also have access to (5) _____ facilities and technology.

Pronunciation

Diphthongs

1 Listen to the conversation and pay attention to the pronunciation of the underlined parts.

Joe: Hi, Mike!

Mike: Hello, Joe! I haven't seen you for ages. You look tired!

Joe: I've just come back from the city.

Mike: Did you take the train?

Joe: Yes, but it took five hours! The journey was really slow and it was so noisy and crowded.

Mike: Well, trains are still slower than coaches.

Joe: Sure. They should replace them with new, high-speed trains. Next time I'll go by coach. And how are you?

Mike: Well, life hasn't changed much for me. I still live and work on my farm with my wife, but my sons and daughters have all moved to the city.

Joe: So you really like it here in the countryside?

Mike: Yes, I do. I keep hearing about all the crimes, noise and pollution in big cities, especially in the industrial zones. My wife is so worried about our children that she calls them almost every day!

Joe: They're young and the city life is more interesting for them. They will also have better career prospects.

Mike: Yes, I agree. They have managed to find well-paid jobs and are really enjoying life there.

DO YOU KNOW...?

- A diphthong is a sound made by combining two vowels into a single one.
- The first part of a diphthong is much longer and stronger than the second part.
- There are eight diphthongs in English: /ɪə/, /eə/, /ʊə/, /eɪ/, /aɪ/, /ɔɪ/, /əʊ/ and /aʊ/.

Example:

/ɪə/ – here, /eə/ – where, /ʊə/ – poor, /eɪ/ – train, /aɪ/ – life, /ɔɪ/ – noise, /əʊ/ – hello, /aʊ/ – how

2 Now listen to the conversation in 1 again. Pay attention to the diphthongs in the conversation. Practise it with a partner.

Grammar

The subjunctive in *that*-clauses after certain verbs and expressions

1 Complete the sentences, using the correct form of the verbs in brackets.

1. It is important that he (get) _____ into a good university.
2. The teacher demanded that the classroom (clean) _____ immediately.
3. My father insists that my brother (work) _____ on the farm.
4. It is vital that people (allow) _____ to choose where to live.
5. I requested that everyone in my class (attend) _____ my presentation.
6. It is crucial that urban people (not look down on) _____ rural people.

DO YOU KNOW...?

- The subjunctive uses the base form of the verb in *that*-clauses. It is used to report advice, orders, requests, suggestions, etc. about things that need to be done. It is used in formal contexts, especially in written English.

Examples:

- *I suggest that **he move** to the city for a better health care.*
- *Is it essential that **we be** there to welcome them?*
- *My teacher recommended that **I come** back to my home village after graduating from university.*

- The subjunctive is used in a *that*-clause after reporting verbs such as: *advise, ask, command, demand, desire, insist, propose, recommend, request, suggest, urge.*

Examples:

- *His parents insisted that **he find** a job and **settle down** in a big city.*
- *My mother recommended that **I follow** in my grandpa's footsteps and **become** a teacher.*

- The subjunctive is used in a *that*-clause after **it + be + adjective** such as: *best, crucial, essential, imperative, important, recommended, urgent, vital* or after **it + be + expressions** (*a good idea, a bad idea*) .

Examples:

- *It is important that **the government encourage** more investment in rural areas.*
- *It is desirable that **people in rural areas have** access to modern facilities and technology.*

- The subjunctive can be used in negative, continuous, and passive forms.

Examples:

- *The government urged that **people not waste** natural resources.*
- *It is crucial that **patients not be waiting** for urgent operation.*
- *The government demanded that **rural people be allowed** to live and look for jobs in big cities.*

2 Complete the sentences with the verbs in the box. Use the appropriate form.

tell	return	study	obey	search

1. Her parents insisted that she _____ hard for the GCSE exams.
2. It is essential that young people from rural areas _____ the truth about city life.
3. It is imperative that all migrants _____ the rules and regulations of the residential areas they move to.
4. The police demanded that the stolen money _____ to the bank.
5. It is a good idea that the police _____ for the missing people.

SKILLS

READING

Urbanisation and its causes

1 You are going to read a text about urbanisation. Predict whether the following statements are true (T) or false (F).

1. Urbanisation happened first in more economically developed countries, then in less economically developed countries.
2. Urbanisation has increased in rich countries since 1950s.
3. Lack of resources in rural areas is one of the factors leading to urbanisation in less developed countries.
4. The standard of living in cities and rural areas is more or less the same.
5. By 2050, more than two thirds of the world's population are expected to live in urban areas.

2 Read the text and check your predictions in 1.

Urbanisation is the process by which urban areas grow bigger as more and more people leave the countryside to live in towns and cities.

Before the 1950s, urbanisation mainly occurred in more economically developed countries (MEDCs). Rapid urbanisation happened during the period of industrialisation in Europe and North America in the nineteenth and early twentieth centuries. A lot of people left their home villages for urban areas hoping to find jobs in the rapidly expanding industries in big towns and cities. Since 1950s urbanisation has become slower in most MEDCs. Now, some of the biggest cities are losing population because people go back to live in rural areas. This is known as counter-urbanisation.

Since 1950, urbanisation has grown rapidly in LEDCs (Less Economically Developed Countries) in Asia, Africa and South America. Between 1950 and 1990, while the urban population in LEDCs doubled, the increase was less than half in developed countries.

There are various causes of urbanisation in LEDCs. Here are some major ones. First, people migrate to urban areas on a massive scale due to lack of resources in rural areas. Second, small farmers find it harder to make a living not just because of bad weather conditions such as drought, floods, or storms, but because they can't compete with large agricultural companies. These are considered 'push' factors.

People living in rural areas are also 'pulled' to cities, which are known to be places of financial centres, services, wealth and opportunities. Believing that the standard of living in urban areas will be higher than in rural areas, many people come to the city seeking their fortune.

Today, about half of the world's population lives in urban areas. Urbanisation has provided job opportunities, higher incomes and better access to health facilities and education. The urban population will continue to grow and it is expected that its proportion will increase to 70% by 2050.

3 Find the words in the text that have the following meanings. Write the words in the space provided.

1. becoming larger in size or amount _____
2. the movement of people out of cities to the surrounding areas _____
3. became twice as big or twice as many _____
4. a rise in size, amount or degree _____
5. go to live in another area or country _____

4 Read the text carefully. Answer the following questions.

1. What is urbanisation?
2. What do MEDCs and LEDCs stand for?
3. Where did rapid urbanisation take place prior to 1950? Why?
4. What happened after 1950?
5. What are some of the 'push' factors of urbanisation?
6. Why are small farmers' lives difficult?
7. What are some of the 'pull' factors of urbanisation?

5 Discuss with a partner.

How has your area been affected by urbanisation?

SPEAKING

Life in big cities

1 Read a conversation between two friends about life in big cities. What features do they mention? Are they positive or negative?

Minh: Ha, I don't know why so many people are moving from their home villages to big cities these days! They've become so overcrowded.

Ha: Yeah, I agree. They're really overpopulated. But lots of people still want to become city dwellers.

Minh: Well, I'm quite happy in my home village. It's important that some people stay in rural areas and work in agriculture.

Ha: But there are more employment opportunities in the city. Don't you want to get a high-paying job in an office instead of working on your parents' farm? Your standard of living will be higher in the city.

Minh: I'm not sure; not everyone is lucky. Big cities are flooded with people from rural areas. Many of them are jobless and have to live in slums. I'd rather live in my village.

Ha: You're right. It's essential that the government should build big cities and upgrade the infrastructure in rural areas.

2 Work in pairs. Look at these features of city life. Decide whether they are positive (P) or negative (N). Can you think of other features?

- ☐ noisy
- ☐ job opportunities
- ☐ densely populated
- ☐ traffic congestion
- ☐ efficient services
- ☐ air pollution
- ☐ severe shortage of housing

3 Work in groups. Discuss the positive and negative features of city life and decide if you want to live in an urban or rural area. What are your reasons? Present your group's decision to the whole class, using the ideas given below or your own ideas.

Reasons for living in a big city

- more employment/job opportunities
- chances to get high-paying jobs
- higher living standard
- efficient services
- sports facilities
- better schools ...

Reasons for going back to live in rural areas

- cheaper cost of living in rural areas
- friendly and helpful people
- little or no pollution
- low crime rate

LISTENING

Urbanisation: Pros and cons

1 Look at the following statistics about urbanisation and then answer the questions.

1. What trends do you notice?
2. What do you think the effects of urbanisation are?

- In 1900, two out of every ten people lived in urban areas.
- In 1990, four out of every ten people lived in urban areas.
- In 2010, five out of every ten people lived in urban areas.
- In 2030, six out of every ten people will live in urban areas.

2 Match the words with their meanings.

1 mindset (n)	a. buildings and other shelters that people live in; provision of accommodation
2 discrimination (n)	b. supporting new and modern ideas and favouring change
3 housing (n)	c. the protection of public health by removing and treating dirty water, waste, etc.
4 sanitation (n)	d. the established set of habitual attitudes held by a person or group
5 progressive (adj)	e. the practice of treating one person or group unfairly because of their sex, race or age

3 Listen to a talk about urbanisation and choose the best title for it.

A. Causes of urbanisation
B. Pros and cons of urbanisation
C. How to reduce the negative impact of urbanisation

4 Listen again and choose the best option to complete the sentences.

1. Thanks to the process of urbanisation, people from rural areas have access to _____ jobs, education and health care.

   A. better-paid **B.** badly paid **C.** prestigious

2. After moving to cities, rural people become less _____.

   A. traditional **B.** conservative **C.** progressive

3. Many people benefit from urbanisation, but not everyone has the opportunity to _____.

   A. receive a good education

   B. get a high-paying salary

   C. find stable employment

4. The shortage of accommodation in big cities can result in _____ with no sanitation or clean water.

   A. low-cost houses

   B. development of high-cost housing

   C. creation of very poor areas

5. The shift of workers from agriculture to industries can lead to _____ in food production.

   A. a fall **B.** a rise **C.** a fluctuation

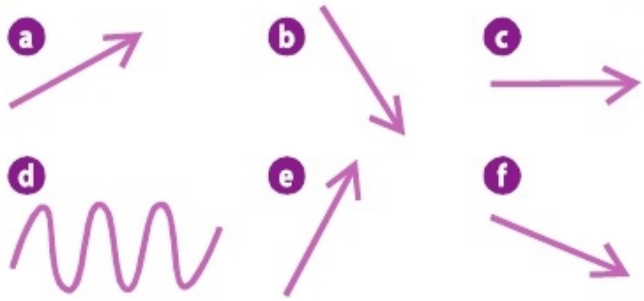
5 Work in groups. Read the statements in 4 again. Do you agree or disagree with them? Give examples to support your point of view.

WRITING

Trends in urbanisation

1 **Match the phrases in the box with the graphs (a-f).**

fall/decrease sharply fall/decrease steadily
rise/increase steadily rise/increase sharply
fluctuate stay the same/remain stable/level off



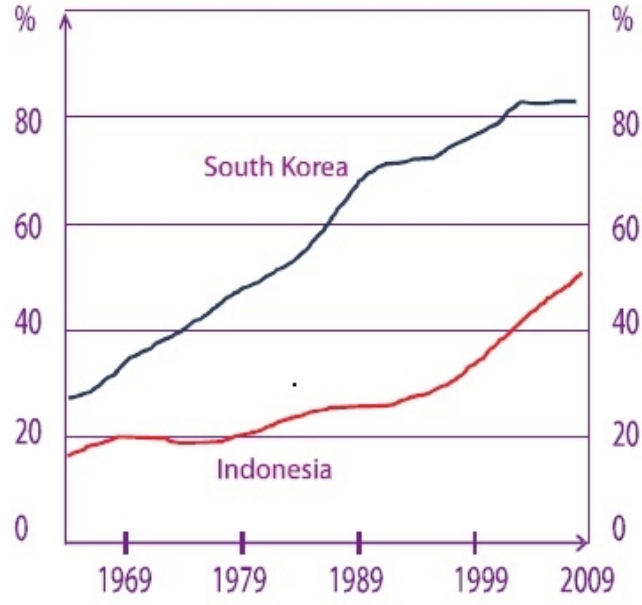
2 **Rewrite the sentences without changing their meaning.**

Examples:

- *The number of young people working on farms has decreased sharply over the past years.*
- ➡ *There has been a sharp decrease in the number of young people working on farms.*
- *The number of urban inhabitants rose by 15% from 1990 to 1995.*
- ➡ *There was a rise of 15% in the number of urban inhabitants from 1990 to 1995.*

1. The migration of young people to big cities has risen dramatically.
➡ There _____.
2. Due to shortages of jobs, there has been a decrease in the population in rural areas in the last 10 years.
➡ Due to shortages of jobs, the population _____.
3. The urbanisation rate in Indonesia increased by over 30% from 1969 to 2009.
➡ There _____.
4. There was a sharp rise in the rate of urbanisation in South Korea during the period between 1969 and 1989.
➡ The rate of urbanisation _____.
5. The urbanisation rate in this city decreased slightly during the economic crisis in 2008.
➡ There was _____.

3 **The line graph below shows the urbanisation rate in South Korea and Indonesia. Write a description (of about 150 words) of the trends in the graph.**



COMMUNICATION AND CULTURE

Communication

The urban world in 2050

1 **Listen to a talk about predictions for life in cities in 2050 and choose the correct option in each of the following sentences.**

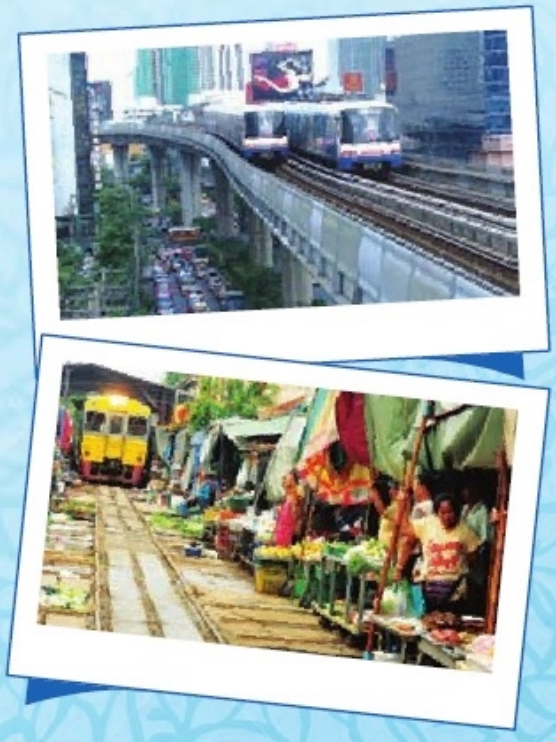
1. By 2050, *50/70* per cent of the world's people will live in cities.
2. Energy, especially *electricity/oil*, will be very expensive.
3. *Human resources/natural resources* are running out due to the excessive exploitation.
4. Many people will probably have their workplaces *close to/far from* where they live.
5. It will be difficult to provide enough water, gas and electricity for *really big cities/the countryside*.
6. Many people from the countryside will move to *smaller cities/big cities*.

2 **Work in groups. Which of the predictions in 1 are likely to come true to the city you live in, or a city in Viet Nam that you know most about? Make some more predictions about that city in 2050.**

Culture

Urbanised Bangkok

1 **Look at the two photos of Bangkok, Thailand. What aspects of city life do they show?**



2 **Read the text about urbanisation in Bangkok. Answer the questions that follow.**

As the capital city of Thailand for over 200 years, Bangkok has an important role to play. Its growth is the world's window on the growth of Thailand. Its urbanisation rate has increased gradually over the past 50 years, bringing apparent and wide-ranging benefits to the country. These include economic, social and cultural ones. In terms of economic benefits, the national income statistics have shown that Bangkok and the surrounding areas usually generate more than 50% of the gross domestic product. Regarding the social benefits, Bangkok's inhabitants have access to better services and facilities compared to any other area of the country. Moreover, as a national centre of art and culture, Bangkok provides many opportunities and facilities for leisure and sport activities, and entertainment.

However, urbanisation has also resulted in massive problems. For example, thousands of migrants live in the modern slums surrounded by poverty, crime and drugs, and with no hope of getting a job. Traffic congestion is another big problem in the city whose road system is unable to cope with the increased number of cars. The traffic congestion combined with the large concentration of factories has severely affected the air and water quality. Despite the problems, Bangkok still continues to attract more and more migrants every year. The problems of traffic congestion, pollution and urban slums will continue to grow worse if the government does not take any measures to reduce the negative effects of urbanisation.

1. What is the role of Bangkok in Thailand?
2. What benefits has urbanisation brought about?
3. What problems has urbanisation caused?

3 **Discuss the question below.**

What are the similarities and differences between the urbanisation in Bangkok and that in Ha Noi?

LOOKING BACK

Pronunciation

1 **Listen to the words containing diphthongs and put them in the correct box.**

/eɪ/	/aɪ/	/ɔɪ/	/əʊ/	/aʊ/	/ɪə/	/eə/	/ʊə/

2 **Listen and mark the diphthongs. Then practise saying the sentences with a partner.**

1. He has played for this football club for more than eight years.
2. After working for nine hours without a break, I got very tired.
3. Despite the government environmental policies, air and noise pollution remains potentially dangerous.
4. The process of growing and harvesting rice is unique.
5. I've been unemployed for several years and still have not found a job.

Vocabulary

1 **Underline the correct word in each sentence.**

1. High crime rate is considered to be the worst effect of (*industrialisation/urbanisation*).
2. (*Industrial/Agricultural*) zones are developing rapidly in the urban areas.
3. More and more people are migrating to (*urban/rural*) areas to look for better job opportunities.
4. The cost of living in big cities has (*fallen/risen*) dramatically over the past years. This has caused a lot of difficulties for low-income people.
5. The talk was long and overloaded with useless information, so I switched (*on/off*).

2 **Complete the sentences, using the compound adjectives in the box.**

thought-provoking day-to-day
wide-ranging never-ending
weather-beaten

1. The new law has _____ effects on the migrants.
2. In big cities, sometimes we can see _____ faces of people migrating from the rural areas.
3. We attended an in-depth and _____ presentation on urbanisation and its impact on society.
4. Governments should try to limit the _____ growth of cities.
5. Poor people in big cities still have to deal with many _____ problems.

Grammar

Complete the following sentences, using the correct form of the verbs in brackets.

1. The girls in our class proposed that our teacher (organise) _____ a camping trip in the countryside.
2. Miss Kim recommended that our class (divide) _____ into six groups to work on the unit project.
3. Lan is now living in the city. Her parents are still living in their home village. They insist that Lan (call) _____ home every day.
4. It is important that parents (give) _____ their children's academic results at the end of each term.
5. The local authority demanded that local residents (support) _____ new migrants.

PROJECT

Work in groups. Choose a city or a country, and find out how it has undergone urbanisation. Prepare a presentation of the results. Think about how to organise your information.

Here are some guiding questions:

- What's the city/country?
- When did urbanisation in this city/country begin?
- What are the 'pull' factors of this area?
- What benefits has urbanisation brought to the area?
- What are the negative effects? What has caused these problems?
- What do you think should be done to improve the situation?

Practise in your groups and then give a 15-minute presentation to the class. Invite the rest of the class to ask you questions at the end.

NOW I CAN	✓	✓✓	✓✓✓
• use words and phrases related to urbanisation and its features			
• form and use compound adjectives			
• recognise diphthongs and practise pronouncing them correctly			
• use the subjunctive in a *that*-clause after certain verbs and expressions			
• read for specific information in an article about urbanisation and its causes			
• discuss key features of urbanisation and express opinions about a preferable place of living			
• listen for general and specific information about the advantages and disadvantages of urbanisation			
• describe a line graph about the rate of urbanisation in two Asian countries			
• understand more about urbanisation in Bangkok			

Unit 3 THE GREEN MOVEMENT

GETTING STARTED
Let's go green!

This unit includes:

LANGUAGE

Vocabulary
- Words and phrases related to the advantages and disadvantages of a green lifestyle

Pronunciation
- Assimilation

Grammar
- Simple, compound, and complex sentences
- Relative clauses with *which* referring to the whole clause

SKILLS
- Reading for general ideas and specific information in an article about soot pollution
- Discussing lifestyle choices and deciding if they are environmentally friendly
- Listening for general ideas and specific information in a talk show about a school's Go Green initiative
- Writing an essay about the advantages and disadvantages of a green lifestyle

COMMUNICATION AND CULTURE
- The green movement in Viet Nam
- The greenest countries and cities in the world

1 Listen and read.

Kevin: Hey, why are you both wearing green T-shirts?

Mai: Aren't they cool? We are launching the Go Green campaign this week.

Maria: We want to promote a green lifestyle in our entire neighbourhood.

Kevin: A green lifestyle? You mean a lifestyle that is friendly to the environment?

Mai: That's right. We believe that the conservation and preservation of natural resources and habitats should be part of technological and economic development. This will help to delay any dangerous climate change …

Maria: And save our planet for future generations.

Mai: Exactly! Green technology uses renewable resources that are never depleted. It also creates eco-friendly products.

Maria: Some of the participating schools have also decided to use green cleaning products, which are safer since they do not release harmful chemicals into the environment.

Kevin: It sounds interesting, but I'm still not sure how students like me can contribute to your campaign.

Mai: You can start by simply checking for mould and mildew, and cleaning surfaces with natural products such as vinegar, lemon juice or olive oil. Find out if any hazardous chemicals are used for cleaning at your school and start campaigning for their disposal and replacement with eco-friendly products.

Maria: Chemicals can affect the air quality and cause health problems like asthma and skin rashes. You can also organise cleaning days to remove any clutter and keep airflow pathways clear in your household or school.

Kevin: Well, I can't wait to join your campaign. Are there any green T-shirts left?

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

		T	F	NG
1	To go green is to follow an environmentally friendly lifestyle.			
2	Green technology is a method using green cleaning products.			
3	Mould and mildew can cause breathing problems like asthma and a runny nose.			
4	Green cleaning products are natural and do not include any harmful chemicals.			
5	Mai suggests that Kevin should stop buying hazardous chemicals for cleaning.			

3 Combine each pair of sentences using the word in brackets.

1. Some chemicals can be used for cleaning surfaces. These chemicals affect the air quality and cause health problems. (but)
2. We should use renewable resources. They are never depleted. (because)
3. We are trying our best to preserve natural habitats. This will help to save our planet for future generations. (which)

4 Find five noun phrases in the conversation that mean the following.

1	A long-term change in the earth's climate, especially a change due to increase in the average global surface temperature	
2	Natural resources that can be replenished naturally over time such as solar energy or oxygen	
3	Solar panels, reusable water bottles, energy-saving bulbs, handmade paper	
4	Rat poison, heavy metals in engine lubricant, dry-cleaning solutions, sodium hydroxide in some oven cleaners	
5	Development of renewable energy, use of environmental science for water and air purification, sewage treatment and energy conservation	

5 Work in pairs. Answer the following question.

What do you think about the Go Green campaign Mai and Maria are launching?

LANGUAGE

Vocabulary

1 **Read the conversation in GETTING STARTED again. Match each word or phrase with its meaning.**

1 mould and mildew	a a medical condition that causes difficulties in breathing
2 depleted	b a large number of things lying around in a state of disorder
3 clutter	c a grey or black substance that grows on food, walls or surfaces in wet and warm conditions
4 pathway	d used up or reduced to a very small amount, and in danger of running out
5 dispose of	e to give away or get rid of something
6 asthma	f a route for something to move along

2 **Complete the sentences with the correct form of the words or phrases in 1.**

1. A degree in environmental studies will be a great _____ towards a rewarding career.
2. You should keep your room free from _____ as they can cause serious health problems.
3. Two common symptoms of _____ are coughing and breathing with difficulty.
4. Scientists are becoming more and more concerned about how to _____ waste safely.
5. If people and businesses don't go green, our natural resources will be _____.

Pronunciation

Assimilation

1 **Listen and repeat. Pay attention to the ending and beginning sounds in red.**

light bulb clean beach action plan
green planet earth scientist wind power
plant material

DO YOU KNOW...?

Assimilation happens when the ending sound of one word blends into the beginning sound of the following word. It can occur:

- **before /m/, /b/ or /p/:**
  - /t/ changes to /p/ light **b**ulb
  - /d/ changes to /b/ wind **p**ower
  - /n/ changes to /m/ clean **b**each
- **before /s/:**
  - /θ/ changes to /s/ earth **s**cience

2 **Listen and repeat the following sentences. Pay attention to the assimilation indicated in bold.**

1. Can you describe any direct **m**ethods of monitoring air pollution?
2. Do you discuss any environmental issues with your pen **p**al?
3. Carbon **m**onoxide is a poisonous gas produced **b**y the incomplete **b**urning of various fuels.
4. Despite all the environmental activities, the city is losing its fight against **p**ollution.
5. We need a detailed action **p**lan for maintaining clean **b**eaches and **p**arks.

Grammar

Simple, compound, and complex sentences

1 Which of the following are simple, compound, or complex sentences? Tick the correct box.

		Type of sentence		
		Simple	Compound	Complex
1	We should protect our environment from air pollution.			
2	The burning of fossil fuels has led to air pollution and deforestation has caused land erosion.			
3	If we do not stop deforestation, a lot of species will lose their habitats.			
4	For some people, a green lifestyle means eating organic food and wearing organic clothing.			
5	Animals that are raised on certified organic pastures provide organic meat.			
6	Because organic vegetables are grown without the use of chemical fertilisers, they are considered healthier.			

REMEMBER

- A simple sentence includes one independent clause.
- A compound sentence includes two (or more) independent clauses joined by a coordinating conjunction *(and, or, for, either ... or, but, so, neither ... nor).*
- A complex sentence includes one independent clause, and one (or more) dependent clause joined by a subordinating conjunction *(when, while, because, although, if, so that).*

2 Combine the following simple sentences, using the words from the box.

and because but if when which

1. We should all adopt a green lifestyle. We will help conserve our natural resources.
2. Some foods taste good. These foods do not have many nutrients.
3. We should keep the school air clean. This will improve students' concentration and help them to learn better.
4. Germs can cause infections in parts of our body. Germs can make us feel unwell.
5. We all start conserving the environment. We can all enjoy better living conditions.
6. Coal remains one of the most important energy sources. Coal is still used in a lot of power plants.

DO YOU KNOW...?

In a sentence with a non-defining clause, *which* is used to refer to the whole idea presented in the main clause and the *which* clause is separated by a comma.

Example:
*Burning coal is the main source of carbon dioxide emissions, **which** can cause global warming.*

Relative clauses with *which*

3 Combine the following sentences using *which*.

1. The water in this river is seriously polluted. This places some species of native fish in danger of extinction.
2. The air in most classrooms in this school contains a lot of harmful gases. This is very worrying as many young children are studying here.
3. We should all go green by practising the 3Rs: *reduce, reuse,* and *recycle.* This is always encouraged by environmentalists.
4. Illegal dumping is strictly prohibited in the town. This has helped to keep our environment clean and green.
5. Young people are starting to practise simple green living. This will help to save our planet for future generations.

SKILLS

READING

Black carbon pollution

1 **Look at the pictures. Match the pictures with the appropriate word or phrases.**

soot diesel vehicle melting of the Arctic

1. _____

2. _____

3. _____

2 **Read the following article about soot pollution. Choose the appropriate heading (a-d) for each paragraph.**

a. Soot and global warming

b. The effect of soot on human health

c. The origin of soot

d. Ways to reduce soot emissions

Nowadays we know a lot about the link between carbon dioxide (CO_2) emissions and global warming. However, we seem to be unaware of one very dangerous pollutant, soot, also called black carbon.

1. _____

Soot comes from the incomplete combustion of coal, oil, wood and other fuels. In other words, diesel engines, vehicle exhaust pipes, farming machines, construction equipment, or simply fires in grills, fireplaces, and stoves are potential sources of soot. It appears in our daily life and can easily affect every one of us.

2. _____

Soot like all black things absorbs sunlight and heats up the atmosphere. According to recent research, it is the second most damaging greenhouse gas after CO_2, and twice as harmful to the climate. Although black carbon remains in the atmosphere for no more than seven days, it is particularly damaging to frozen areas. Soot emissions might be responsible for the quick melting of the Arctic. Controlling black carbon can help to slow down global warming.

3. _____

Soot does not only have an impact on global warming and climate change, but is also unhealthy. A soot particle is very tiny – smaller than dust and mould, and about 1/30 the width of a human hair. It can easily go into our bloodstream and lungs via the nose and throat. As a result, breathing in the tiny particles can cause asthma attacks, heart disease, bronchitis and many other respiratory illnesses.

4. _____

Large quantities of man-made soot enter the atmosphere every year. The effects are most damaging regionally, especially in South and East Asia, Latin America and parts of Africa. In developing countries, reducing soot emissions can be achieved by replacing traditional stoves with clean, alternative fuel cookers and heaters. Installation of filters to remove black carbon from diesel vehicles can also reduce soot. Changing to electric or hydrogen vehicles will also reduce the impact on the environment.

In conclusion, reducing black carbon will have immediate benefits in slowing down global warming and the melting of the Arctic snow and ice. It would also prevent many soot-related deaths and illnesses.

3 Work in pairs. Complete each of the following sentences with no more than five words.

1. We know about carbon dioxide and its impact on global warming, but we _____.
2. Soot comes from the burning of coal, _____.
3. Black carbon is the _____ after carbon dioxide.
4. Soot particles can be easily breathed in because they are _____.
5. People can reduce black carbon emissions at home by using _____ for cooking and heating.

4 Discuss with a partner. Are soot emissions a problem in your community or in Viet Nam in general?

SPEAKING

How green are you?

1 Put the following lifestyle choices in the appropriate box.

1. Set your printer's default to one-sided printing.
2. Walk whenever and wherever possible.
3. Turn off your electric appliances when you do not use them.
4. Ask your parents to buy you a motorcycle for convenient travelling.
5. Take short showers instead of long baths.
6. Ask your parents to get you a new mobile phone immediately after the latest model comes out.
7. Turn off your computer or put it on sleep mode when you do not use it.
8. Start growing an organic vegetable garden.
9. Clean surfaces with natural products like lemon juice and olive oil.
10. Take part in deforestation and hunting activities.

Green activities	Environmentally unfriendly activities

2 Work in pairs. Complete the conversation using the lifestyle choices in 1 and the reasons in the box.

REASONS FOR CHOOSING GREEN ACTIVITIES AND AVOIDING ENVIRONMENTALLY UNFRIENDLY ACTIVITIES

- avoid wasting paper
- try to reduce harm to the environment
- save electricity, water and other non-renewable energy resources
- reduce traffic congestion and air pollution
- avoid using too many chemicals and pesticide on food
- avoid using too many chemicals in cleaning to protect the environment

Kevin: Mai, what do you think are green activities at home?

Mai: I'm no expert, but I think that we should _____.

Kevin: Why should we do that?

Mai: Well, the main purpose of doing that is _____.

Kevin: I totally agree with you and I think we shouldn't ask our parents to _____ since it is environmentally unfriendly. Just let me explain. Avoid using these vehicles will _____.

Mai: Yes, I totally agree with you. I think everybody should be better aware of green lifestyles that help protect the environment.

3 Work in groups of four. Think of a green activity and discuss how it will benefit the environment. Compare your activity with other groups.

LISTENING

Go Green Week

1 **Work in pairs. Discuss and prepare an action plan for the Go Green Week in your school. In your plan, describe the activities for each day and the reasons for doing them.**

Days of week	Green activities	Reasons
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

2 **Listen to a talk show and answer the following questions.**

1. What is the main topic of the talk show?
2. What is the aim of the Go Green initiative?
3. What does the mini project involve?
4. What is the host's opinion about the project?

3 **Listen again and decide if the statements are true (T), false (F), or not given (NG). Tick the correct box.**

		T	F	NG
1	David and Mai are in the same class.			
2	The students decided to start the project while they were attending science and technology classes.			
3	The project has been going on for a week.			
4	The second-hand electronics will be taken to a recycling centre.			
5	Students use organic fertilisers.			

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

Days of week	Green activities
Monday	1. _____
Tuesday	2. _____
Wednesday	3. _____
Thursday	4. _____
Friday	5. _____

5 **Work in pairs. Discuss what you can do to change your lifestyles and go green.**

WRITING

Advantages and disadvantages of going green

1 **Read the incomplete essay about the advantages and disadvantages of green energy. Use the ideas in the following boxes to complete the second and third paragraphs.**

Using green energy	
Advantages	Disadvantages
renewable energy, minimal impact on the environment, low cost of operation	expensive to build and install, unreliable supply, difficult to generate in large quantities

As the world population is growing bigger and bigger, our energy demands are also growing. Governments and organisations have been trying to find new sources of energy to replace the fossil fuels which are running out. One of the solutions is to use green energy including solar, hydro, wind, geothermal, ocean and biomass. However, there are both advantages and disadvantages to this.

One major advantage is that they are renewable _____

_____

_____

_____

_____

_____

While it is easy to see the environmental advantages of using green energy, we must also recognise some of the disadvantages. First, _____

_____

_____

_____

_____

_____

In conclusion, there are both advantages and disadvantages to the use of green energy. Hopefully, many of the disadvantages of these renewable sources of energy will be successfully removed through technological development and research, and they will be exploited fully to replace the fossil fuels.

2 **Use the ideas in the following boxes to write an essay of 180-250 words about the advantages and disadvantages of consuming organic food, using the outline of the essay in 1.**

Consuming organic food	
Advantages	Disadvantages
health benefits, fewer chemicals, more nutritional, eco-friendly farming methods	higher prices, difficult to find, seasonal, limited selection, time-consuming

COMMUNICATION AND CULTURE

Communication

The green movement in Viet Nam

1 **Listen to an overview of the green movement in Viet Nam. Decide whether the following statements are true (T), or false (F). Tick the correct box.**

		T	F
1	People in Viet Nam have become more aware of the environmental issues.		
2	Super Motor Viet Nam has been working with 'Go Green Programme' to develop new environmentally friendly vehicles.		
3	A tree-planting festival is organised by The Plaza's as part of their Go Green campaign.		
4	On The Plaza's Green Day, disposable plastic bags are replaced with eco-friendly paper bags.		
5	All The Plaza's shopping centres turn their lights on to celebrate Earth Hour.		

2 **Work in groups. Discuss the following question.**

How can you contribute to the green movement in Viet Nam?

Culture

The greenest countries and cities in the world

1 **Quickly read the text and answer the questions that follow.**

A GREEN PLACE TO LIVE AND ENJOY LIFE

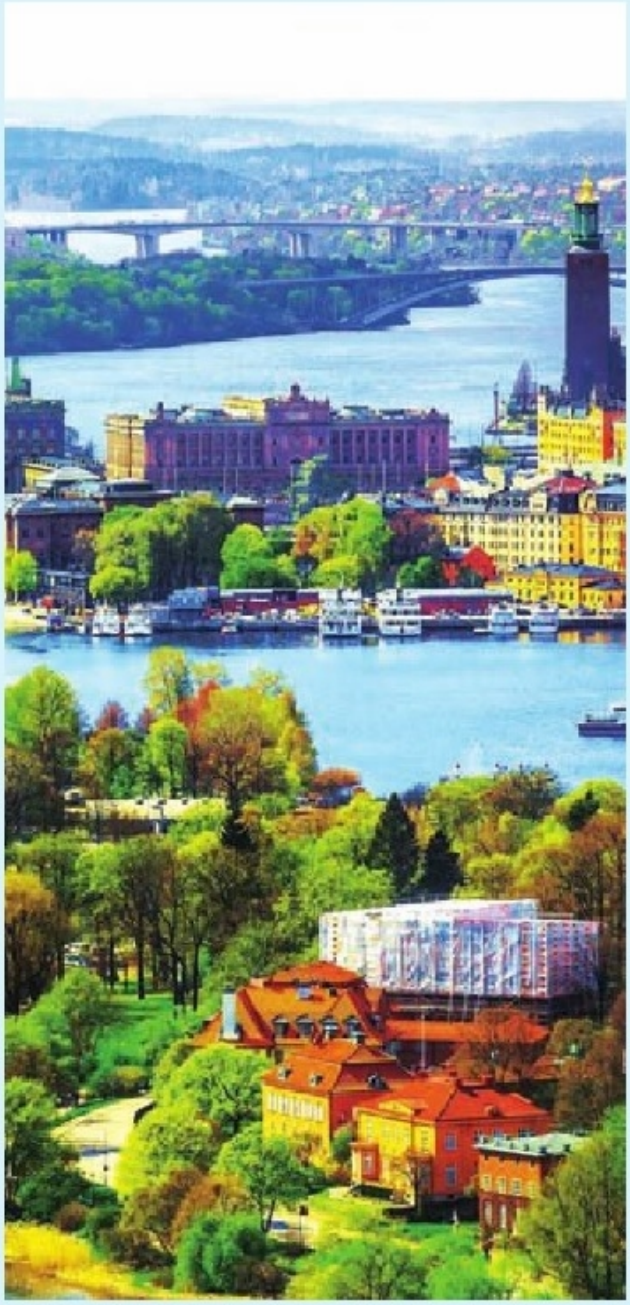
If you are tired of modern life and you want to contribute more to building a better planet for future generations, think about the following places. According to the Global Green Economy Index (GGEI) 2014 – a detailed assessment of the performance of each country in every continent in the global green economy – Germany and some Scandinavian countries ranked top of the list. The top five countries included Sweden, Norway, Costa Rica, Germany, and Denmark. In addition, the ten greenest cities were Copenhagen, Amsterdam, Stockholm, Vancouver, London, Berlin, New York, Singapore, Helsinki, and Oslo.

Green Stockholm, Sweden

Stockholm dwellers are fortunate to live in one of the greenest capitals in the world. And they try their best to keep it that way. The city is well known for its cycle paths and lanes full of commuters wearing helmets. For people who prefer public transport, there are buses and taxis that run on renewable energy, which is really good for the environment. Besides, both public and private transport can use upgraded biogas produced by waste-water treatment plants applying advanced technologies.

Visitors to Stockholm will be amazed to see that all hotels, hostels and guest houses are environmentally friendly and certified with eco-labels. It's so great that almost 100% of the household waste in the city is recycled and is used for heating and electricity; and drinking water is always of very high and reliable quality. There is no doubt to say that waste in Stockholm is converted into valuable resources. With the recycling revolution and effective waste management, Stockholm has been reducing the amount of waste to rubbish dump to less than 1%.

1. What are the top five countries and ten cities according to GGEI 2014?
2. How do Stockholmers travel around in the city?
3. How do Stockholmers make their public transport sustainable?
4. How do the people in Stockholm treat waste?



2 **Work in pairs. Discuss the question.**

What should people in big cities in Viet Nam do to make their city become a green city like Stockholm?

LOOKING BACK

Pronunciation

1 Listen and underline the sounds that are assimilated.

1. This is the best book on environmental issues.
2. We believe that both sides should focus more on energy-saving projects.
3. We'll make the earth a green planet.
4. Wind power produces no greenhouse gas emissions during operation.
5. Bio-fuels are obtained from biodegradable plant material.

2 Listen and complete the sentences.

1. Fresh _____ provide lots of valuable nutrients.
2. Sustainability is the key element in modern _____.
3. I got _____ after eating vegetables sprayed with pesticides.
4. The goal of _____ foundation is to create new wildlife habitats.
5. We started using energy-saving _____.

Vocabulary

Complete the sentences with the correct form of the words/phrases in the box.

deplete	combustion	organic
disposal of	soot particle	
pathway	clutter	

1. The focus of the seminar will be on _____ hazardous waste.
2. Some people still think that our natural resources can never be _____.
3. A good way of clearing _____ from your home is to sort it into 'throw away', 'put away', and 'give away' boxes.
4. _____ farming avoids the use of chemical fertilisers and pesticides.
5. Incomplete _____ often gives off toxic by-products.
6. _____ are so tiny that they can enter the bloodstream causing health problems.
7. Green technology has been part of the _____ to economic progress.

Grammar

1 Combine the simple sentences into compound sentences, using appropriate conjunctions.

1. We read food labels carefully. We want to buy only organic products.
2. The burning of fossil fuels is the largest source of greenhouse gas emissions. The burning of fossil fuels causes air pollution.
3. Shall we organise a tree-planting day? Shall we launch a recycling campaign at school?
4. Regular exercise is essential to longevity. It is not the only factor.
5. Noise pollution can cause stress and psychological problems. Try to spend some peaceful, quiet time in nature.

2 Combine the simple sentences into complex sentences, using the word in brackets.

1. We change our consumption habits. We can reduce our carbon footprint. (if)
2. We should use bicycles instead of cars. This will help to reduce exhaust fumes and pollution. (because)
3. Fossil fuels are burned. They emit harmful gas into the environment at the same time. (when)
4. Protect the environment. You live there. (where)
5. We reuse bags, old clothes and scrap paper at home. We can reduce waste. (so that)

3 Match the simple sentences. Then write complex sentences with *which*.

1 The indoor air quality at school is better now.	a This has resulted in fewer asthma attacks.
2 They have cleaned the mould from the walls.	b This has brought them some financial and health benefits.
3 We keep our school environment clean and green.	c This has had an impact on the entire community.
4 They have started using more green products.	d This has helped students to improve their concentration and test results.
5 School staff have shown parents different ways to go green.	e This has made us very proud.

PROJECT

1 Do a survey. Find out:

- **how many students in your class have chosen a green lifestyle**
- **what they often do**
- **why they think their activities are environmentally friendly**

You can use the following questionnaire:

HOW GREEN ARE YOU?

		Always	Often	Never
1	Purchase certified organic food and drinks.			
2	Buy reusable products.			
3	Refuse plastic bags when shopping.			
4	Walk to school at least twice a week.			
5	Turn off the lights when leaving home.			
6	Call a plumber to fix dripping water pipes and taps.			
7	Take part in tree-planting events.			
8	Use electronic files and avoid printing out documents.			
9	Use solar energy calculators, watches and other accessories.			
10	Encourage friends and relatives to join green activities.			

2 Report your findings to your class.

NOW I CAN	✓	✓✓	✓✓✓
• use words and phrases related to the advantages and disadvantages of a green lifestyle • recognise and produce words and phrases in which assimilation of sounds occurs • use different types of sentences, and *which* in relative clauses to refer to the whole clause • read for general ideas and specific information in an article about soot pollution • discuss lifestyle choices and decide if they are environmentally friendly • listen for general ideas and specific information in a talk show about a school's Go Green initiative • write an essay about the advantages and disadvantages of a green lifestyle • learn about the greenest countries and cities in the world			

Review 1 Units 1-2-3

LANGUAGE

Vocabulary

1 Use the correct form of the words in the box to complete the sentences.

urbanise	dispose	respect
industrialise	distinguish	preserve

1. The _____ of natural resources is essential in today's economic and technological development.
2. Ladies and gentlemen, may I introduce our _____ guest?
3. The principal of our school is a highly _____ _____ man.
4. Rapid _____ may lead to a shortage of livable housing, traffic congestion, and air pollution in urban areas.
5. Proper _____ of harmful chemicals can prevent air and water pollution.
6. The government has proposed new measures to boost _____ in the country.

2 Match the words on the left with the words on the right to form compound adjectives. Then use them to complete the sentences.

well	wide
long	provoking
world	peak
thought	term
off	planned

1. The speaker's _____ presentation led to an interesting debate on urbanisation and sustainable development.
2. We'll pay less if we use _____ electricity.
3. My parents prefer living in a place with a _____ infrastructure and plenty of green space.
4. If we can keep track of our carbon footprint, our green lifestyle will have _____ environmental benefits.
5. The story of Larry Stewart has attracted _____ attention.

Pronunciation

3 Listen and write the correct words in the blanks. Then practise reading the sentences.

1. My friends have done _____ homework. _____ in the playground. Let's go and ask them for help.
2. The local _____ rejected the _____ of the environmental group.
3. _____ is the dress I bought yesterday? I'd like to _____ it to the party tonight.
4. He wanted his bed _____ every day, so he decided to hire a _____.
5. I used a _____ ribbon to mark the pages I _____.

Grammar

4 Complete the sentences, using the correct form of the verbs in the box.

offer come provide complete join

1. Our class monitor Manh Tung insisted that everyone _____ the three-day tour of Sa Pa.
2. It is recommended that students _____ their research on urbanisation before they start the class project.
3. My parents suggested that my elder brother _____ back to my home village after graduating from university to help the community.
4. It is essential that cities _____ access to facilities that many rural areas cannot provide.
5. It is desirable that villagers _____ with better services, education and job opportunities.

5 Put the verbs in brackets in the past simple or past continuous.

I (1. walk) _____ home from school one day when I (2. see) _____ an elderly woman. She (3. stand) _____ on the curb of the pavement, nervously looking up and down the heavy traffic in the street. When I finally (4. come) _____ to where she was standing, I (5. realise) _____ that she was blind. I (6. stop) _____, (7. help) _____ her cross the road and (8. lead) _____ her to her home. Later on, I (9. meet) _____ my mother, who (10. wait) _____ for me at the gate. She (11. say) _____ she (12. worry) _____ about me and (13. wonder) _____ why I was so late.

6 Make compound or complex sentences, using the prompts and the words in brackets.

1. students / keep / homes / schools / green / clean / contribute / Go Green / campaign (if)

→ _____

_____.

2. burning / fossil fuels / emit / harmful gases / people / still / use / heating / cooking (but)

→ _____

_____.

3. city buses / taxis / use / noise reduction devices / run / environmentally friendly / fuels (and)

→ _____

_____.

4. many residents / coal fires / cooking / can / seriously / pollute / air / city (which)

→ _____

_____.

5. they / use / corn / make / bio-fuels / may / lead / food shortages (which)

→ _____

_____.

SKILLS

READING

Counter-urbanisation

1 Read the text about the causes and effects of counter-urbanisation.

While urbanisation has led to fast urban growth, counter-urbanisation has resulted in the opposite situation. Counter-urbanisation happens when a great number of people move from urban areas into rural areas.

This phenomenon is linked to the 'push' and 'pull' factors of migration. Trying to avoid overcrowded inner cities, city dwellers look for larger, cleaner and quieter houses with more land at cheaper prices in rural or suburban areas. They want to escape the air and noise pollution, and the crime in inner cities.

However, counter-urbanisation causes serious problems in the shrinking cities. These cities face severe economic strain and a sharp increase in poverty. Despite declining populations, they still have to spend money maintaining infrastructure, such as roads, sanitation, public transport, etc., built for a much larger population.

Meanwhile, villages in the countryside become increasingly urbanised, grow fast and soon lose their uniqueness and charm. Local prices go up because city migrants have more money. They earn money from well-paid city jobs and high-valued city properties. Villagers often find it more and more difficult to earn a living and provide for their families.

Counter-urbanisation has caused many negative effects. Governments should find urgent short-term solutions before implementing a long-term comprehensive programme to make life sustainable for people in both urban and rural areas.

2 Read the text again and decide whether the following statements are true (T), false (F), or not given (NG), and tick the correct box.

		T	F	NG
1	Urbanisation and counter-urbanisation are two opposite trends.			
2	City dwellers look for houses in rural or suburban areas just because they are cheap.			
3	Shrinking cities still face high rates of crime.			
4	When populations decline, cities spend less money on maintaining infrastructure.			
5	Country villages quickly lose their unique character and charm when they become urbanised and grow fast.			
6	Governments should offer immediate short-term solutions to make life sustainable for both urban and rural inhabitants.			

SPEAKING

Historical figures

3 Work with a partner. Use the information in the table below or your own ideas to make a conversation about one of the historical figures.

People & facts	Reasons for being respected
1. The Trung Sisters/Two Ladies Trung (AD 14-43) - National heroines, leaders of Trung Sisters' uprising/first national uprising against the Han invaders (AD 40-43) - Freed the country; Trung Trac became Queen; Trung Nhi - top adviser (AD 40)	- Bravery and perseverance - First female rulers of the nation
2. Lady Trieu (Trieu Thi Trinh) (AD 226-248) - Courageous female warrior - Leader of the Vietnamese people against the Wu invaders (AD 248)	- Image of a brave warrior going into battles on an elephant - Given the honorary title 'Most Noble, Courageous and Virtuous Lady' by King Ly Nam De (AD 503-548)
3. Emperor Quang Trung (1753-1792) - National hero - Leader of the Vietnamese people against the Qing invaders (1788-1789)	- Very talented political and military leader - Economic and educational reforms

Example:

Student A: Who are you going to talk about in your presentation tomorrow?

Student B: I'm going to talk about our national hero – Emperor Quang Trung. He was a very talented political and military leader. He led the Vietnamese people against the Qing invaders between 1788 and 1789.

Student A: You should also mention the year of his birth and death. The Emperor was born in 1753 and died in 1792.

Student B: I will. Though he died young, he was able to introduce some very important economic and educational reforms in Viet Nam.

LISTENING

Wave energy

4 Listen to the recording about wave energy. Choose the best option to complete the sentence.

1. Wave energy, produced by ocean surface waves, is both _____.
   A. friendly and efficient
   B. eco-friendly and efficient
   C. eco-friendly and cost-efficient
2. Using 1% of wave energy can provide the equivalent of _____ the energy consumption worldwide.
   A. 50 times B. 500 times C. 5000 times
3. Building and operating wave power stations in the ocean is far _____ than on land.
   A. more expensive
   B. more difficult
   C. more expensive and difficult
4. Salt water is a very hostile environment to devices, which become _____ and cannot last long.
   A. rusty easily B. rusty slowly C. rusty
5. Progress in renewable energy technology will soon allow Viet Nam to _____ effectively and efficiently.
   A. export wave energy
   B. exploit wave energy
   C. explore wave energy

WRITING

Solar energy

5 Write meaningful sentences about the pros and cons of solar energy. Use the words given.

1. solar energy / come directly / sun / renewable energy source / sustainable /.
2. this type / energy / environmentally friendly / not cause pollution /.
3. solar energy / available everywhere / very quiet / devices / not have moving parts /.
4. solar panels / expensive / use rare / special materials / technology / store solar energy / costly /.
5. solar energy / not always available / access / sunlight / limited / certain times /.
6. although / greener / fossil fuels / production / solar panels / emit / greenhouse gases /.

6 Use the ideas in 5 (and your own ideas) to write an essay of 180-250 words about the pros and cons of solar energy.

You can start your essay like this:

Nowadays, it has become necessary to use green technology with green renewable energy sources. Among all green energy sources, solar energy is the most important renewable energy source.

First of all, ...

Unit 4 THE MASS MEDIA

GETTING STARTED
The mass media in our life

This unit includes:

LANGUAGE

Vocabulary

- Words and phrases related to the mass media

Pronunciation

- The verb ending *-ed*

Grammar (Revision)

- Prepositions after certain verbs
- The past perfect vs. the past simple

SKILLS

- Reading for general ideas and specific information in an article about forms of mass media
- Talking about social networking
- Listening for specific information in a conversation about social media: language-learning apps
- Describing a pie chart showing the use of online resources

COMMUNICATION AND CULTURE

- Learning English with video
- Social media apps

1 Nam and Lan are talking about the use of mobile devices and the Internet. Listen and read.

Lan: Nam, just look around. All the people I see are on their smartphones or tablet PCs.

Nam: Yeah. Maybe they are chatting, sending messages or searching for news. I don't see many people reading print newspapers.

Lan: Remember Minh? He said his dad had reduced the number of subscribed print newspapers and magazines.

Nam: I'm not surprised! Everyone in his house can now read the news on their digital devices.

Lan: Did you mean Minh's grandpa can read online newspapers?

Nam: Yeah. He had already started using the computers in the local library to access the Internet when Minh's dad bought him a tablet PC four months ago.

Lan: That's interesting! Great to see that more and more older people are beginning to use new technologies.

Nam: Well, my grandparents and most of their friends still read print newspapers, listen to the radio, watch TV or DVDs. I think they may find it challenging to learn how to use the Net.

Lan: I agree, but they can always find someone to walk them through the process. I think the problem is that many older people may not understand the benefits of online information.

Nam: Yes, but once they start using the Internet they can also connect with friends and family members any time.

Lan: That's right. The benefits are enormous! I'd be lost without my social networking sites. It would be impossible for me to do my school projects without the Internet.

Nam: Personally, I think you are addicted to social media and rely too much on the Internet. You can still use other media such as print newspapers, magazines and books, or radio and television for different purposes.

2 Answer the following questions.

1. What are the people around Nam and Lan doing?
2. Why did Minh's father subscribe to fewer print newspapers and magazines?
3. How had Minh's grandpa accessed the Internet before he was given a tablet PC?
4. What is the reason that older people don't want to use the Internet according to Lan?
5. What does Nam think of Lan's use of social media and the Internet?
6. How do you usually contact your friends and get information for your school projects?

3 Complete the table with the appropriate words and phrases in the box.

smartphones, newspapers, magazines, chatting, tablet PCs, sending messages, radio, TV, DVDs, reading online newspapers, accessing the Internet, computers, social media, searching for news, the Internet.

Digital devices	The mass media	Online activities
smartphones	newspapers	chatting

4 Match each verb with the correct preposition. Discuss their meanings with a partner.

search	with
connect	for

5 Read the following sentence. Underline the verbs. What tenses are they in?

He had already started using the computers in the local library to access the Internet when Minh's dad bought him a tablet PC four months ago.

LANGUAGE

Vocabulary

1 **Match the words/phrases in the box with the definitions.**

a the mass media	1 unable to stop doing something because you like it very much
b addicted	2 the use of websites and applications to connect with people who share similar interests
c efficient	3 the main means of communication reaching people on a large scale, such as television, radio, movies, newspapers, etc.
d social networking	4 a type of real-time online chat
e cyber bullying	5 doing something well with no waste of time, money, or energy
f instant messaging	6 the use of electronic communication to hurt, threaten or embarrass someone

2 **Complete the sentences with the words/phrases in 1.**

1. Most people rely heavily on _____ as their main source of information.
2. Millions of teenagers around the world are _____ to computer and video games.
3. Teenagers can become addicted to _____ if they can't control the time they spend online.
4. Online advertising is more _____ than TV ads because of the huge number of Internet users.
5. Young people like _____ because of its speed, convenience and privacy.
6. Many Internet users delete their social accounts because of _____.

Pronunciation

Revision: The pronunciation of the verb ending *-ed*

1 **Listen and repeat. Pay attention to the ending *-ed* of the verbs.**

reduced	used	copied
received	distributed	welcomed
developed	influenced	invented
introduced	provided	downloaded

REMEMBER

The verb ending *-ed* is pronounced:

- /t/ after voiceless sounds such as /p/, /k/, /s/, /f/, /ʃ/, /tʃ/ and /θ/.
- /d/ after voiced sounds such as /b/, /g/, /v/, /z/, /m/, /n/, /l/, /r/, /ð/, /dʒ/ and all vowels.
- /ɪd/ after the sounds /t/ and /d/.

2 **Listen and repeat the sentences. Notice the verbs ending *-ed*.**

1. The library reduced the number of print newspapers and magazines that they used to subscribe to.
2. The graph compares the amount of information received over a ten-year period.
3. Have you downloaded the files related to our social media project, which I emailed you yesterday?
4. Paper was invented before the printing machine.
5. New electronic devices have been developed to cater to users' ever-changing needs.
6. Social networking has influenced young people's way of life.

Grammar

Prepositions after certain verbs

1 **Match each verb with an appropriate preposition.**

1. search	a. out
2. listen	b. of
3. think	c. on
4. carry	d. for
5. rely	e. to

2 **Make sentences with the verbs in 1.**

DO YOU KNOW...?

Some verbs are usually followed by prepositions before the object of the verb.

- Verbs with ***for***: *search, wait, ask, care, prepare, apologise,* etc.
- Verbs with ***from***: *protect, save, recover, suffer,* etc.
- Verbs with ***in***: *believe, specialise, succeed,* etc.
- Verbs with ***of***: *think, approve, die, smell,* etc.
- Verbs with ***on***: *rely, agree, concentrate, come, base,* etc.
- Verbs with ***to***: *listen, refer, introduce, respond,* etc.
- Verbs with ***with***: *take, agree, provide,* etc.

Example: I rely on social media to stay connected.

Some verbs can take a direct object followed by the preposition:

Example: Schools need to protect students from dangerous material on the Internet.

The past perfect vs. the past simple

1 Put the verbs in brackets in the correct tenses. Make changes if necessary.

a phonograph

1. Alexander Graham Bell (invent) _____ the telephone when Thomas Edison (complete) _____ his second model of the phonograph in 1887.
2. National Geographic, one of the most influential magazines, (appear) _____ in 1899, which (help) _____ to increase readers' cultural awareness and understanding through high-quality photo essays.
3. The lung cancer mortality rate (rise) _____ six-fold in males when mass media (start) _____ covering the health risks of smoking.
4. Linda only (understand) _____ the film after she (read) _____ the book.
5. **A:** _____ you ever (appear) _____ on TV before you (take part) _____ in this reality show?

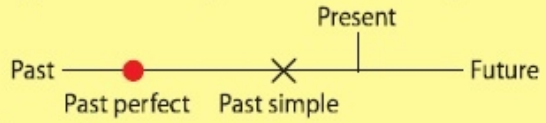
   B: Yes, I (have) _____.
6. I can't believe I (get) _____ the position of a TV announcer. I (submit) _____ my application two months ago, but I did not think I had a chance getting it. When I (show) _____ up at the interview, there were at least fifteen people who (arrive) _____ before me.
7. All job applicants (finish, already) _____ their interviews and (leave) _____ when I (arrive) _____.

2 Complete the following sentences, using either the past simple or past perfect, and your own ideas.

1. Minh's grandpa got a laptop after he _____ _____.
2. Nam had already downloaded the information for his essay when his classmate Lucy _____.
3. When I logged into my social media account, my friends _____.
4. After the students had carried out a survey on the use of the Internet and analysed the related data, _____.
5. Lan had spent three days doing research on social media when _____.
6. After Ninh had drawn the graph to compare the two social networking sites, _____.

REMEMBER

The past perfect is used to talk about a past action or situation that occurred before another action or situation in the past. It can also show that an action happened before a particular time in the past.



Examples:

- *Mary **had never used** any social networking sites before her older sister showed her how to create her account.*
- *The villagers **had never seen** a TV set when the village authority bought one in 2002.*

SKILLS

READING

Mass media forms

1 **Work in pairs. Put the words and phrases related to the mass media in three groups: *print, television* and *the Internet*. Use a dictionary to look up unfamiliar words.**

Print: _____

Television: _____

The Internet: _____

2 **Quickly read the text and choose the best heading.**

a. The history of print media

b. Forms of mass media

c. The advent of the Digital Media Age

d. Means of mobile communication

The mass media are means of communication, such as books, newspapers, recordings, radio, movies, television, mobile phones and the Internet, that can reach a large audience.

Although the first printed books had appeared long before in China, the term *'mass media'* we use today was coined with the creation of print media, which started in Europe in the Middle Ages. This is also considered the first example of mass media due to the large number of readers then.

Since the mid-twentieth century new technologies have been developed, which helped to diversify mass media and make them an inseparable part of our lives. The role of the mass media is not only to entertain and amuse the masses. Its most important role is to provide information and news about events in different parts of the world as they occur. Educating people about their rights and responsibilities is another function of mass media.

Until recently, mass media forms were classified into six categories according to the sequence of their advent: print, recordings, cinema, radio, television and the Internet. Each form has its own characteristic content types, creative artists and business models. In the early 21st century, with the explosion of mobile communication technology, the mobile phone has emerged as a new and unique media channel. Video and computer games have also developed into a mass media form.

The Internet and mobile communication is now the most popular means of receiving information and interacting with people through email, instant messaging, apps, search engines, blogs, social networks and other services. Most print and broadcast media have a presence on the web by having video adverts or Quick Response Codes (QR Codes) that link to specific websites.

Each form of mass media has had an important impact on society, for example, books have helped people to educate themselves while newspapers have recorded daily events. Magazines were the first visual medium before the advent of television, which together with radio, brought entertainment and news programmes into people's homes. However, all these media had to change and adapt to the advent of the Internet and Digital Media Age. New digital media forms are more personal and social as they allow people to connect with each other, collaborate and share information and personalise their experiences.

3 Match each of the following words with its meaning. Use a dictionary if necessary.

a. audience (n)
b. broadcast (v)
c. advert (n)
d. the masses
e. emerge (v)
f. advent (n)

1. appear; begin to be known or noticed
2. the ordinary people in society who are not leaders or who are considered to be not very well educated
3. the people who watch or listen to a particular programme (a play, concert, talk, etc.)
4. send out programmes on TV or radio
5. the time when something first begins to be widely used
6. a notice, picture or film telling people about a product, job or service

4 Read the text again. Decide if the following statements are true (T), false (F), or not given (NG). Tick the correct box.

		T	F	NG
1	Mobile phones and the Internet are the only forms of mass media.			
2	The role of mass media is to entertain, amuse, inform, educate and unite people.			
3	The mobile phone is regarded as a unique means of communication.			
4	People nowadays prefer instant messaging and social networking to emails.			
5	Only digital media have influenced people's lives and society.			

5 Work in pairs. Tell each other about the forms of mass media that you use every day. Explain how you benefit from using them.

SPEAKING

Talking about social networking

1 Complete the following conversation, using the sentences in the box. Then practise it with a partner.

a. I also read others' profiles miles away
b. it's fun to share with our friends our work and feelings sometimes
c. someone hacked it last month
d. I'm busy to prepare for the exam at the end of the school year
e. I closed it already
f. Er... Most of my day

Ann: Do you have any accounts on Facebook or Twitter, Ninh?
Ninh: Yes. But (1) _____.
Ann: Oh, really? How come?
Ninh: Well, (2) _____.
Ann: Why don't you open a new one?
Ninh: Because (3) _____.
Ann: Oh, I see. However, (4) _____.
Ninh: I know. But I used to be distracted from my work when I got on the Net.
Ann: How many hours a day did you spend on the Net?
Ninh: (5) _____!
Ann: What did you do then?
Ninh: I updated my profiles, shared my photos and videos with my friends, and (6) _____.
Ann: Well, it really took a lot of time for these things!
Ninh: You're right. But no more. Now I have to focus on the coming exam.

2 **Put the following opinions about using social networks in the appropriate box. Add yours if they are different.**

1. It makes you do homework less and spending less time with friends and family.
2. It helps you keep in touch with friends and family any time.
3. It wastes your time.
4. It helps you share feelings and work with friends.
5. It helps you make friends with people miles away.
6. It makes you curious about other people's lives.

Positive opinions	Negative opinions

3 **Work in pairs. Have a similar conversation as the one in 1, discussing the advantages and disadvantages of using social networks and how you use them. Use the ideas in 2.**

LISTENING

Social media: Language learning apps

1 **Read about how three students use social media. Complete the sentences with the words from the box.**

updates	interactive	app	record
connect	GPS	audio	

Student A: I can now talk with my friends and relatives using a free video chat (1) _____ on my favourite social media. I can also (2) _____ my own videos and send them to other people. I can even use a(n) (3) _____ app to find my way around in a new place.

Student B: I got an A on my English test last week. I'm so proud because I worked so hard. I joined a(n) (4) _____ online course taught by an experienced tutor. I also became a member of an online language community where I was able to (5) _____ with native speakers, ask questions and practise speaking via (6) _____ and video chat.

Student C: I've been using different social media sites for a year and they have really changed my life. I can connect with people I know and make new friends any time. I can also post (7) _____ on my projects and start an open discussion with my classmates.

2 **Listen to a conversation between two students talking about language learning applications. Which of the following did they not talk about?**

1. Lan's English test results
2. Nam's birthday
3. Language-learning courses
4. Playing online games
5. Chatting online with native speakers
6. Writing a blog

3 **Listen again. Give answers to the following questions.**

1. How does Lan learn new vocabulary?
2. Why does Lan like playing language games?
3. How does Lan connect with native speakers of English?
4. How did she create her flashcards?

4 **Work in groups of four. Listen again. What do think about Lan's ways of improving her English? What can you learn from her experience?**

WRITING

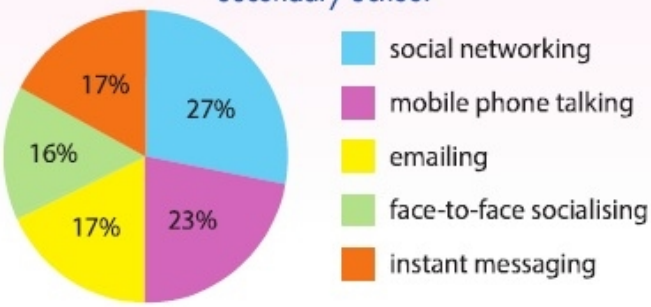
Describing a pie chart showing the use of online resources

1 **Work in pairs. Discuss the difference between a graph and a chart; and how to describe a pie chart.**

2 **The pie chart below illustrates the forms of communication used by students in Intel Secondary School. Complete the description with the words in the box.**

tied in preferences	majority dominant	recorded the least

Forms of communication used in Intel Secondary School

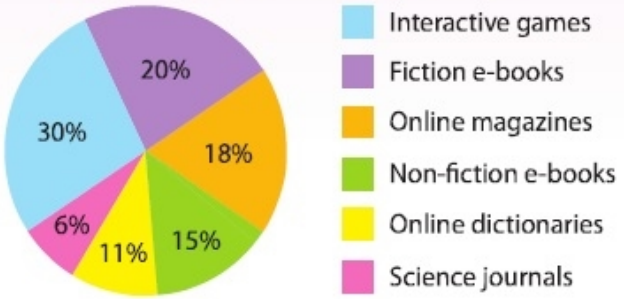


The pie chart shows the preferred forms of communication recorded in a survey carried out in Intel Secondary School in August 2014. Following is a brief description of the students' (1) _____. Social networking is (2) _____ as the most preferred form of communication with a (3) _____ of 27%. Mobile phone ranks the second at 23%. Emailing is closely (4) _____ with instant messaging at 17% each. The least is face-to-face socialising, which is given 1% less than emailing and instant messaging.

To conclude, the (5) _____ mode of communication for the students at Intel Secondary School is social networking. Of all the other forms – mobile phone talking, emailing, face-to-face socialising and instant messaging – students use face-to-face socialising (6) _____.

3 **Study the pie chart and write a paragraph of 130-160 words to describe it.**

Students' use of online resources at Intel Secondary School Library in 2014



DO YOU KNOW...?

If the number is not exact, you can use the following expressions to describe a pie chart.

a majority: more than 50%
a minority: 10-15%
a large number of people/students: 75-80%
a quarter: 25%
less than a quarter: 17%
a fifth: 20%
less than a third: 30%
over a quarter: 27%
almost a third: 32%
nearly a half: 48%, 49%
one in ten: 10%
a very small number: 5%
fivefold: five times

COMMUNICATION AND CULTURE

Communication

Learning English with video

1 **Listen to a conversation between Nam and Mai about learning English with video. Decide whether the following statements are true (T) or false (F).**

		T	F
1	Nam and Mai's English teacher never let them watch videos.		
2	*Mr Bean* and *The IT Crowd* are popular series on domestic TV channels.		
3	Both speakers had watched many of these TV series.		
4	Nam thinks watching the videos is time-consuming.		
5	Mai thinks that teachers should not choose videos to show in their classes.		

2 **Work in groups. Discuss what videos you would like to watch in your English lessons/ classes. Give reasons.**

Culture

Social media apps

1 **Read the following text and give short answers to the questions.**

The advancement of technology has enabled the Internet users to access various social networking apps. Most of these apps are designed to help people to keep in contact with their friends and share information. They are easy to download, install and update. Free apps have only basic services, but the paid ones have more advanced options.

Most social networking sites and apps offer users communication, entertainment and security. You can chat with and send messages to your friends and followers using live messenger and mail functions.

You can listen to music or watch videos on video-sharing apps, which also allow you to create your own video clips and share them with friends and family. For people who like playing games, there is a wide selection of

game apps in all genres for all ages. The most popular ones are action and adventure games followed by puzzles and board games.

Mobile security apps are designed to protect and secure smartphone and tablet devices, in cases of theft or loss of data. Additional features include virus detection and removal, and scanning websites for phishing scams.

Most apps are fun and people use them all the time – to chat with friends, play games, get directions, check the weather forecast, read news and books, and a lot more. However, before you decide whether to download an app, you need to go through its functions very carefully and read the user reviews.

1. What are social networking apps for?
2. Why do people pay for social networking apps?
3. What is a video-sharing app?
4. What are the most popular game apps?
5. Name some functions of mobile security apps.
6. What should you do before downloading an app?

2 **Work in groups. Discuss some popular social networking apps and their functions.**

LOOKING BACK

Pronunciation

1 **Put the verbs from the box in the appropriate columns.**

watched	surfed	downloaded
installed	updated	offered
shared	provided	checked

/t/	/d/	/ɪd/

2 **Listen to the sentences and pay attention to each verb. Write 1 or 2 or 3 in the column, corresponding to the pronunciation of the ending 'ed' of each verb.**

	1 /t/	2 /d/	3 /ɪd/
1		2	
2	1		
3			
4			
5			
6			
7			
8			
9			

Vocabulary

Complete th_ _entences with the words in the box.

advent | social media | microblogging | mass media | social networking | app

1. Businesses can reach a wider audience using _____.
2. One of the most popular ways to meet people is online _____.
3. The missing jet planes received heavy coverage in the _____ – TV, newspapers, radio and the Internet.
4. A/An _____ is a piece of software, which can run on the Internet, on your computer, on your phone or other electronic device.
5. The _____ of DVDs has made watching films very convenient.
6. _____ is writing brief entries about the daily activities of an individual or company.

Grammar

1 Fill each gap with an appropriate preposition.

1. Now we rely heavily _____ computers to organise our work.
2. Last week we carried _____ a survey on social networking.
3. Listen _____ him and follow his instructions.
4. They are searching _____ the source of the leak.
5. What do you think _____ advertising our products on social media?
6. Take the recording equipment _____ you in case you need to record something.

2 Match the two halves of the sentences.

1. Sales of smartphones at this shop rose to 300 at the beginning of 2014
2. When he arrived
3. I did not want to download the app
4. My friend had already joined the online language-learning community
5. He had not used any social media
6. I had installed the software

a. until I had finished reading all the user reviews.
b. and then bottomed out at the end of the year.
c. when my computer froze.
d. I had already installed the app.
e. when I became a member.
f. since he dropped out of school.

3 Put the words in brackets in the past simple or past perfect tense.

1. I _____ (have) an email account for ten years before it was hacked.
2. Last week we _____ (attend) a presentation on the advantages and disadvantages of social networking.
3. Jack _____ (delete) his blog after he _____ (receive) many negative comments.
4. Since I _____ (get) a smartphone for my birthday, I _____ (stop) using my brother's laptop to surf the Net.
5. My parents _____ (waste) a lot of their time writing letters before they _____ (start) using social media to connect with their relatives two months ago.
6. I _____ (edit) all my videos from my holiday before I _____ (upload) them to my blog.

PROJECT

Interview three classmates to find out how they used the social networking sites and apps. Then report to the class.

Guiding questions

1. What social networking sites do you use?
2. What information do you have on your webpage?
3. Do you ever get on the Internet using your mobile phone? What do you think of this method of using the Net?
4. Do you have a blog? What do you put on it? Do you read other people's blogs? What do you think of blogging?
5. Have you used any online gambling sites? How do they work?

NOW I CAN	✓	✓✓	✓✓✓
• use words and phrases related to the mass media • pronounce the verb ending *-ed* correctly • use the correct prepositions after certain verbs • use the past perfect and past simple tenses correctly • read for general ideas and specific information in an article about forms of mass media • talk about social networking • listen for specific information in a conversation about social media: language-learning apps • describe a pie chart showing the use of online resources at a secondary school library • understand more about social media apps			

Unit 5 CULTURAL IDENTITY

GETTING STARTED
Preserving cultural identity

This unit includes:

LANGUAGE

Vocabulary
- Words and phrases related to cultural identity

Pronunciation
- Assimilation

Grammar
- The present perfect vs. the present perfect continuous
- Repeated comparatives to say that something is changing

SKILLS
- Reading for specific information in a passage about cultural identity in today's modern society
- Talking about the ways to maintain cultural identity
- Listening for general ideas and specific information in a talk about cultural diversity in an Asian country
- Writing an essay about the most important feature that defines someone's cultural identity

COMMUNICATION AND CULTURE
- Migration and cultural identity
- Festivals that help ethnic groups in Viet Nam to maintain their cultural identity

1 Listen and read.

Mr Brown: Hello everybody. Hope you're all working on your essay on cultural identity. Do you have any questions?

Van: Yes. I'm not quite sure about how people express their cultural identity.

Mr Brown: That's an interesting question. Can anyone give some examples?

Lam: I think people can do that through the language they speak, the food they eat and … certain styles of clothing. For example, some people still wear their traditional costumes so they can preserve their national identity.

Mr Brown: That's right. It can also be expressed by beliefs and cultural practices.

Yumi: Do you mean people's religious beliefs, music activities and festivals?

Mr Brown: Correct. Any other questions?

Lam: I wonder … why people need to protect their cultural identity.

Yumi: You live here, in your motherland, so you can't see why this is important. But for me, a Japanese living in Viet Nam, it's essential to understand my family history and traditions.

Van: Interesting. Are your parents both Japanese, Yumi?

Yumi: Yes, but they've been living here for twenty years, and they're afraid that my sister and I are becoming less and less familiar with our traditions.

Lam: So how do you maintain your culture?

Yumi: Well, we wear kimonos on special occasions and celebrate Japanese festivals such as the cherry blossom festival. We also eat *sushi*, *sashimi* and *udon* noodles. At home we speak Japanese only.

Van: Do you often go back home?

Yumi: I've been to Kyoto four or five times to visit my grandparents. But to tell you the truth, I don't know whether Viet Nam or Japan is really my home. My parents are from Japan, but I was born and grew up here.

Mr Brown: I'd be interested to read about your experiences in Viet Nam in your essay, Yumi. OK, just to remind you that the essays are due next Wednesday and late submissions won't be accepted.

2 Complete the diagram.

3 Answer the questions.

1. According to Yumi, why do people need to protect their cultural identity?
2. How do Yumi's family maintain their culture?
3. Where is home for Yumi?
4. Give examples of expressions of cultural identity in your community.

4 Find the verb or adjective that goes with each of the following nouns or noun phrases. If necessary, use a dictionary to check the meaning.

1. _____ their cultural identity
2. _____ costumes
3. _____ practices
4. _____ my family history
5. _____ your culture

5 Read the conversation again and write the correct tenses of the verbs in brackets.

1. My parents (live) _____ here for twenty years.
2. I (be) _____ to Kyoto four or five times to visit my grandparents.

LANGUAGE

Vocabulary

1 **Write the words or phrases given in the box next to their meanings.**

assimilate maintain national costumes
custom cultural practices multicultural

1	_____	the traditional clothes worn by people from a particular country on special occasions
2	_____	become part of a country or community by fully integrating into their society or culture
3	_____	a traditional way of behaving and doing things in a particular society
4	_____	make something continue in the same way as before
5	_____	activities related to religion, art, customs, diet, etc.
6	_____	including people of different races, religions, languages and traditions

2 **Complete the sentences with the correct form of the words in 1.**

1. Some ethnic groups have strange _____ such as walking on fire to prevent natural disasters.
2. The Vietnamese people still follow the _____ of giving lucky money to children during the Tet holidays.
3. The *ao dai*, *cheongsam*, *kimono* and *sari* are women's _____ in some Asian countries.
4. Many ethnic groups find it difficult to _____ their own language or preserve their culture.
5. People living in a(n) _____ society should learn to respect and understand different cultural values.
6. Migrants may lose their cultural identity as they become _____ into the new community.

Pronunciation

Assimilation

1 **The following phrases are spoken in slow, careful speech and in fast, connected speech. Listen and repeat. Pay attention to the pronunciation of the underlined sounds.**

	no assimilation in slow, careful speech	with assimilation in fast, connected speech
1	a. great culture shock	b. great culture shock
2	a. good cook	b. good cook
3	a. garden gate	b. garden gate
4	a. essay on culture	b. essay on culture
5	a. express your opinion	b. express your opinion
6	a. quiz show	b. quiz show

2 **Listen and repeat the following sentences spoken in fast, connected speech.**

1. He experienced great culture shock when he first came to Europe.
2. The man in the red car over there is a good cook.
3. Please don't leave the garden gate open.
4. You can express your opinions at the end of this show.
5. There's a quiz show on Channel 7 tonight.

DO YOU KNOW...?

- Assimilation happens in fast, connected speech when the ending sound of one word blends into the beginning sound of the following word.
- Some rules:

/t/ changes to /k/	before /k/ or /g/	*short cut, that girl*
/d/ changes to /g/		*hard copy, good game*
/n/ changes to /ŋ/		*golden car, action group*
/s/ changes to /ʃ/	before /ʃ/ or /j/	*dress shop, this yard*
/z/ changes to /ʒ/		*cheese shop, those young men*

Grammar

The present perfect vs. the present perfect continuous

1 Put the verbs in brackets in the present perfect or present perfect continuous.

1. I (clean) _____ the whole house. Does it look nice and tidy?
2. For many years, the villagers (try) _____ very hard to bring back the old custom.
3. That tower (stand) _____ on top of the hill for 300 years.
4. My father (work) _____ in the garden all morning. He (plant) _____ a lot of tulips and roses.
5. They (go) _____ to Hue to attend the festival there and won't be back until next week.
6. I (not finish) _____ reading the book about Thai culture yet, so I can't answer your questions now.

REMEMBER

- The differences between the present perfect and present perfect continuous are:

Present perfect	Present perfect continuous
- focusing on the result of the action or event e.g. *Look at the flowers* ***I have planted.***	- focusing on the action / event which may or may not be finished e.g. *I* ***have been shopping*** *all afternoon.*
- talking about the number of times we have done something e.g. *We* ***have written*** *five essays this term.*	- talking about how long something has been happening e.g. *I* ***have been writing*** *for hours and I need a rest.*
- talking about permanent or long-lasting situations e.g. *He* ***has played*** *for that club for 10 years.*	- talking about temporary or continuing situations e.g. *He* ***has been playing*** *tennis for hours without resting.*

- The present perfect continuous is often used with time expressions such as *all day/week/year, for hours/months/years.* It is not normally used with the words *ever* and *never.*

Repeated comparatives

2 Complete the following sentences with the correct form of the words in brackets, using repeated comparatives.

1. My father's cooking is getting (good) _____ as the years go by.
2. A lot of people are migrating to the city to look for work. The cost of living there is becoming (high) _____.
3. It's getting (difficult) _____ to find a job these days.
4. The race car was running (fast) _____ when it crashed into a tree.
5. With the development of the Internet, (few) _____ people send greetings cards on special occasions.
6. The practice of using (many) _____ chemicals to improve crop yields is harmful to people's health.

3 Use the information in the table to complete the sentences with repeated comparatives.

1. Average temperatures in New York	Dec. High: 6°C Low: 0°C	Jan. High: 4°C Low: -2°C	Feb. High: 3°C Low: -4°C
2. Petrol price	Jan. $2.8/litre	Feb. $2.5/litre	Mar. $2/litre
3. Internet users in my city	In 2000 2 million	In 2015 3 million	In 2020 4 million
4. Josh's car speed	50 km/h	70 km/h	100 km/h
5. ABC Supermarket's customers	Jan. 50,000	Apr. 35,000	Sept. 25,000

1. It _____ this winter in New York.
2. Petrol prices _____ this year.
3. _____ are using the Internet in my city now.
4. Josh _____ when he realised that the police were trying to stop him.
5. _____ went to ABC Supermarket last year.

DO YOU KNOW...?

- Repeated comparatives are used to describe things that are increasing or decreasing.
- Formation: short adjective/adverb + ***-er*** *and* short adjective/adverb + ***-er***
  more *and* ***more*** + long adjective/adverb
  more/fewer *and* ***more/fewer*** + noun

Examples:

It got ***darker and darker*** *as we went deeper into the cave.*
Things are getting ***more and more expensive*** *these days.*
In Australia, ***more and more*** *students choose to study French at school.*
The athletes are running ***faster and faster*** *as they are approaching the finishing line.*

SKILLS

READING

Cultural identity in modern society

1 **Use a dictionary to find the meaning of the words or phrases in the box. Then complete the sentences with their correct form.**

integrate	aspect
for granted	cultural identifier

1. He had taken it _____ that his friend would tell the truth.
2. _____ are characteristics shared by individuals belonging to the same group or community.
3. When he studied abroad, he successfully _____ into the local culture.
4. His book covers all _____ of a migrant's life.

2 **Read the passage about cultural identity. Four sentences have been removed from the passage. Choose a sentence (a-d) to complete each gap (1-4).**

a. On the other hand, there are people who choose to abandon their heritage culture and assimilate into the new culture of the majority.

b. Cultural identity is usually understood as the identity or feeling of belonging to a group that has its own culture.

c. However, people often do not confine themselves to one culture.

d. The first stage, known as *unexamined cultural identity*, occurs during childhood, when culture is taken for granted.

There are various studies on cultural identity. (1) _____. Individuals usually define themselves by cultural identifiers such as nationality, ethnicity, location, history, language, gender, beliefs, customs, clothing and food.

It is suggested that cultural identity develops in three stages. (2) _____. Cultural ideas and values provided by families, communities or the media are easily accepted without much critical thinking. In the second stage, called the *cultural identity search*, teenagers may become more curious, and willing to explore, analyse and compare their beliefs with other cultures. When people develop a clear sense of cultural identity, know which social group they belong to and feel satisfied with their cultural identity, they reach the final stage called *cultural identity achievement*.

Living in their own country, people can easily acquire and maintain their cultural identity because they are fully exposed to different aspects of their native culture. They inherit their ancestors' history, knowledge, language, beliefs, values, and customs, which have been passed from one generation to the next one. (3) _____. In the age of globalisation, access to the Internet and the media provides instant contact with many cultures. A person's cultural identity may be influenced by certain aspects of other cultures.

When people move to a new culture, they may react differently. Some people feel a strong urge to keep their cultural identity, so they continue speaking their language, cooking their food, wearing their traditional clothing, and celebrating their festivals. They also insist that their children and grandchildren maintain their cultural identity. (4) _____. Yet, there are people who integrate into the new cultural environment while keeping their own cultural identity and flexibly adjusting to the different aspects of the new culture.

3 Read the passage again and answer the questions.

1. How do individuals define themselves?
2. What happens in the first and the second stages of the formation of cultural identity?
3. When do people reach the final stage?
4. Why can people's cultural identity be affected by other cultures even if they live in their native country?
5. What are the three ways people react when they move to a new culture?

4 What should you do to develop your cultural identity in today's modern society? Discuss with a partner.

SPEAKING

Maintaining cultural identity

1 Work with a partner. Discuss and decide if activities (1-4) can help people to maintain their cultural identity. Match each of them with its reasons (a-d).

Activities	Reasons
1. preserving native language	a. represents national identities; reflects climatic conditions
2. wearing traditional clothing	b. gives big appetites and adequate nutrition; strengthens cultural ties
3. celebrating traditional holidays	c. develops intellectual abilities; shapes cultural identity
4. eating traditional food	d. offers a sense of being rooted in native culture; brings people together

2 Use ideas in 1 to fill each of the numbered spaces in the following conversation. Then practise it in groups of three.

A: What do you think people should do to maintain cultural identity in the age of globalisation?

B: I believe they should (1) _____.

C: That's true. Language is a vital part of culture and critical to a person's (2) _____.

A: Yes. It enables people to communicate, establish links with family and community members, and acquire and value their native culture.

B: I can't agree more. It is said that peoples' first language helps them (3) _____ and (4) _____.

C: That's absolutely correct. Do you have any anything else to add?

3 Have a similar conversation discussing what you should do to maintain cultural identity in the age of globalisation.

LISTENING

Cultural diversity in Singapore

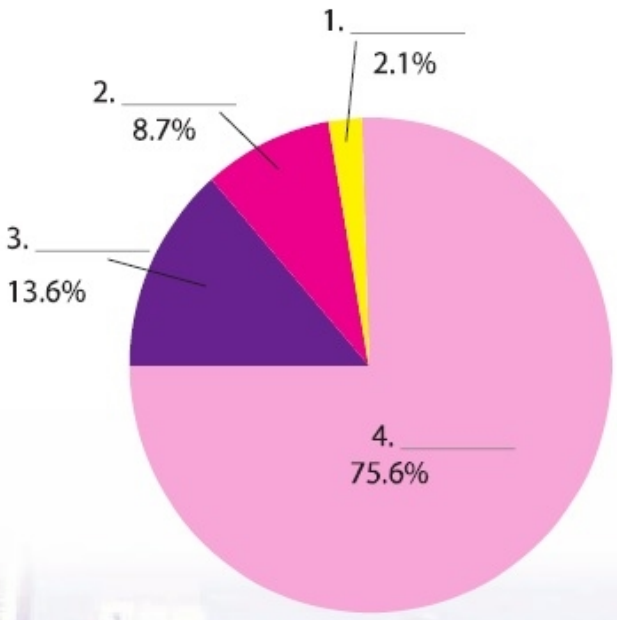
1 **You are going to listen to a talk about cultural diversity in Singapore. What do you know about this city-state? Look at the information below. Guess and write the name of each ethnic group in the blank.**

SINGAPORE

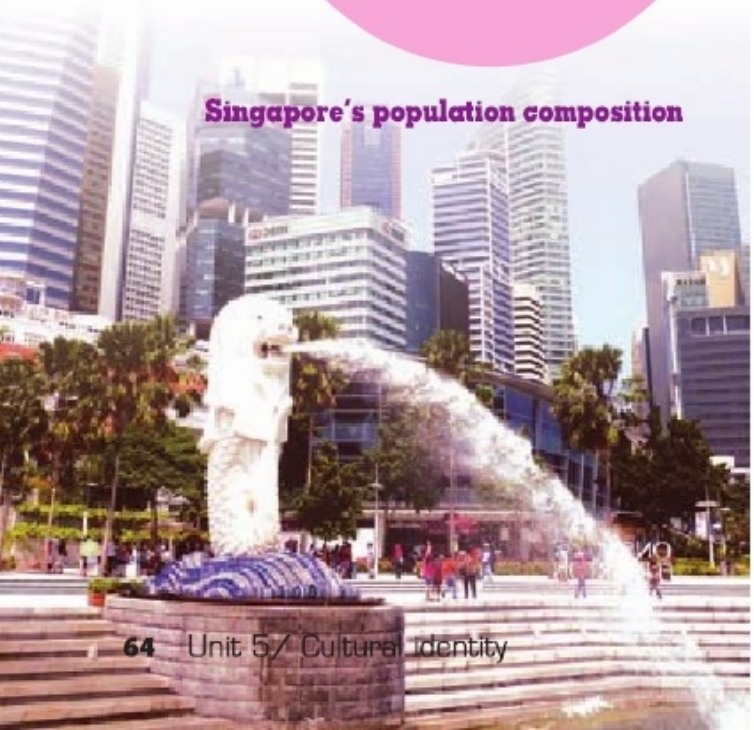
Official languages: English, Malay, Mandarin, Tamil

Ethnic groups: Chinese, Malays, Indians, Eurasians and other

Currency used: Singapore dollar (SGD)



Singapore's population composition



2 **Work in pairs. Discuss and match the national costumes with their names.**

1. Indian *sari*
2. Malay *baju kurung*
3. Chinese *cheongsam*
4. Malay *baju melayu*

3 **Listen to a talk. What is the speaker talking about? Tick the correct boxes.**

1. Singapore's ethnic groups and official languages ☐
2. Singapore's traditions and official languages ☐
3. Chinese wedding costumes in Singapore ☐
4. Malay traditional costumes for men and women ☐
5. Modern Indian costumes for men ☐
6. The Indian traditional dress ☐

4 **Listen again and complete the following sentences. Fill each blank with no more than four words or numbers.**

1. Singapore gained its independence on _____.
2. Singapore does not have a national costume, as people from the different ethnic groups tend to _____.
3. _____ used to wear *cheongsam*.
4. *Sari* is often wrapped around the waist and _____.
5. At office men usually wear dark trousers, white shirts and a tie while women wear _____ long-sleeved blouses with trousers or skirts.
6. The young people often think of themselves _____, and then as Chinese, Malay or Indian.

5 **Work in pairs. Ask and answer the following question.**

What else do you know about the city-country and its culture?

WRITING

What makes me Vietnamese

1 **Work in pairs. Give the reasons why language is often considered the most important cultural identifier.**

Example:

Language is the most important cultural identifier because it allows me to communicate with my family and community.

2 **Read the following essay on language as defining a person's cultural identity. Complete the essay, using the correct form of the words in the box.**

feature	unique	share	demonstrate
unify	express	unite	invade

For most people, (1) _____ one's cultural identity is often a way to show who they are and how they relate to others. It can be (2) _____ through their language, food, clothing, beliefs, music and festivals. Among these (3) _____, language is what makes me Vietnamese. There are several reasons for this.

Vietnamese is the language that can (4) _____ the people of my country in the face of any danger. Although there are over fifty ethnic groups, we all use Vietnamese as the official language. It is the means of communication at school and in my community. It allows me to experience and (5) _____ my culture.

I am also proud to speak a language that has a long history. Although my country used to be (6) _____ by other countries, the language has always been kept alive. Modern Vietnamese developed from an ancient form similar to other Asian languages. It is written with the Latin alphabet combining letters with tone markings.

In conclusion, Vietnamese as the community and national language is the most powerful (7) _____ force. That is why it is also the most meaningful part of my cultural identity. This beautiful and (8) _____ language defines me as a person and I am very proud of it.

3 **Which is the most important cultural identifier or the feature that defines your cultural identity? First, discuss your ideas in groups of four. Then decide on the most important feature and write an essay of 180-250 words.**

You can choose one of the following cultural identifiers:

- Festivals and cultural practices
- Shared values and beliefs
- Traditional food
- History
- Education

• Introduction

Definition of cultural identity

_____

_____

Thesis statement

_____

_____

• Body

First reason

_____

_____

Second reason

_____

_____

• Conclusion

Summary of the reasons

_____

_____

COMMUNICATION AND CULTURE

Communication

Migration and cultural identity

1 **Listen to a talk by Mr Ben Wilson, a sociologist and psychologist, about preserving migrants' cultural identity. Answer the questions.**

1. What are migrants encouraged to do in a multicultural society?
2. What do migrants want to do when they settle down in a new culture?
3. Summarise the two ways for migrants to pass down their culture to the next generation.

2 **Discuss the question with a partner.**

What should people do to preserve their cultural identity when they move to a new place?

Culture

Festivals

1 **Read the text about celebrations of some ethnic groups in Viet Nam. Write the names of the festivals under the pictures.**

a. _____

b. _____

Festivals are celebrated to highlight the cultural heritage of nations. At national level, festivals help to strengthen the spirit of solidarity and unity of the whole nation. Regional festivals or festivals of an ethnic group, on the other hand, help to maintain the cultural identity of a community. Taking part in different activities of the festival, group members get together, have fun, and promote their cultural image. Examples can be found in well-known festivals of some ethnic groups in Viet Nam.

In March, the Elephant Racing Festival is held at Don Village, in Dak Lak Province, to promote the martial spirit of the M'Nong and Ede people, who are famous for their bravery in wild elephant hunting. Every year, more and more participants in colourful costumes flock to the area to watch the race and take part in other fun activities such as eating traditional food, drinking rice wine, dancing, and watching elephants play soccer.

Forest Worshipping is an important festival of the Nung and Dao people in Ha Giang and Lao Cai Provinces, which takes place in the first lunar month. People worship the god of trees and villagers who sacrificed their lives to protect the village. They also pray for good health, fruitful trees and favourable climate. The ceremony is held under an old tree in the forest, with a lot of agricultural products used as offerings. After the ceremony, local people sign a statement to protect forests and plant more trees around their houses. Finally, they take part in folk games with strong ethnic identity, such as blind man's buff, swinging, shuttlecock throwing, and tug of war.

2 **Read the text again and complete the table.**

	Elephant Racing Festival	Forest Worshipping Festival
Location		
Time		
Ethnic groups		
Purpose		
Activities		

3 **Discuss the question with a partner.**

Have you ever attended any ethnic cultural festivals in Viet Nam?

a. If yes, tell your partner where, when, how and why the festival was celebrated.

b. If no, do you want to attend any? Why or why not?

LOOKING BACK

Pronunciation

1 Underline the sounds that can be affected by assimilation.

1. We took a lot of pictures of the Grand Canyon and the Golden Gate Bridge during our trip to the US.
2. In her dress shop, Alice showed us traditional dresses and some nice shoes.
3. Where's your credit card, Tom?
4. Indian cuisine had gained popularity in Canada before Indian immigrants settled there.
5. People living in a foreign country don't want to be treated as second-class citizens.

2 Listen and repeat the sentences in 1.

Vocabulary

Complete the sentences with the correct form of the words or phrases in the box.

cultural identity	cultural practices
national pride	preserve
national costume	solidarity

1. Festivals help people to _____ their traditions and strengthen community spirit.
2. I think the most important feature of the _____ of a nation is the language.
3. Many of the _____ in India are linked to the natural environment.
4. The villagers show their _____ by playing traditional gongs and drums.
5. During the war, many countries expressed _____ with Vietnamese people.
6. In Viet Nam, during the wedding ceremony, the bride usually wears the *ao dai*, a _____, and then she changes into a western-style wedding gown for the reception.

Grammar

1 Read the exchanges. Put the verbs in brackets in the present perfect or present perfect continuous. Use the passive voice if necessary.

1. *Lian:* Did Vietnamese men wear the *ao dai* in the past?
   Ha: Yes. But nowadays men only wear it on special occasions. The *ao dai* (become) _____ a symbol of the Vietnamese feminine beauty, and many fashion designers (continue) _____ to create new designs for it.
   Lian: I see. By the way, I heard that there will be an *Ao dai* Grand Fashion Show at Hue Festival next month.
   Ha: Yes. My sister, who is a fashion designer, (work) _____ day and night to prepare for the show.
2. *Kim:* Tony, do Englishmen wear kilts?
   Tony: Not really. Scottish men wear kilts, as a way to express their cultural identity.
   Kim: But I (never, see) _____ you in a kilt. You're from Scotland, aren't you?
   Tony: Yes, I am. I have a kilt, and I (wear) _____ it five times this year, but I only wear it on special occasions.
   Kim: You should wear it more often. You know, the Scottish kilt (even, become) _____ a required uniform for Scotland's national football team's fans.

2 Read the situation and complete Andy's statements about himself, using repeated comparatives.

Andy's studying very hard, but he's worried that he's making no progress.

1. My English tests are getting (hard) _____.
   Example: My English tests are getting harder and harder.
2. As a result, I'm getting (low) _____ test scores.
3. It's becoming (difficult) _____ for me to keep up with the other students in my class.
4. It seems that the textbook just gets (complicated) _____.
5. Now I have to spend (much) _____ time reviewing the lessons every day.
6. Consequently, I have (little) _____ time for recreation.

PROJECT

1 **Work in groups of four or five. Choose one ethnic group in Viet Nam. Look for information about the features that define the group's cultural identity.**

Suggested ethnic groups:

- the Rhade (or Ede) in Central Highlands
- the Cham in central Viet Nam and An Giang Province
- the Tay in northern Viet Nam

2 **Design a poster to introduce the ethnic group. Add pictures to make it more attractive. Include the information about:**

- Population
- Region(s) with significant population
- Language
- Religion and beliefs
- Clothing
- Traditional food and drink
- Festivals and music

3 **Introduce your poster to the class and give a presentation on the cultural features of the ethnic group.**

NOW I CAN	✓	✓✓	✓✓✓
• use words and phrases related to cultural identity • identify and pronounce utterances where assimilation occurs • distinguish the use of the present perfect and the present perfect continuous • use repeated comparatives to say that something is changing • read for specific information in a newspaper column about cultural identity • express opinions about the ways to maintain cultural identity • listen for general ideas and specific information in a talk about cultural diversity in an Asian country • write an essay about the most important feature that defines someone's cultural identity • learn about some festivals that help ethnic groups in Viet Nam to maintain their cultural identity			

Review 2 Units 4-5

LANGUAGE

Vocabulary

1 Use the correct form of the words or phrases in the box to complete the sentences.

digital device	social networking	blog
mass media	instant messaging	advent

1. He uses his _____ to write about his passion for science.
2. In general, _____ sites are good for our society because they help to connect people.
3. Smartphones, tablets, laptops and desktop computers are all _____.
4. People rely on the _____ such as television, radio, newspapers and the Internet as the main source of information.
5. _____ allows people to communicate in real-time with friends and family directly from their smartphones or computers.
6. With the _____ of mobile technology, people have come to expect a response immediately.

2 Complete the sentences, using the correct form of the words in brackets.

1. Many immigrants were forced to _____ into the dominant culture. (assimilation)
2. Languages represent a way of life and are important for preserving a people's cultural _____. (identify)
3. _____ costumes help people to learn about their history and preserve their heritage. (nation)
4. Differences between people based on nationality, _____, gender, class, religion beliefs, etc. might be sources of conflicts in a multicultural environment. (ethnic)
5. In the age of globalisation, many young people choose to maintain their own culture and _____ different aspects of other cultures into it. (integration)

Pronunciation

3 Listen to the sentences and pay attention to the regular verbs in the past tense. Tick the correct box depending on the pronunciation of the verb ending *-ed*. Then practise saying them.

	/t/	/d/	/ɪd/		/t/	/d/	/ɪd/
1.	☐	☐	☐	7.	☐	☐	☐
2.	☐	☐	☐	8.	☐	☐	☐
3.	☐	☐	☐	9.	☐	☐	☐
4.	☐	☐	☐	10.	☐	☐	☐
5.	☐	☐	☐	11.	☐	☐	☐
6.	☐	☐	☐	12.	☐	☐	☐

Grammar

4 Fill each gap with an appropriate preposition.

1. May I introduce you _____ our new computer technician?
2. I am thinking _____ buying a new laptop because this one is too old.
3. My brother would like to specialise _____ computer science.
4. You can use my smartphone to search _____ the materials you need.
5. This security app can protect users' devices _____ hackers.

5 Put the words in brackets in the correct tenses.

Quang's mother:
Hi, Quang. It's Mum here. (1. clean) _____ you everything in the kitchen?

Quang:
No. I'm sorry. I (2. not sweep) _____ the floor yet, but I (3. wash) _____ all the dishes.

Quang's mother:
Oh, that's good. And where's your sister? I (4. try) _____ to call her at least five times.

Quang:
Really? She's in her room. She (5. study) _____ for her exams all morning.

6 Match the two halves of the sentences.

1	I'm getting better and better	a	fewer and fewer people are using postal services.
2	When the technician finally installed the app,	b	before I moved to this school.
3	Before my grandad came to visit me,	c	he had already signed up for the course.
4	With the advent of digital media	d	so I covered my ears.
5	The noise was getting louder and louder	e	I had already left the store.
6	I had used the student blog and discussion forum	f	at cooking traditional dishes.
7	My friend never told me	g	he had never flown on an aeroplane.

SKILLS

READING

1 **Read the text about advertising and the media.**

Advertising and the mass media

Having the power to deliver information to large audiences at the same time, the mass media have naturally become ideal tools for advertising. This huge industry has reached and dominated almost all types of the mass media. Advertisements are everywhere, from broadcast media (the radio, television and films), Internet media (email, websites and blogs), print media (newspapers, magazines, books and comics), outdoor media (billboards, signs and placards) to digital media, which include Internet and mobile devices.

Advertising is beneficial to the mass media too. Companies and businesses are willing to spend millions, even billions of dollars, to influence customers' attitudes towards their ideas, services and products. Their advanced advertising methods and techniques are successful in persuading customers of all ages and genders, and turning luxuries into necessities. Because of the easy access to all forms of the media, information can reach every corner of the world instantly and cost-effectively. In addition, all media channels receive huge sums of money from advertisers, which allows them to make better and more interesting programmes and services for a large number of people worldwide.

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

1. Why have the mass media naturally become ideal tools for advertising?
2. What are some kinds of advertisements?
3. Why are companies and businesses willing to spend money on advertising?
4. How do advertisers persuade customers?
5. What does the easy access to the media offer advertising?
6. How beneficial is advertising to the mass media?

SPEAKING

3 **Work with a partner. Choose one idea (or use your own ideas) and make a conversation about social networking in schools.**

Social networking in schools

- becoming increasingly important for teacher-student communication or for out-of-classroom discussions
- offering opportunities: strengthening existing relationships, establishing new ones
- exploring topics of interest: learning and exchanging knowledge
- building strong school communities through class blogs, discussion forums, videos, etc.

Example:

Student A: How useful is social networking in schools? What benefits can it bring to teachers and students?

Student B: I think things like class blogs, discussion forums and videos are very useful. Sharing information such as class schedules or social plans helps to connect students with their classmates and teachers and even with parents or former students.

Student A: Yes, I agree. Social networking can provide the tools for efficient communication and collaboration, leading to strong school communities.

LISTENING

Maintaining cultural identity abroad

4 **Listen to a talk about how to maintain cultural identity abroad. Decide whether the following statements are true (T), false (F), or not given (NG).**

		T	F	NG
1	Keeping in touch with your family and friends can help you to feel part of your native culture.			
2	It is not necessary that your children talk to their cousins, aunts, and uncles.			
3	The taste and smell of your favourite dishes from your home country can bring back good memories from your childhood or the past.			
4	You should involve your kids and friends in shopping for traditional food, cooking and sharing recipes.			
5	It is a good idea for you to celebrate your home country's holidays abroad too.			

WRITING

Cultural identity in a globalised world

5 **Write an essay of 180-250 words about maintaining cultural identity in the globalised world. Use the suggestions in the box or your own information and ideas.**

INTRODUCTION

Explanation of the issue

- world – global village, cultural differences – less evident
- people watch same TV channels, films, listen to same music, eat same food, etc.

Thesis statement

- people should maintain their cultural identity

BODY

First reason

- essence of cultural identity – sense of belonging: defines an ethnic group/ community, connects people, reminds of history, strengthens solidarity; people unite against dangers; nurture love and respect for country, community and heritage

Second reason

- disappearance of cultural diversity: everyone speaks English, wears same clothes; cultural identity at risk of dying out; vital to preserve languages, festivals, traditional music, dance and food, etc. to make the world a fascinating place

CONCLUSION

Summary of the reasons

You can start your essay like this:

There is no doubt that the world today has become one global village. Differences between cultures are getting less evident. People worldwide watch the same TV channels and films, ...

GLOSSARY

Word	Transcription	Meaning	Unit
achievement (n)	/əˈtʃiːvmənt/	thành tích, thành tựu	Unit 1
addicted (adj)	/əˈdɪktɪd/	nghiện	Unit 4
advent (n)	/ˈædvent/	sự đến, tới (sự kiện quan trọng)	Unit 4
agricultural (adj)	/ˌægrɪˈkʌltʃərəl/	thuộc về nông nghiệp	Unit 2
anonymous (adj)	/əˈnɒnɪməs/	ẩn danh, giấu tên	Unit 1
app (n) (application)	/æp/	ứng dụng/chương trình máy tính hoặc trên Internet/mạng xã hội	Unit 4
assimilate (v)	/əˈsɪməleɪt/	đồng hoá	Unit 5
assimilation (n)	/əˌsɪməˈleɪʃn/	sự đồng hoá	Unit 5
asthma (n)	/ˈæsmə/	bệnh hen, bệnh suyễn	Unit 3
attire (n)	/əˈtaɪə(r)/	quần áo, trang phục	Unit 5
attitude (n)	/ˈætɪtjuːd/	thái độ, quan điểm	Unit 4
biomass (n)	/ˈbaɪəʊmæs/	nguyên liệu tự nhiên từ thực vật/động vật, sinh khối	Unit 3
blind man's buff	/blaɪnd mænz ˈbʌf/	trò chơi bịt mắt bắt dê	Unit 5
bronchitis	/brɒŋˈkaɪtɪs/	bệnh viêm cuống phổi, bệnh viêm phế quản	Unit 3
centralise (v)	/ˈsentrəlaɪz/	tập trung	Unit 2
clutter (n)	/ˈklʌtə(r)/	tình trạng bừa bộn, lộn xộn	Unit 3
combustion (n)	/kəmˈbʌstʃən/	sự đốt cháy	Unit 3
connect (v)	/kəˈnekt/	kết nối	Unit 4
conservation (n)	/ˌkɒnsəˈveɪʃn/	sự bảo tồn	Unit 3

Word	Transcription	Meaning	Unit
cost-effective (adj)	/ˌkɒst ɪˈfektɪv/	hiệu quả, xứng đáng với chi phí	Unit 2
counter-urbanisation	/ˈkaʊntə(r) ˌɜːbənaɪˈzeɪʃn/	phản đô thị hóa, dãn dân	Unit 2
cultural identity	/ˈkʌltʃərəl aɪˈdentəti/	bản sắc văn hoá	Unit 5
cultural practices	/ˈkʌltʃərəl ˈpræktɪsɪz/	các hoạt động văn hoá, tập quán văn hoá	Unit 5
custom (n)	/ˈkʌstəm/	phong tục, tập quán	Unit 5
cyberbullying (n)	/ˈsaɪbəbʊliɪŋ/	khủng bố qua mạng Internet	Unit 4
dedication (n)	/ˌdedɪˈkeɪʃn/	sự cống hiến, hiến dâng, tận tụy	Unit 1
densely populated	/ˌdensli ˈpɒpjuleɪtɪd/	dân cư đông đúc/mật độ dân số cao	Unit 2
deplete (n)	/dɪˈpliːt/	rút hết, làm cạn kiệt	Unit 3
diagnose (v)	/ˈdaɪəgnəʊz/	chẩn đoán (bệnh)	Unit 1
discrimination (n)	/dɪˌskrɪmɪˈneɪʃn/	sự phân biệt đối xử	Unit 2
dispose of (v)	/dɪˈspəʊz əv/	vứt bỏ	Unit 3
distinguished (adj)	/dɪˈstɪŋgwɪʃt/	kiệt xuất, lỗi lạc	Unit 1
diversity (n)	/daɪˈvɜːsəti/	tính đa dạng	Unit 5
documentary (n)	/ˌdɒkjuˈmentri/	phim tài liệu	Unit 4
dominant	/ˈdɒmɪnənt/	thống trị, có ưu thế hơn	Unit 4
double (v)	/dʌbl/	tăng gấp đôi	Unit 2
downmarket (adj)	/ˌdaʊnˈmɑːkɪt/	giá rẻ, bình dân	Unit 2
down-to-earth (adj)	/ˌdaʊn tə ˈɜːθ/	thực tế, sát thực tế	Unit 2

GLOSSARY

Word	Transcription	Meaning	Unit
drama (n)	/'dra:mə/	kịch, tuồng	Unit 4
efficient (adj)	/ɪ'fɪʃnt/	có hiệu quả	Unit 4
emerge (v)	/i'mɜ:dʒ/	vượt trội, nổi bật, nổi lên	Unit 4
energy-saving (adj)	/ˌɛnədʒi 'seɪvɪŋ/	tiết kiệm năng lượng	Unit 2
expand (v)	/ɪk'spænd/	mở rộng	Unit 2
figure (n)	/'fɪgə(r)/	nhân vật	Unit 1
fivefold (adj, adv)	/'faɪvfəʊld/	gấp năm lần	Unit 4
flock (v)	/flɒk/	lũ lượt kéo đến	Unit 5
generosity (n)	/ˌdʒenə'rɒsəti/	sự rộng lượng, tính hào phóng	Unit 1
geothermal (adj)	/ˌdʒi:əʊ'θɜ:ml/	(thuộc) địa nhiệt	Unit 3
GPS (n) (Global Positioning System)	/ˌdʒi: pi: 'es/	hệ thống định vị toàn cầu	Unit 4
habitat (n)	/'hæbɪtæt/	môi trường sống, nơi sống của thực vật, động vật	Unit 3
hospitalisation (n)	/ˌhɒspɪtəlaɪ'zeɪʃn/	sự nhập viện, đưa vào bệnh viện	Unit 1
humble beginnings	/'hʌmbl bɪ'gɪnɪŋz/	khởi đầu thấp kém, hèn mọn	Unit 1
industrialisation (n)	/ɪnˌdʌstriəlaɪ'zeɪʃn/	công nghiệp hóa	Unit 2
interest-free (adj)	/ˌɪntrəst 'fri:/	không tính lãi, không lãi suất	Unit 2
kind-hearted (adj)	/kaɪnd 'hɑ:tɪd/	tử tế, tốt bụng	Unit 2
leaflet (n)	/'li:flət/	tờ rơi, tờ in rời	Unit 4
lifestyle (n)	/'laɪfstaɪl/	phong cách sống	Unit 3

Word	Transcription	Meaning	Unit
long-lasting (adj)	/ˌlɒŋ ˈlɑːstɪŋ/	kéo dài, diễn ra trong thời gian dài	Unit 2
maintain (v)	/meɪnˈteɪn/	bảo vệ, duy trì	Unit 5
martial spirit	/ˈmɑːʃl ˈspɪrɪt/	tinh thần thượng võ	Unit 5
mass (n)	/mæs/	số đông, số nhiều, đại chúng	Unit 4
media (n)	/ˈmiːdiə/	(số nhiều của medium) phương tiện	Unit 4
medium (n)	/ˈmiːdiəm/	phương tiện	Unit 4
microblogging (n)	/ˈmaɪkrəʊˌblɒgɪŋ/	việc (cá nhân) thường xuyên gửi tin nhắn/video/ảnh lên mạng xã hội để cộng đồng mạng biết được các hoạt động và suy nghĩ của người đăng tin	Unit 4
migrate (v)	/maɪˈgreɪt/	di cư	Unit 2
mildew (n)	/ˈmɪldjuː/	nấm mốc, nấm min-điu	Unit 3
mindset (n)	/ˈmaɪndset/	định kiến	Unit 2
mould (n)	/məʊld/	mốc, meo	Unit 3
multicultural (adj)	/ˌmʌltiˈkʌltʃərəl/	đa văn hoá	Unit 5
national costume	/ˈnæʃnəl ˈkɒstjuːm/	trang phục dân tộc	Unit 5
national pride	/ˈnæʃnəl praɪd/	lòng tự hào dân tộc	Unit 5
organic (adj)	/ɔːˈgænɪk/	(thực phẩm, phương pháp trồng trọt…) không dùng (hoá) chất nhân tạo, hữu cơ	Unit 3
overload (v)	/ˌəʊvəˈləʊd/	làm cho quá tải	Unit 2
pathway (n)	/ˈpɑːθweɪ/	đường mòn, lối nhỏ	Unit 3

GLOSSARY

Word	Transcription	Meaning	Unit
perseverance (n)	/ˌpɜːsɪˈvɪərəns/	tính kiên trì, sự bền chí	Unit 1
pie chart (n)	/ˈpaɪ tʃɑːt/	biểu đồ tròn	Unit 4
preservation (n)	/ˌprezəˈveɪʃn/	sự gìn giữ	Unit 3
print (n)	/prɪnt/	chữ in, tài liệu in như báo, tạp chí, v.v.	Unit 4
promote (v)	/prəˈməʊt/	thúc đẩy phát triển	Unit 3
prosthetic leg	/prɒsˈθetɪk leg/	chân giả	Unit 1
purification (n)	/ˌpjʊərɪfɪˈkeɪʃn/	sự làm sạch, sự tinh chế	Unit 3
replenish (v)	/rɪˈplenɪʃ/	làm đầy lại, bổ sung	Unit 3
reputation (n)	/ˌrepjuˈteɪʃn/	danh tiếng	Unit 1
respectable (adj)	/rɪˈspektəbl/	đáng kính, đúng đắn	Unit 1
sanitation (n)	/ˌsænɪˈteɪʃn/	vệ sinh	Unit 2
self-motivated (adj)	/self ˈməʊtɪveɪtɪd/	có động cơ từ nội lực, tự tạo ra động cơ cho mình	Unit 2
slum (n)	/slʌm/	nhà ổ chuột	Unit 2
social networking (n)	/ˈsəʊʃl ˈnetwɜːkɪŋ /	mạng xã hội	Unit 4
solidarity (n)	/ˌsɒlɪˈdærəti/	sự đoàn kết, tình đoàn kết	Unit 5
soot (n)	/sʊt/	bồ hóng, nhọ nồi	Unit 3
subscribe (v)	/sʌbˈscraɪb/	đặt mua dài hạn	Unit 4
sustainability (n)	/səˌsteɪnəˈbɪləti/	việc sử dụng sản phẩm, năng lượng tự nhiên không gây hại môi trường, bền vững	Unit 3
switch off (v)	/ˈswɪtʃ ɒf/	ngừng, thôi không chú ý đến nữa	Unit 2

Word	Transcription	Meaning	Unit
tablet PC (n)	/ˈtæblət piː siː/	máy tính bảng	Unit 4
talented (adj)	/ˈtæləntɪd/	có tài năng, có năng khiếu	Unit 1
the mass media	/ðə mæs ˈmiːdiə/	truyền thông đại chúng	Unit 4
tie in (v)	/ˈtaɪ ɪn/	gắn với	Unit 4
time-consuming (adj)	/ˈtaɪm kənˈsjuːmɪŋ/	tốn thời gian	Unit 2
thought-provoking (adj)	/ˈθɔːt prəˈvəʊkɪŋ/	đáng để suy nghĩ	Unit 2
unemployment (n)	/ˌʌnɪmˈplɔɪmənt/	tình trạng thất nghiệp	Unit 2
unify (v)	/ˈjuːnɪfaɪ/	thống nhất	Unit 5
unique (adj)	/juˈniːk/	độc nhất, duy nhất, chỉ có một	Unit 5
unite (v)	/juˈnaɪt/	đoàn kết	Unit 5
upmarket (adj)	/ˌʌpˈmɑːkɪt/	đắt tiền, xa xỉ	Unit 2
urbanisation (n)	/ˌɜːbənaɪˈzeɪʃn/	đô thị hóa	Unit 2
waver (v)	/ˈweɪvə(r)/	dao động, phân vân	Unit 1
weather-beaten (adj)	/ˌweðə(r) ˈbiːtn/	dãi dầu sương gió	Unit 2
website (n)	/ˈwebsaɪt/	vị trí web, điểm mạng, cổng thông tin điện tử trang web	Unit 4
well-established (adj)	/ˌwel ɪˈstæblɪʃt/	được hình thành từ lâu, có tiếng tăm	Unit 2
worldwide (adv)	/ˈwɜːldwaɪd/	trên phạm vi toàn cầu	Unit 2
worship (v)	/ˈwɜːʃɪp/	tôn kính, thờ cúng	Unit 5