

BỘ GIÁO DỤC VÀ ĐÀO TẠO

# Tiếng Anh

SÁCH HỌC SINH

TẬP HAI

# 11



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

PEARSON

**BỘ GIÁO DỤC VÀ ĐÀO TẠO**

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Với sự cộng tác của DAVID KAYE

**Tiếng**  
**SÁCH HỌC SINH**  
**TẬP HAI**  
**Anh**  
**11**



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## LỜI NÓI ĐẦU

**Tiếng Anh 11, Tập Hai** 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 11, Tập Hai** 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 11, Tập Hai**, tâm lý lứa tuổi của học sinh và các đặc điểm văn hoá 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 11, Tập Hai** được biên soạn xoay quanh hai chủ điểm (theme) gắn gũi với học sinh: *Our Environment* và *Our Future*. Mỗi chủ điểm được chia thành hai hoặc ba đơn vị bài học (Unit) tương ứng với các chủ đề (topic) gợi ý trong Chương trình. Sau mỗi chủ điểm là một bài ôn (Review) tập trung vào kiến thức ngôn ngữ và kĩ năng ngôn ngữ học sinh đã được học và rèn luyện.

**Tiếng Anh 11, Tập Hai** 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	Vocabulary	Pronunciation	Grammar	Reading
<b>UNIT 6</b>	<b>Global Warming</b>	Words and phrases related to global warming	Intonation on yes-no questions & echo questions	Perfect gerunds and perfect participles	Reading for general ideas and specific information about the causes and effects of global warming
<b>UNIT 7</b>	<b>Further Education</b>	Words and phrases related to further education	Intonation on wh-questions	The present perfect and the present perfect continuous	Reading for general ideas and specific information about higher education opportunities
<b>UNIT 8</b>	<b>Our World Heritage Sites</b>	Words and phrases related to the World Heritage Sites in Viet Nam	Intonation on choice questions	Participle and to-infinitive clauses	Reading for general ideas and specific information in an article about Ha Long Bay and its attractions
<b>REVIEW 3</b>					
<b>UNIT 9</b>	<b>Cities of the Future</b>	Words and phrases related to city life in the future	Intonation on question tags	- Question tags - Conditional sentences type 0	Reading for general ideas and specific information about the city of the future
<b>UNIT 10</b>	<b>Healthy Lifestyle and Longevity</b>	Words and phrases related to healthy lifestyle and longevity	Intonation on statements and questions expressing invitations, suggestions, polite requests, uncertainty, and surprise	- Reported speech with conditionals - Reported speech with to-infinitives and gerunds	Reading for specific information about factors responsible for the increase in life expectancy
<b>REVIEW 4</b>					

Speaking	Listening	Writing	Communication and Culture	Project
Expressing opinions, agreements or disagreements about solutions to global warming	Listening for specific information about the causes and effects of global warming	Writing an essay about the causes and effects of global warming, and the possible solutions	<ul style="list-style-type: none"> <li>- Preparing a talk on global warming for Green Teens Club</li> <li>- Young Voices for the Planet</li> </ul>	Making an action plan of an environmental activity to reduce the carbon footprint of your school and community
Expressing preferences for different further education pathways	Listening for specific information about studying abroad	Writing an email asking for information about higher education opportunities	<ul style="list-style-type: none"> <li>- Discussing higher education in Viet Nam</li> <li>- Further education in Singapore</li> </ul>	Discussing reasons for taking a gap year and reasons for starting university immediately, and presenting them in class
Making suggestions about places to visit in the Complex of Hue Monuments	Listening for specific information in a radio programme about Phong Nha - Ke Bang National Park	Writing an essay about the reasons why Trang An Scenic Landscape Complex was recognised as a World Heritage Site	<ul style="list-style-type: none"> <li>- Discussing where to go on a field trip</li> <li>- Taj Mahal, a World Heritage Site in India</li> </ul>	Selecting a heritage site in Viet Nam and making a proposal for its preservation and protection
Explaining facts and giving predictions	Listening for specific information about future cities	Writing an email to a friend about city life in the future	<ul style="list-style-type: none"> <li>- Discussing ideal cities of the future</li> <li>- A smart city in South Korea</li> </ul>	Designing a poster of an ideal city
Giving advice on body care	Listening for specific information about physical activity precautions	Writing a story about how young people have changed their lifestyle to overcome a problem	<ul style="list-style-type: none"> <li>- Understanding the benefits of meditation and discussing ways to relieve stress</li> <li>- A longevity hot spot in Japan</li> </ul>	<ul style="list-style-type: none"> <li>- Giving a presentation on a longevity hot spot</li> <li>- Conducting a survey on factors that help people to live longer</li> </ul>

## GETTING STARTED

A presentation on  
global warming

## This unit includes:

## LANGUAGE

## Vocabulary

Words and phrases related to global warming

## Pronunciation

Intonation: Yes-no questions & echo questions

## Grammar

Perfect gerunds and perfect participles

## SKILLS

- Reading for general ideas and specific information about the causes and effects of global warming
- Expressing opinions, agreements, or disagreements about solutions to global warming
- Listening for specific information about the causes and effects of global warming
- Writing an essay about the causes, effects and possible solutions to global warming

## COMMUNICATION AND CULTURE

- A global warming problem
- Young Voices for the Planet





**1 Ms Hoa, an English teacher, is helping a group of students in her class to prepare for their presentation. Listen and read.**

**Ms Hoa:** Now, Group 2, how are your preparations going? Is your topic global warming?

**Lan:** Yes, it is. We've already decided on the main points to talk about and agreed on the presentation outline. Having planned the content, we're now looking for supporting information.

**Ms Hoa:** Sounds good.

**Minh:** First, we'll talk about causes such as greenhouse gas emissions from factories and vehicles.

**Mai:** There are also other causes, like the use of chemical fertilisers and deforestation. Global warming is man-made!

**Minh:** Man-made?

**Ms Hoa:** That's right. In the past, a lot of industries denied having contributed to global warming, but nowadays most people admit we are all responsible.

**Minh:** I see. Then we'll focus on the effects of global warming on people's health and life on Earth in general.

**Mai:** Yes. Having treated the environment irresponsibly, humans now have to suffer the effects of global warming. Do you agree, Lan?

**Lan:** Yes. Global warming leads to climate change, allowing for some infectious diseases to spread more easily. We should also make it clear how global warming contributes to heat-related illnesses and death.

**Mai:** It also has severe impact on water supplies, threatens food production and upsets ecological balance.

**Ms Hoa:** These are all excellent points. Have you come up with any solutions?

**Lan:** Yes, Ms Hoa. We'll point out how people can change their daily habits to reduce their carbon footprint.

**Ms Hoa:** That's great. Now, go through all your points again and decide who in your group will present each part.

**Lan, Minh, and Mai:** Thanks for your help, Ms Hoa.

**2 Answer the questions.**

1. What is the topic of Lan, Mai and Minh's presentation?
2. How many main parts do they intend to include in their presentation? What are they?
3. What causes of global warming are mentioned in the conversation?
4. What effects of global warming do they talk about?
5. According to Lan, what do people need to change to reduce their carbon footprint?
6. Can you add some more causes and effects of global warming besides those mentioned in the conversation?

**3 Read the conversation again. Match the words and phrases with their definitions.**

1. greenhouse gas	a. an increase in the average temperature of the earth's atmosphere
2. climate change	b. the amount of carbon dioxide released into the atmosphere
3. emission	c. a gas in the atmosphere that traps heat above the earth
4. carbon footprint	d. a gas or other substance which is sent out into the air
5. global warming	e. an illness that can be passed from one person to another, especially through the air people breathe
6. infectious disease	f. poor health resulting from extreme heat
7. ecological balance	g. a long-term change in the earth's weather due to changes in the atmosphere
8. heat-related illness	h. a stable ecosystem in which a large number of species live together

**4 Find the sentences with the structure *having + past participle* in the conversation and write them down in the space below.**

**Example:**

*Having planned the content, we're now looking for supporting information.*

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## Vocabulary

Complete the sentences with the right form of the words / phrases from 3 in GETTING STARTED.

*Example:*

Global warming occurs when the greenhouse gases in the atmosphere trap the heat from the sun.

- Having measured the company's \_\_\_\_\_, they realised that the amount of carbon dioxide (CO<sub>2</sub>) it produced was great.
- Scientists have warned about the relationship between climate change and the spread of \_\_\_\_\_.
- A large amount of carbon dioxide \_\_\_\_\_ are released into the atmosphere by burning fossil fuels.
- Deforestation is one of the biggest environmental threats to the \_\_\_\_\_ in the world.
- As global temperatures rise, there are more cases of \_\_\_\_\_.
- Although global warming is causing changes in weather patterns, it is only one aspect of \_\_\_\_\_.

- A: Scientists are concerned about the effects of global warming.

B: Scientists are concerned about what?
- A: I cycle to work every day.

B: You do?
- A: By 2050, rising temperatures could lead to the extinction of a million species.

B: The extinction of a million species?
- A: In order to save our environment, we should reduce our use of paper products.

B: We should do what?



### DO YOU KNOW...?

- An echo question is a type of question that repeats part or all of a sentence that someone has just said. We use echo questions when we do not completely hear or understand what a speaker has said, or when we want to express surprise or doubt about it. Echo questions are usually spoken with a rising intonation. We usually expect the speaker to repeat or confirm the information.

*Example:*

A: Climate change presents a dangerous threat to the human race.

B: A dangerous threat to the human race? ↗

## Pronunciation

### Intonation on yes-no questions and echo questions

**1** Listen and repeat these questions, paying attention to their rising intonation.

- Do you agree with me?
- Can you talk about the effects of global warming?
- Do you think that we can reduce our carbon footprint?
- Is it true that global warming is getting worse?
- Are most of the environmental problems caused by humans?

**2** Listen and mark ↗ (rising intonation) on the echo questions. Then practise reading the exchanges.

- A: Most of the environmental problems are man-made.

B: Man-made?

## Grammar

### Perfect participles in clauses of time and reason

**1** Work in pairs. Underline the perfect participles in the sentences in 4 in GETTING STARTED. Then rewrite the sentences, using *after / then* or *because / since*.

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## DO YOU KNOW...?

- The perfect participle is a compound verb form consisting of the auxiliary 'having' and the past participle of the verb, e.g. *having collected*, *having treated*.
- We can use the perfect participles in a clause of time to talk about an action that comes before another connected one.

### Example:

*Having collected all necessary information, he started writing his report.*

- We can also use the perfect participle clause to talk about the reason for the action in the main clause.

### Example:

*Having treated the environment irresponsibly, we now have to suffer the effects of climate change.*

**Note:** We tend not to use participle clauses so much in speech since they can be rather formal.

## 2 Match the two parts to make complete sentences.

1. After we identified the causes of global warming,	a. now they have to suffer severe floods.
2. Since they have used up the fossil fuel resources in their country,	b. we decided to sell our car and get a bicycle instead.
3. Because local people have cut down the forests to make way for farming,	c. they have to find some types of alternative energy.
4. After we read the report on how the burning of petrol in cars contributes to climate change,	d. we were determined to reduce our carbon footprint.
5. Because farmers had been informed about the bad effects of chemical fertilisers,	e. we worked out some solutions to reduce its effects.
6. After we talked with the environmentalist,	f. they have to suffer its effects now.
7. Since people have ignored warnings about global warming for more than 20 years,	g. they started using them sparingly on their farms.
8. After we had learnt that humans are responsible for global warming,	h. we changed our attitude to nature.

1. e      2. \_\_\_\_\_      3. \_\_\_\_\_      4. \_\_\_\_\_  
5. \_\_\_\_\_      6. \_\_\_\_\_      7. \_\_\_\_\_      8. \_\_\_\_\_

## Rewrite the sentences, using perfect participles.

### Example:

1. e *Having identified the causes of global warming, we worked out some solutions to reduce its effects.*

2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_  
6. \_\_\_\_\_  
7. \_\_\_\_\_  
8. \_\_\_\_\_

## Perfect gerunds

### Combine the sentences, using perfect gerunds.

#### Example:

Someone had started a fire in the forest. Tom admitted that he had done it.

⇒ *Tom admitted (to) having started a fire in the forest.*

1. In the Tree Planting Competition, the students in Group 11G planted the most trees in the schoolyard. They were praised for that.  
\_\_\_\_\_
2. Someone had cut down the oldest tree in the park. The police suspected Mike of doing it.  
\_\_\_\_\_
3. He had dumped lots of rubbish onto the beach. He denied it.  
\_\_\_\_\_
4. You had saved the lives of hundreds of wild animals. Thank you for that.  
\_\_\_\_\_
5. They had hunted and killed many wild animals. Later they regretted what they had done.  
\_\_\_\_\_
6. The factory had dumped tons of toxic waste into the river. It was heavily fined for that.  
\_\_\_\_\_
7. Denis had taken an active part in the Green Summer activities. He was rewarded for that.  
\_\_\_\_\_



## DO YOU KNOW...?

- We can use the perfect gerund to emphasise that an action happened in the past, before the past action denoted by the main verb of the sentence. It can be used in the following structures:

(1) Verb + (object) + preposition + perfect gerund

Verbs: *apologise for, accuse ... of, admire ... for, blame ... for, congratulate ... on, criticise ... for, punish ... for, praise ... for, thank ... for, suspect ... of*

### Example:

*He apologised for having made us wait so long.*

(2) Verb + perfect gerund

Verbs: *deny, admit, forget, mention, remember, recall, regret*

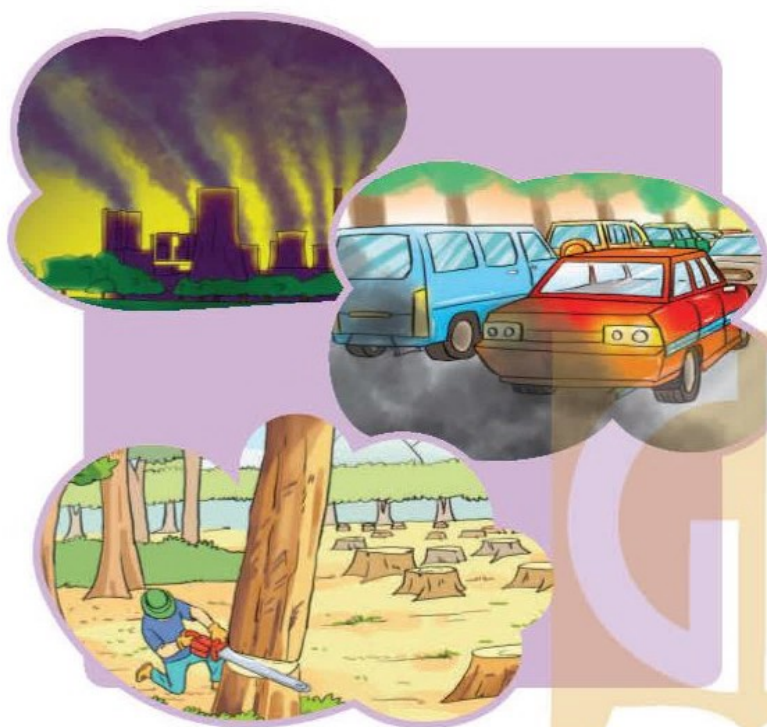
*Example: She denied having broken the flower vase.*

## SKILLS

### READING

#### Global warming is real

- 1** Work with a partner and guess what problems are described in the pictures. Then answer the question: What do you know about these problems?



electricity production. The second greatest source of CO<sub>2</sub> emissions is the burning of petrol for transport. In the USA, motor vehicles running on petrol are responsible for about 33% of CO<sub>2</sub> emissions. The situation is getting worse as the demand for cars is increasing rapidly in the modern world. Another reason for the temperature rise is the cutting down of forests for wood, paper or farming. Forests absorb and capture CO<sub>2</sub> from the atmosphere. This process has been disrupted by the current alarming rate of deforestation.

The worst effect of global warming is the rise in sea levels worldwide, which could make millions of people lose their homes. Global warming also results in severe weather-related natural disasters such as droughts and floods that can kill or injure large numbers of people. Global warming with increasingly high temperatures can reduce crop harvests globally, which may lead to famine. It is also predicted to have the worst impact on water supplies. Water shortages are likely to delay economic growth and damage ecosystems. Another scary effect of global warming is the disappearance of millions of species in the world. Widespread loss of species is a matter of great concern for humans since we cannot exist without species diversity on Earth.

It is important that people understand that human-caused global warming is happening and its effects on us are serious. Everybody has to take some action now to reduce the risks.

- 2** Read the text and select the statement that expresses its main idea.

- a. Global warming is the rise in the world's temperature.
- b. Global warming leads to the extinction of millions of species in the world.
- c. Global warming is mainly caused by humans and has negative impacts on people's lives.
- d. People have to work together to reduce the risks of global warming.

Global warming, the rise in temperature around the earth's atmosphere, is one of the biggest issues facing humans nowadays. The results of numerous studies show that global warming is real. It is mainly man-made and its effects on people and nature are catastrophic.

The biggest cause of global warming is carbon dioxide (CO<sub>2</sub>) emissions from coal burning power plants. When coal is burnt to make electricity, it releases a large amount of carbon dioxide into the atmosphere. In the USA, about 40% of CO<sub>2</sub> emissions come from

- 3** Match the words with their meanings.

1. catastrophic (adj)

2. famine (n)

3. absorb (v)

4. capture (v)

5. atmosphere (n)

6. ecosystem (n)

7. diversity (n)

- a all living creatures and plants in a certain area and the relationships between them
- b the mixture of gases surrounding the earth
- c the fact of having many different types of people, animals, plants or things
- d take in (gas, liquid, heat) from the space or surface around
- e catch and keep somebody / something in a place
- f when a lot of people do not have enough food and many die
- g disastrous

#### 4 Answer the following questions.

1. Who is mainly responsible for global warming?
2. What happens when coal is burnt to make electricity?
3. How does deforestation contribute to global warming?
4. What could happen to people when sea levels rise?
5. How can high temperatures affect crops?
6. Why is widespread loss of species a matter of great concern for humans?

#### 5 Work in groups. Discuss the questions.

1. Which of the effects of global warming do you think is the most serious?
2. What do you think we should do to reduce the risks caused by global warming?

## SPEAKING

### Going green

#### 1 Work in pairs. In your opinion, which of the activities in the table below can help to reduce global warming?

1. Reusing and recycling glass, plastic, paper and other products	
2. Reducing use of paper products	
3. Travelling by air around the world to study global warming	
4. Cutting down on energy use: use LED light bulbs and unplug unused electronic devices	
5. Using green methods of transport: ride a bicycle or just walk	
6. Planting trees or plants wherever they can grow	
7. Living in forests surrounded by a diverse population of species	

#### 2 The table below presents the reasons why the activities in 1 can help to reduce global warming. Match them with the activities.

	Reasons
a.	This helps to reduce the amount of emissions from the burning of petrol in vehicles.
b.	This helps to save trees and forests since these products are made from wood.
c.	These are more efficient, longer lasting and use much less electricity. Even when turned off, electronic devices still use energy.
d.	They absorb carbon dioxide and give off oxygen. A single tree can absorb about one ton of carbon dioxide in its lifetime.
e.	This helps to reduce waste and pollution, and conserve natural resources.

#### 3 Lan, Mai and Minh are talking about the activities presented in 1. Work in groups of three. Complete their conversation, using the phrases in the box and then practise it.

planting trees                      reusing and recycling  
 electronic devices                carbon dioxide  
 energy use

**Lan:** Minh, which of these activities do you think are the most effective in reducing global warming?

**Minh:** In my opinion, the most effective activity is cutting down on (1) \_\_\_\_\_. If you use LED light bulbs or turn off your (2) \_\_\_\_\_ when they are not in use, you can save a large amount of electricity.

**Lan:** Uh-huh. And these things are very easy to do. What about you, Mai?

**Mai:** I think (3) \_\_\_\_\_ is the most effective way to help to reduce global warming.

**Minh:** I'm not so sure about that. What makes you think so?

**Mai:** It's because trees absorb (4) \_\_\_\_\_ and give off oxygen. A single tree can absorb about one ton of carbon dioxide in its lifetime. Do you agree with me, Lan?

**Lan:** Well, I don't think these can reduce global warming significantly. I believe that (5) \_\_\_\_\_ are more effective, because they can reduce waste and pollution, and conserve natural resources.

#### 4 What do you think about these solutions to global warming? Work in groups of 3. Use the ideas in 1 & 2 to have a similar conversation.



## LISTENING

### Save the planet, save your life

1 a. Match the words with the pictures.



a. famine

b. forest fire

c. drought

d. flood

e. water shortage

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

b. What is the common cause of all the disasters depicted in the pictures above?

2 Prof. Linn is talking to a class of grade 11 students about global warming. Listen to the talk and choose the best answers.

- Which of the following is NOT mentioned in the talk?
  - What global warming is.
  - What causes global warming.
  - The effects of global warming.
  - How to reduce global warming.
- What is the main purpose of Prof. Linn's talk?
  - To make the students understand global warming.
  - To make the students understand that it is their duty to reduce global warming.
  - To make the students understand what greenhouse gases are.
  - To make the students understand that global warming leads to catastrophic weather patterns.
- How many sources of greenhouse gas emissions does Prof. Linn mention?
  - one
  - two
  - three
  - four
- How many people may have to suffer from the effects of global warming?
  - A million people.
  - Hundreds of people.
  - Hundreds of millions of people.
  - 20–30% of the world's population.
- According to the talk, what is the first step to take to help to reduce global warming?
  - To have a lot of information about the topic.
  - To change your lifestyle.
  - To inform others about the topic.
  - To inspire others to change.

3 Listen to the talk again and answer the questions.

- According to Prof. Linn, what are the greenhouse gases?
- What leads to the increase in temperature?
- What catastrophic weather patterns are mentioned in the talk?
- What can the catastrophic weather patterns lead to?
- Why is it necessary to be well-informed about the topic?

4 Work in groups. Discuss if the weather patterns in Viet Nam have changed over the last ten years. Provide some examples. Then report the results to the class.

## WRITING

### Global warming: causes and effects

**1** Which are the causes and which are the effects of global warming? Complete the diagram with the ideas below.

1. Heat-related illnesses and death, and spread of infectious diseases
2. Carbon dioxide emissions from the burning of fossil fuels in power plants and motor vehicles
3. The melting of polar ice caps and rising of sea levels
4. Deforestation for farmland, wood and paper
5. People losing homes
6. Extreme weather patterns such as severe storms, heat waves, floods and droughts
7. The increasing use of chemical fertilisers on croplands
8. Widespread extinction of species
9. Water and food shortages

**2** Work in pairs. Discuss and complete the outline, using the ideas from **1**. Brainstorm some possible solutions.

1. Introduction

2. What global warming is and what causes it

3. Effects of global warming

4. Some possible solutions

5. Conclusion

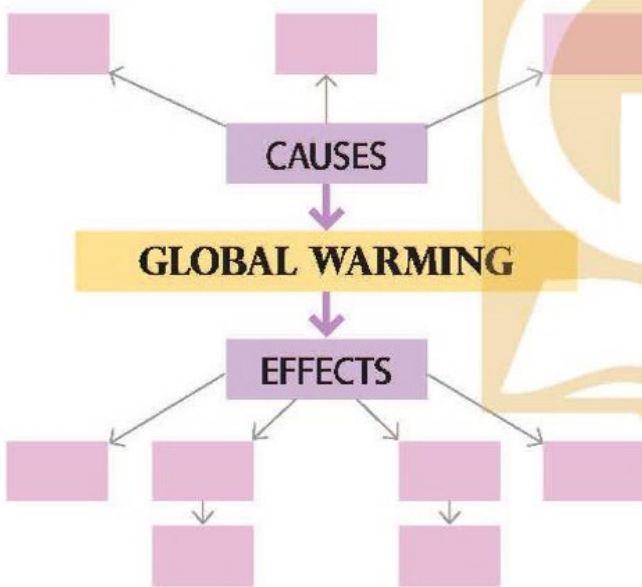
**3** Now write your essay (between 160-180 words), using the helpful expressions in the box, the outline and your notes in **2**.

#### Helpful expressions

lead to      contribute to      result in      cause  
have serious consequences / impact on      make

#### Example:

*The deforestation for farmland, wood and paper contributes to higher temperatures which lead to the melting of polar ice caps and rising of sea levels.*



# COMMUNICATION AND CULTURE

## Communication

**Green Teens Club is a youth organisation whose purpose is to protect the environment. You are members of the club. Work in groups. Discuss and select ONE main cause of global warming, and prepare a talk to present in the club meeting. Your talk should include the following parts:**

### A. INTRODUCTION

1. Getting attention: *Hello / Good morning / Good afternoon / Can we start? / Shall we start?*
2. Introducing the topic and the purpose of your talk: *The subject of my presentation / The topic of my talk is ... I'm going to talk about ...*
3. Giving a preview of the talk: *There are ... main parts in my presentation: In the first part, I'll talk about ..., the second part will focus on ..., and then in the third part, I'll ...*

### B. BODY

1. Describing one of the main causes
2. Explaining its effects
3. Giving some possible solutions (things that we should do)

### C. CONCLUSION

1. Restating your message: *To sum up, .... In short, ... In a nutshell, ... The important thing to remember is ...*
2. Thanking the audience for their attention



## Culture

### Young Voices for the Planet

**1** Read the paragraphs about how youths can contribute to reducing the risks of global warming and answer the questions.

Young Voices for the Planet is a series of short films that tell real stories about the different ways young people have contributed to reducing the carbon footprint of their homes, schools, communities, and countries. They planted trees, raised money for wildlife protection, raised awareness of environmental dangers, etc. Here are three stories showing that anyone, even young kids, can make significant contributions to slow down climate change.

Having learnt about how trees can help to reduce the amount of carbon dioxide in the atmosphere, 11-year-old Felix Finkbeiner started his project 'Plant for the Planet'. Soon, this project helped to plant 2.5 billion trees in Germany and 12 billion trees worldwide. 'If the adults won't do something, we have to do it, because we'll be around for another 80 years and our grandchildren even longer,' says Felix Finkbeiner.

Olivia Bouler, from New York, was also 11 years old when she heard about the 2010 BP oil spill in the Gulf of Mexico and decided to do something to help. She raised money for the clean-up by creating and selling paintings of birds. She raised more than \$200,000 for the National Audubon Society, a group that protects birds and other wildlife. 'Use your strengths,' says Olivia. 'I'm just an average kid who wanted to help'.

A group of students at Santa Monica High School, in California, got together to raise awareness about the dangers of plastic bags on ocean animals and the environment. One student stood covered in plastic bags in front of city lawmakers and asked them to ban plastic bags. It was a success. Santa Monica was one of the first American cities to ban plastic bags.

1. What is Young Voices for the Planet?
2. Why did Felix Finkbeiner start his project 'Plant for the Planet'?
3. Why did Olivia Bouler create and sell paintings of birds?
4. How did the students at Santa Monica High School, in California, raise awareness about the dangers of plastic bags on ocean animals and the environment?



**2** Discuss with a partner. What do young Vietnamese people do to reduce the carbon footprint of their homes, schools, communities, and country? Do you know any stories about young Vietnamese people who have helped to reduce global warming?



## LOOKING BACK

### Pronunciation

**1** Listen and repeat the questions paying attention to the rising intonation.

1. Do you know that global warming is increasing?
2. Did you turn off the light before you left home?
3. Can we really reduce the carbon footprint of our homes?
4. Are you aware of the dangers of plastic bags on the environment?
5. Have you seen the 'Young Voices for the Planet' films?

**2** Listen and mark the rising intonation on the echo questions (↗). Then practise reading the exchanges.

1. A: 'Plant for the Planet' helped plant 12 billion trees worldwide.  
B: Twelve billion trees worldwide?
2. A: Even when turned off, electronic devices use energy.  
B: Yes, they can still use energy.
3. A: Cutting down on energy use is the best way to help reduce global warming.  
B: The best way to do what?
4. A: Global warming has catastrophic effects on humans.  
B: Global warming has what on humans?
5. A: A single tree can absorb about one ton of carbon dioxide during its lifetime.  
B: How long can a tree live?

### Vocabulary

Complete the sentences with the words in the box.

carbon footprint	emissions
deforestation	absorb
energy use	catastrophic
extinction	diversity

1. I believe that the only way for us to reduce global warming is to cut down on \_\_\_\_\_.
2. Many species are threatened with \_\_\_\_\_ due to deforestation and loss of habitat.
3. Motor vehicles running on petrol are responsible for a large amount of carbon dioxide \_\_\_\_\_.

4. There are many ways for us to reduce our \_\_\_\_\_ in order to save our environment.
5. More trees should be planted as they \_\_\_\_\_ carbon dioxide and give off oxygen.
6. The alarming rate of \_\_\_\_\_ results in damage to the quality of the land.
7. Rainforests have the highest species \_\_\_\_\_ on the earth.
8. Global warming has proved truly \_\_\_\_\_ for the environment.

### Grammar

**1** Rewrite the sentences, using perfect participles.

1. After the students had learnt about the benefits of recycling and reusing, they started collecting waste paper, bottles, and cans to recycle and reuse.  
\_\_\_\_\_
2. Since Mai had refused Nam's offer of a lift in his car, she had to walk home.  
\_\_\_\_\_
3. After Ha had read some documents about Green Earth, she decided to join the organisation.  
\_\_\_\_\_
4. Since the farmers used too much chemical fertiliser on their farm, they now have to drink polluted water.  
\_\_\_\_\_
5. After she replaced all the light bulbs in her house with LED lights, she saved a lot of money on her electricity bills.  
\_\_\_\_\_
6. Since we have become too dependent on the use of electricity, we have to find alternative sources of energy before fossil fuels run out.  
\_\_\_\_\_

**2 Combine the sentences, using perfect gerunds.**

1. Tonya had dumped a lot of rubbish on the beach. She was strongly criticised for that.

\_\_\_\_\_

\_\_\_\_\_

2. Sam had not worked hard enough in his previous job. He regretted it.

\_\_\_\_\_

\_\_\_\_\_

3. Tony had rescued the kids from the fire. People admired him for that.

\_\_\_\_\_

\_\_\_\_\_

4. I have seen him before. I remember that.

\_\_\_\_\_

\_\_\_\_\_

5. 'You've lied to us,' the villagers said. The politician denied it.

\_\_\_\_\_

\_\_\_\_\_

6. Thanh had forgotten to turn off the gas cooker before he left his house. He admitted that.

\_\_\_\_\_

\_\_\_\_\_

**PROJECT**

**1 Work in groups. Discuss which of the following activities your group can do to help to reduce the carbon footprint of your school and community.**

- Planting trees
- Starting a 3R campaign (3R = Reduce, Reuse, Recycle)
- Organising a community clean-up
- Raising money to protect wildlife
- Raising people's awareness about the dangers of global warming and how to reduce its effects
- Other activities

**2 Give your group's activity a campaign name and think about its purpose. Then make a detailed plan, using the table below.**

Tasks	Person in charge	Time / place	Possible difficulties	Effects on your school / community

**3 Present your group's detailed plan to the class.**

**NOW YOU CAN**

- ▶ Talk about solutions to global warming
- ▶ Identify and use rising intonation on yes-no questions and echo questions
- ▶ Use the perfect participle in sentences to talk about time and reasons, and the perfect gerund to refer to a past action
- ▶ Write about the causes and effects of global warming, and some possible solutions



## GETTING STARTED

Further  
education**This unit includes:****LANGUAGE****Vocabulary**

Words and phrases related to further education

**Pronunciation**

Intonation: wh-questions

**Grammar**

The present perfect and the present perfect continuous

**SKILLS**

- Reading for general ideas and specific information about higher education opportunities
- Expressing preferences for different further education pathways
- Listening for specific information about studying abroad
- Writing an email asking for information about higher education opportunities

**COMMUNICATION AND CULTURE**

- Higher education in Viet Nam
- Further education in Singapore



## 1 Listen and read.

**Phong:** Hey, you've been in front of your computer for so long! What are you looking for?

**Kevin:** Well, I've been searching for information about further education for several days and I've learnt a lot about it from different websites.

**Phong:** What is further education?

**Kevin:** It's basically education below degree level for people above school age. It can be academic or vocational.

**Maria:** Sounds interesting! How are they different?

**Kevin:** Academic courses help us develop analytical skills, critical thinking and knowledge for higher education at a university or college.

**Phong:** Will that lead to a bachelor's degree?

**Kevin:** Exactly. That's the undergraduate level. At the postgraduate level, you get a master's degree, or a doctoral degree. A doctoral degree, also called a doctorate or PhD, is the highest university degree.

**Maria:** I see. What about vocational courses?

**Kevin:** They provide us with practical skills, training and qualifications to succeed in a particular job.

**Maria:** OK. So, what are your plans for the future?

**Kevin:** I've been thinking about studying abroad lately. Besides improving my language skills, I can learn more about other cultures. It can be exciting.

**Phong:** And more expensive ...

**Kevin:** But we can apply for scholarships.

**Maria:** Well, I may need more time to decide on my major so I won't go straight to university after school.

**Kevin:** Good idea! Many students prefer to take a gap year between secondary school and college so they can do voluntary work or internships, and travel.

**Maria:** I couldn't agree more. I've travelled to quite a few countries since grade 9. Next year I plan to go to Thailand to work as a volunteer at a children's home. I hope the practical experience will make my CV look good.

**Phong:** Sounds great! I'd like to join you if I can. I've never been to Thailand before.

## 2 Work in pairs. Complete each sentence with no more than three words.

1. Further education institutions offer \_\_\_\_\_ courses to students.
2. Higher education can be divided into two levels: \_\_\_\_\_.
3. When finishing an undergraduate course successfully, students can get \_\_\_\_\_.
4. Students who need practical skills and want to prepare for a job or profession should take \_\_\_\_\_.
5. Students who want to receive an amount of money to help them pay for their education can \_\_\_\_\_.

## 3 Work in groups of three. Read the conversation again and answer the questions.

1. What can students do after leaving secondary school?
2. In what way do academic courses help students?
3. Why do some students prefer not to go to university immediately after leaving secondary school?
4. What are some advantages of taking a gap year?

## 4 Work in pairs. Discuss your plans after leaving secondary school.

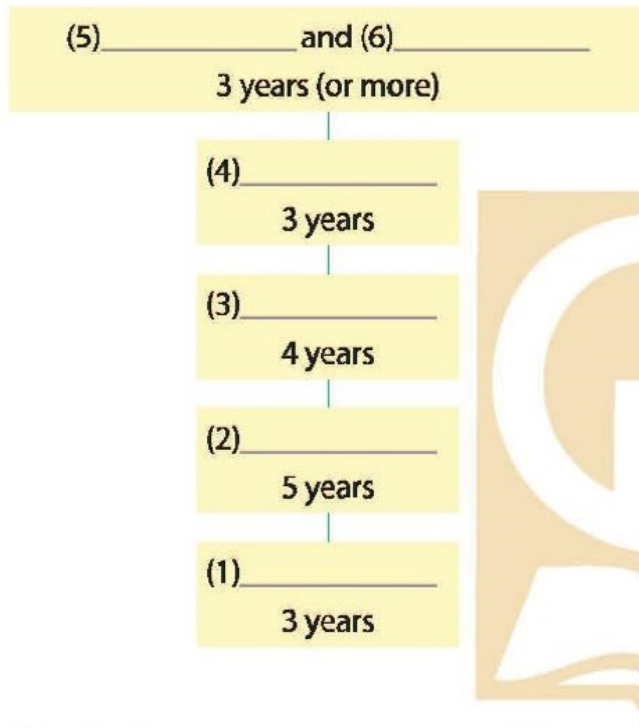
### Example:

*I'd like to work in a business environment, so I will choose business administration as my major. After graduating from secondary school, I will take some Business English courses and I will also work on my presentation skills.*

## Vocabulary

1 Complete the following simplified diagram of Viet Nam's education system with the appropriate words from the box.

Kindergarten	University
Lower secondary education	Primary education
Upper secondary education	College



2 Complete the following sentences with words from the conversation in GETTING STARTED.

- \_\_\_\_\_ courses should teach practical skills in addition to critical thinking.
- When a student enters a college or university, he / she has to choose a main subject of study, which is called \_\_\_\_\_.
- Specialised \_\_\_\_\_ courses such as design and cooking are very popular.
- Students with bachelor's degrees can pursue \_\_\_\_\_ education to get master's or doctoral degrees.
- Higher education students need to have \_\_\_\_\_ skills so that they can analyse a problem scientifically.

## Pronunciation

### Intonation on wh-questions

1 Listen and repeat the following questions from the conversation in GETTING STARTED. Pay attention to the intonation of yes-no and wh-questions.

- What are you looking for?
- What is further education?
- How are they different?
- Will that lead to a bachelor's degree?
- What are your plans for the future?



### DO YOU KNOW...?

Intonation helps speakers to express their intended meaning.

- Speakers use **rising intonation** at the end of yes-no questions to check whether the information is correct or not.

*Example:*

*Are you going to pursue further education? ↗*

- Speakers use **falling intonation** at the end of wh-questions to ask for information.

*Example:*

*What are your plans for further education? ↘*

2 Listen and repeat with the correct intonation. Then practise saying the sentences with a partner.

- How much does it cost to study in Singapore?
- What types of programmes does the university provide?
- Where can I apply for scholarships to study overseas?
- When should I send my application form?
- How can I apply for a scholarship?

## Grammar

1 Read the conversation in **GETTING STARTED** again. Find the time expressions used with the verb forms below.

### Verb forms

### Time expressions

1. have been searching \_\_\_\_\_
2. have been thinking \_\_\_\_\_
3. have travelled \_\_\_\_\_
4. have ... been \_\_\_\_\_

2 Put the verb in each sentence in the present perfect continuous.

1. Why don't you take a break? You \_\_\_\_\_ (surf) the Internet all day.
2. When you travel to Thailand, you can stay at my uncle's flat. He \_\_\_\_\_ (live) in Bangkok since he got married.
3. Nam's brother graduated from college last month and \_\_\_\_\_ (look) for a job.
4. Kevin's friends \_\_\_\_\_ (study) in Australia for a year. Their course will end in June.
5. Professor Richards, who is Dean of the Foreign Languages Faculty, \_\_\_\_\_ (teach) in this university for more than ten years.

3 Choose the correct form of the verbs in brackets to complete the sentences.

1. I (*have read / have been reading*) three books on vocational training to complete this project.
2. I (*have read / have been reading*) a report on further education since last Monday. I will finish it this Sunday.
3. (*Have you applied / Have you been applying*) for the scholarship to study in Singapore?
4. I (*have waited / have been waiting*) for the university's reply about entry requirements for a whole week. I hope to receive it soon.
5. Prof. Wilson (*has given / has been giving*) the same seminar to students for the last 12 years.
6. I (*have never understood / have never been understanding*) why so many young people want to study abroad.



## DO YOU KNOW...?

- We use the **present perfect continuous** with *have / has been + -ing* form of the verb for actions which started in the past and are still happening, or have only just finished.

### Examples:

- *I have been searching for information about further education for several days.*
- *The playground is wet. It has been raining.*
- The actions can be expressed by either the present perfect or the present perfect continuous with certain verbs: *hope, learn, lie, live, look, rain, sleep, sit, snow, stand, stay, study, teach, wait, work.*
- The difference between the two tenses is that the present perfect focuses on the result of the action or event. Meanwhile, the present perfect continuous focuses on the action or event which may or may not be finished.

### Examples:

- *I have learnt a lot about it from different websites.* (the action is completed)
- *I have been learning to drive.* (the action is not completed)
- *I have read this book.* (the action is completed)
- *I have been reading this book.* (the action is not completed)
- The present perfect continuous can also express an action which is not interrupted. If we mention the number of times an action has been repeated, we use the present perfect.

### Examples:

- *I have been writing emails all afternoon.*
- *I have written ten emails this afternoon.*



# SKILLS

## READING

### Preparation for higher education

**1** Look at the table of the British state-run education system. Can you make a similar table for the education system of Viet Nam?

Schools	Curriculum stage	School Year	Age	Examinations
Foundation school	Foundation stage	Nursery Reception	3–4 4–5	Common entrance
Primary school	Key stage 1	Year 1	5–6	Common entrance
		Year 2	6–7	
	Key stage 2	Year 3	7–8	Common entrance
		Year 4	8–9	
		Year 5	9–10	
		Year 6	10–11	
Secondary school	Key stage 3	Year 7	11–12	Common entrance
		Year 8	12–13	
		Year 9	13–14	
	Key stage 4 / GCSE	Year 10	14–15	GCSE
		Year 11	15–16	
Sixth form college	Sixth form / A-level	Year 12	16–17	AS-level Vocational
Vocational school / college	Further education	Year 13	17–18	A2-level / International Baccalaureate Vocational

**2** Quickly read the text. Choose the best heading for it.

- a. Comparing the A-level and IB Diploma Programme
- b. Preparing for higher education in the United Kingdom
- c. IELTS and further education in the United Kingdom

In the United Kingdom (UK), there are many opportunities for students who wish to continue their education after finishing secondary school. Not only British students, but also students from all over the world have been pursuing UK's higher education qualifications — bachelor's degrees, master's degrees and doctorates — as they are usually highly appreciated worldwide. In order to prepare for higher education at a university

or college, students need to consider academic qualifications such as the A-level or International Baccalaureate (IB) Diploma Programme.

The A-level — the General Certificate of Education (GCE) Advanced Level — is a worldwide secondary school leaving qualification. It requires students to select three or four subjects like mathematics, chemistry, biology, geography, history, etc., which will help them to prepare for higher education. They have to study them over a period of two years and sit for AS and A2 examinations respectively at the end of each year.

An alternative to the A-level is the IB Diploma Programme, which provides qualifications in six or seven subjects, among which mathematics, native language and theory of knowledge (TOK) are mandatory. TOK is a two-year subject which aims to broaden students' understanding of the interactions among different school subjects. This programme is now available in more than 200 state and independent schools and colleges in the UK.

Students whose first language is not English need to take an English language test like IELTS (International English Language Testing System) before applying to any higher education courses. As there are two versions of the IELTS — Academic and General Training — students should ask the institution they are applying to which version is required.

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

1. pursue (v)

2. appreciate (v)

3. respectively (adv)

4. mandatory (adj)

5. broaden (v)

a required by rules and regulations

b increase knowledge or experience

c recognise the good qualities of something

d follow something and try to achieve it

e in the order mentioned

**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. In the UK, there are many opportunities for students to pursue vocational education.			
2. Only British students are allowed to pursue higher education in the UK.			
3. Mathematics and chemistry are compulsory subjects for the A-level qualification.			
4. After finishing their A-levels, students have to take part in the IB Diploma Programme.			
5. Students whose mother tongue is not English have to take an English language test.			

**5 Work in pairs. Discuss how you can prepare for higher education in the UK.**



## SPEAKING

### Types of further education

**1 Match the phrases with the descriptions to make sentences.**

1. An undergraduate student	a. goes to a foreign country to study for a period as part of a programme between two institutions.
2. Distance learning or education	b. allows students to manage their study schedule as long as they gain enough credits as required.
3. An exchange student	c. follows a course of study that leads to a bachelor's degree.
4. A credit-based course	d. is a network of servers on the Internet, used to store, manage and process data.
5. The cloud	e. allows students to work on their own at home or at the office, and access materials and communicate with tutors and other students over a computer network.

**2 Choose the correct phrases (a-f) to complete the conversation.**

- a. I'd rather
- b. the best choice for us
- c. there are different choices for us
- d. one more thing to consider
- e. would you prefer
- f. prefer online and distance courses

**Kevin:** Hi, everyone. Our discussion topic today is further education. Minh, would you like to start?

**Minh:** Well, I think entering university after graduating from secondary school will be (1) \_\_\_\_\_. Higher education will provide us with more knowledge and critical thinking skills. Moreover, a bachelor's degree will help us to find a job more easily.

**Kevin:** How about you, Anna, which option (2) \_\_\_\_\_? Vocational or academic courses?

**Anna:** Well, (3) \_\_\_\_\_ take career-based courses. I think I need some skills for getting a job first. Then I can decide whether I want to pursue an undergraduate degree or not.

**Mai:** I totally agree with Anna. Now there are also part-time courses, which allow young people to pursue further education while working. We can study independently and pay our tuition fees.

**Anna:** That's right. I (4) \_\_\_\_\_. With the development of the Internet, we don't need to be campus-based students. We can work and study simultaneously.

**Mai:** Is that what we call 'cloud' learning?

**Anna:** Yes. It's a new term. Moreover, most of the courses are now credit-based, which brings more flexibility in the programme schedule.

**Minh:** (5) \_\_\_\_\_ is the availability of student exchange programmes. These are excellent opportunities for students to travel to earn credits, broaden their knowledge or experience new cultures.

**Kevin:** So, in summary, (6) \_\_\_\_\_ in further education — campus or cloud-based, full-time or part-time courses, and exchange programmes. We're so lucky!

## LISTENING

### International students in Viet Nam

**1** Look at the pictures of these students. Where do you think they are? What are they doing?



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

1. Why does Minh think that entering university after secondary school is the best choice?
2. Why does Anna prefer career-based courses?
3. What are the modes of attendance mentioned in the conversation?
4. What is one of the advantages of 'cloud' learning?
5. How can credit-based courses benefit students?

**4** Work in groups of four. Practise the conversation.

**5** Work in groups of four. Discuss your choices and preferences for further education. Use the expressions in the conversation.

**2** Listen to an international student studying in Viet Nam. He is talking about his experience of pursuing higher education abroad. Take notes about each point below.

David's study-abroad experience	
1. Academic level	_____
2. Courses he takes	_____
3. Staff	_____
4. Programme coordinator	_____
5. Housing	_____
6. Food	_____

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

	T	F	NG
1. David is a postgraduate student majoring in Vietnamese studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. His host family helped him overcome his culture shock.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. His host mum taught him how to cook Vietnamese food.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. He used his own motorbike to get around Ha Noi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. He will have a better understanding of cultural differences and similarities when he goes back home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4 Work in pairs. Discuss how you should prepare for studying abroad.**

**WRITING**

**Studying in the United Kingdom**

**1 Read Mai's email to her friend asking for information about higher education in the UK. Fill the gaps, using the phrases in the box.**

- I am eligible to
- I should send
- I have to take
- I want to consult you about
- I am writing to ask you for
- I am worried most

Dear Kevin,

(1) \_\_\_\_\_ some information and advice on higher education in your country.

I am going to finish secondary school this summer and I have been thinking about pursuing higher education in the UK. Here are the points that (2) \_\_\_\_\_.

First, what are the university entry requirements for international students in the UK? What (3) \_\_\_\_\_ is my academic qualifications and transcript. As a school leaver, I will be awarded a certificate of secondary school graduation and given a transcript of marks for all subjects. Will that be enough? Do (4) \_\_\_\_\_ any university entrance examinations?

In addition, what types of accommodation are available for international students? Some

institutions provide accommodation in halls of residence or university houses but how can I find out if (5) \_\_\_\_\_ apply for accommodation and when (6) \_\_\_\_\_ my application? What is the rent for each type of accommodation? Is it monthly or weekly paid?

I wish you and your family the best. I look forward to hearing from you soon.

Regards,

Mai

**2 Read the email in 1 again and complete the following outline.**

Salutation	(1) _____
Opening sentence	(2) _____
Body	
First question	(3) _____
Second question	(4) _____
Friendly ending	(5) _____
Complimentary close	(6) _____

**3 Choose two of the following points about studying abroad. Write an email of 160–180 words to a friend from another country asking for information and advice. Use the outline in 2.**

1. Work experience for career-based courses
2. Tuition fees at colleges and universities
3. Travelling in your host city and country
4. Experiencing culture shock when studying abroad
5. Working part-time
6. Opening a bank account
7. Surviving the cold and wet weather
8. Visas and other documents



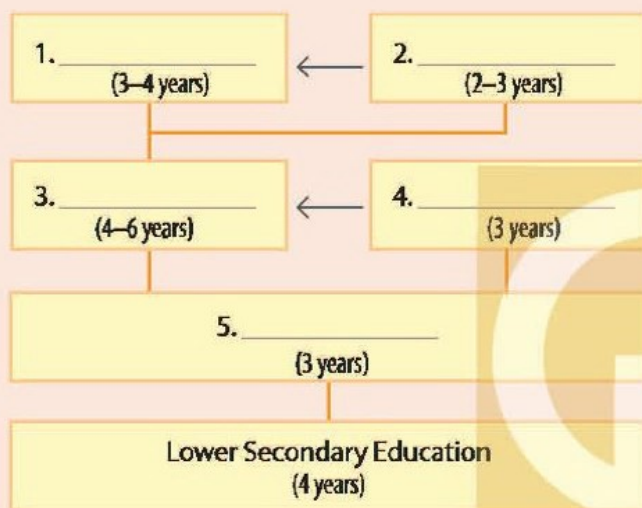
# COMMUNICATION AND CULTURE

## Communication

### Higher education in Viet Nam

1 Work in groups of three. Label the diagram of Viet Nam's education system after primary school, using the words in the box.

- a. Doctorate      d. Postgraduate Education  
 b. College        e. Upper Secondary Education  
 c. University



2 Listen to an overview on Viet Nam's higher education. Decide if the following statements are true (T) or false (F). Tick the correct boxes.

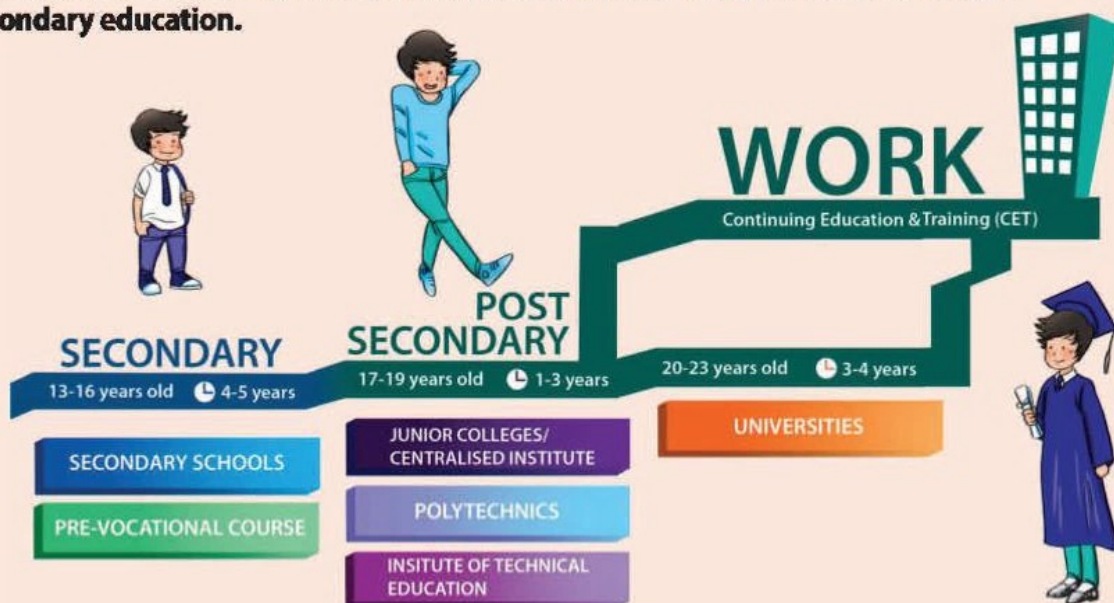
	T	F
1. Most Vietnamese families want their children to take vocational courses.	<input type="checkbox"/>	<input type="checkbox"/>
2. Viet Nam has only developed its vocational education system recently.	<input type="checkbox"/>	<input type="checkbox"/>
3. It often takes three years to graduate from a college.	<input type="checkbox"/>	<input type="checkbox"/>
4. Students often have to pass three examinations before they can enter university.	<input type="checkbox"/>	<input type="checkbox"/>
5. Students can only use their personal funds to pay for their studies abroad.	<input type="checkbox"/>	<input type="checkbox"/>

3 Discuss in groups. Give your opinion about higher education and suggest what should be done to help students to pursue academic or professional degrees.

## Culture

### Further education in Singapore

1 Look at the Singapore's education journey. Work with a partner. Briefly describe the stages following secondary education.



## 2 Read the text and answer the questions.

### Singapore's secondary and further education

One of the main aims of the Singapore's education system is to help students to discover their talents and develop a passion for learning.

During secondary education, which lasts four to five years, students have opportunities to take various courses, build their strengths and develop their talents in both academic and non-academic areas. For example, after passing standardised examinations, students can enrol on courses in specialised independent schools such as NUS High School of Mathematics and Science, Singapore Sports School, School of the Arts, or School of Science and Technology. They can further their study and interests at junior colleges and polytechnics through direct admission. These are flexible ways that allow students to continue their education journey at a post-secondary institution.

After leaving secondary school, students can pursue either pre-university education or technical education. A pre-university course provides students with essential skills and knowledge for higher education. They can realise their potential through a wide range of subjects from academic areas such as Humanities, Arts, Languages, Mathematics, and Science. Alternatively, technical education, through collaboration with companies and other organisations, can equip students with professional, technical skills and working experience. They can select engineering, technical, business or service skills areas to prepare themselves for their work environment.

If they want to pursue higher education, students can do that at one of the four publicly-funded local universities with degree programmes. All of them have global partnerships with leading universities and educational institutions overseas to ensure the best quality and future for the graduates.

1. Name one of the important targets of Singapore's education.
2. What is the requirement for enrolling on special courses in secondary education?
3. How can secondary education prepare students for further education?
4. What are the choices for secondary school leavers?
5. How many local institutions provide higher education in Singapore?



## LOOKING BACK

### Pronunciation

**1** Listen and repeat. Pay attention to the intonation.

1. Why did you decide to study abroad?
2. What is your major?
3. When are you going to apply for the scholarship?
4. How long will it take you to complete the exam preparation course?
5. Where are you going to work during your internship?

**2** Listen and mark the rising (↗) or falling (↘) intonation for each question.

1. What qualifications have you got?
2. Have you chosen a university to continue your education?
3. Where are you going during your gap year?
4. Have you been searching for postgraduate scholarships?
5. How can we apply for an internship?

### Vocabulary

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

1. Although Kevin did not have any \_\_\_\_\_ qualifications, he had a lot of practical experience. (academy)
2. Having two majors can \_\_\_\_\_ your employment potential. (broad)
3. Maria wants to take a gap year after her secondary school \_\_\_\_\_. (graduate)
4. Most universities are now offering courses to help students to improve their \_\_\_\_\_ skills. (analyse)
5. How long is your medical \_\_\_\_\_ in this hospital? (intern)
6. A bachelor's degree and a master's degree in the UK usually require three and one year of study, \_\_\_\_\_. (respective)



### Grammar

**1** Complete the sentences with the verbs in the box. Use the present perfect or the present perfect continuous.

travel    wait    attend    take    write

1. Since January, we \_\_\_\_\_ part in three discussions on higher education.
2. I'm sorry I'm so late! How long \_\_\_\_\_ you \_\_\_\_\_ for me?
3. How many academic courses \_\_\_\_\_ you \_\_\_\_\_?
4. I \_\_\_\_\_ my research paper since October and I am trying my best to finish and submit it to my professor next week.
5. Alice \_\_\_\_\_ in Viet Nam during her gap year and will return to the United States in December.

**2** Rewrite the sentences, using the present perfect or the present perfect continuous.

1. The graduate students started arriving at four o'clock. They are still arriving.  
\_\_\_\_\_
2. The graduate students started arriving at four o'clock. They are all in the lecture hall.  
\_\_\_\_\_
3. She started her research project last month. She's still doing it.  
\_\_\_\_\_
4. They visited this college in 2009, 2012 and 2014. (three times)  
\_\_\_\_\_
5. I started learning how to play the piano eight months ago. I'm still learning it.  
\_\_\_\_\_
6. I started discussing my research proposal with my professor at the beginning of my course. We're still discussing it.  
\_\_\_\_\_

## PROJECT

- 1 Your English class is going to hold a discussion on the topic 'Should we take a gap year after secondary school graduation?' Work in groups to prepare your presentation. Discuss reasons for taking a gap year and reasons for immediately entering college or university.
- 2 Present your group's opinions to the class.



### NOW YOU CAN

- ▶ Use words and phrases related to further education
- ▶ Recognise and use intonation on wh-questions
- ▶ Use the present perfect and the present perfect continuous
- ▶ Discuss preferences for the different pathways in further education
- ▶ Write an email asking for information about higher education opportunities

## GETTING STARTED

The Central Sector  
of the Imperial Citadel  
of Thang Long

## This unit includes:

## LANGUAGE

## Vocabulary

Words and phrases related to the World Heritage Sites in Viet Nam

## Pronunciation

Intonation: Choice questions

## Grammar

Participle and *to*-infinitive clauses

## SKILLS

- Reading for general ideas and specific information in an article about Ha Long Bay and its attractions
- Making suggestions about places to visit in the Complex of Hue Monuments
- Listening for specific information in a radio programme about Phong Nha - Ke Bang National Park
- Writing an essay about the reasons why Trang An Scenic Landscape Complex was recognised as a World Heritage Site

## COMMUNICATION AND CULTURE

- Discussion about where to go on a field trip
- Taj Mahal, a World Heritage Site in India



## 1 Listen and read.

**Nam:** Hi, Dan! Have you planned your city tour?

**Dan:** Not yet. What would you recommend?

**Nam:** Do you like to see the nightlife?

**Dan:** Not really. I just want to go sightseeing around the city.

**Nam:** How about visiting the Central Sector of the Imperial Citadel of Thang Long?

**Dan:** What's so special about it?

**Nam:** It's one of the eight UNESCO World Heritage Sites in Viet Nam.

**Dan:** How exciting! What exactly is it? Tell me more about it.

**Nam:** It's a cultural complex comprising royal palaces and monuments.

**Dan:** Is it still intact or in ruins?

**Nam:** Well, most of the citadel, first built during the Ly Dynasty in the 11<sup>th</sup> century and then expanded by subsequent dynasties, was demolished in the early 20<sup>th</sup> century.

**Dan:** What a pity! Which part of the citadel can we see now?

**Nam:** Well, the only structure to remain intact is the Flag Tower of Ha Noi built in 1812 during the Nguyen Dynasty. We can also see the stone dragons of Kinh Thien Palace and relics associated with many Vietnamese royal families, discovered during archaeological excavations.

**Dan:** Sounds great! When shall we go there?

**Nam:** Do you prefer a weekday or the weekend?

**Dan:** The weekend suits me better. Shall we go there this Sunday?

**Nam:** Sure. See you on Sunday morning then. I'll pick you up at 7.

**Dan:** Thank you, Nam. I'll wait for you.

**Nam:** You're welcome.

## 2 Read the conversation again. Are the following sentences true (T) or false (F)? Explain your choice.

- |                                                                                          | T                        | F                        |
|------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. Dan wants to see the city nightlife.                                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Nam suggests visiting the Central Sector of the Imperial Citadel of Thang Long.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The Central Sector of the Imperial Citadel of Thang Long remains intact.              | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Visitors can see the Flag Tower of Ha Noi and the stone dragons at Kinh Thien Palace. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Dan and Nam will visit the Thang Long Imperial Citadel at the weekend.                | <input type="checkbox"/> | <input type="checkbox"/> |

## 3 Match the words in the conversation with the appropriate definitions.

- |                   |   |                                                                                                                                                    |
|-------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. heritage (n)   | a | an object, a tradition, etc. from the past that still exists today                                                                                 |
| 2. complex (n)    | b | the traditions, art, buildings, and cultural achievements of a country that have existed for a long time and have great importance for the country |
| 3. intact (adj)   | c | the activity of digging in the ground to uncover buildings or objects from the past                                                                |
| 4. dynasty (n)    | d | a group of connected things, especially buildings, designed for a particular purpose                                                               |
| 5. relic (n)      | e | complete, not damaged                                                                                                                              |
| 6. excavation (n) | f | a series of rulers who are from the same family                                                                                                    |

## 4 Find the sentences in the conversation which have the same meaning as the following sentences.

- It is a cultural complex that comprises royal palaces and monuments.  
\_\_\_\_\_
- Most of the citadel which was built during the Ly Dynasty in the 11<sup>th</sup> century and then expanded by subsequent dynasties was demolished in the early 20<sup>th</sup> century.  
\_\_\_\_\_
- The only structure that is still intact is the Flag Tower of Ha Noi.  
\_\_\_\_\_

## 5 Work in pairs. Ask and answer the following questions.

- Have you ever visited the Central Sector of the Imperial Citadel of Thang Long?
- If yes, tell your partner about your visit. If no, would you like to visit it? Why / Why not?

## Vocabulary

**1** Fill the blanks with the right form of the words from the box.

dynasty	excavation	complex
relic	intact	heritage

- These historic buildings are an important part of Ha Noi's \_\_\_\_\_ and should be preserved.
- During the different \_\_\_\_\_, the Thang Long Imperial Citadel was expanded.
- The archaeological \_\_\_\_\_ that led to the discovery of the ancient city lasted several years.
- A lot of ancient houses in Hoi An remain \_\_\_\_\_ even after several hundred years.
- A lot of \_\_\_\_\_ from ancient times are on display at the national heritage museum.
- The old houses have been pulled down in order to build a modern residential \_\_\_\_\_.

**2** Use the correct form of the word in brackets to complete each sentence.

- At the Central Sector of the Imperial Citadel of Thang Long, visitors can see the \_\_\_\_\_ site at 18 Hoang Dieu Street and several famous monuments. (archaeology)
- Ha Long Bay was recognised as a World Natural Heritage Site for its \_\_\_\_\_ beauty and geological value in 1994 and 2000 respectively. (nature)
- In December 1993, UNESCO recognised the Complex of Hue Monuments as a World \_\_\_\_\_ Heritage Site – the first site in Viet Nam to be added to the World Heritage list. (culture)
- The tour of the cave and grotto system is the main \_\_\_\_\_ for tourists in Phong Nha - Ke Bang National Park. (attract)
- What is special about Hoi An Ancient Town is that it is in a good state of \_\_\_\_\_, (preserve)

## Pronunciation

### Choice questions

**1** Listen to these exchanges and pay attention to the intonation pattern of the questions.

- A:** Is My Son Sanctuary a natural or cultural world heritage site?  
**B:** It's a cultural heritage site.
- A:** Shall we go to the Citadel of the Ho Dynasty or do you want to see another site?  
**B:** Let's go to the Citadel.
- A:** Which world heritage site would you like to visit? Ha Long Bay, Phong Nha - Ke Bang National Park, or Trang An Scenic Landscape Complex?  
**B:** I'd like to visit Ha Long Bay.
- A:** When is the best time to visit the Complex of Hue Monuments? In April or in June?  
**B:** In April.
- A:** Do you want to visit the ancient town or the modern complex?  
**B:** I want to see the ancient town.



### DO YOU KNOW...?

- A choice question or an alternative question includes the conjunction *or* and gives a choice of two or more answers in the question. Each of the alternatives in the question is usually stressed.

#### Examples:

- *Would you like to visit Hue or Hoi An?*
- *When is the best time to visit Ha Long Bay? In spring, summer, autumn, or winter?*

- In choice questions, the pitch of your voice rises on each choice and then falls on the final one. These questions are answered either by one of the options, or neither, but not with *Yes* or *No*.

#### Example:

- A:** *Would you like to see a natural ↗ or cultural site ↘?*  
**B:** *I'd like to see a natural site.*

**2** Now listen to **1** again and practise saying these exchanges.

## Grammar

### Participle and *to*-infinitive clauses

#### 1 Underline the correct word or phrase in each sentence.

1. Have you visited the pagodas (*to lie / lying / lain*) on Tran Phu Street in Hoi An?
2. Irresponsible tourists damaged the archaeological site and some of the relics (*to date / dating / to be dated*) back to the last ruling dynasty.
3. The ancient houses (*to destroy / destroying / destroyed*) by the fire are now under reconstruction.
4. Most tourists like buying clothes, lanterns, and other handicrafts (*to make / making / made*) by local craftsmen in Hoi An.
5. The only thing (*to see / seeing / sees*) at the Citadel of the Ho Dynasty is the stone walls.
6. The Complex of Hue Monuments was the first site in Viet Nam (*to be recognised / be recognising / recognises*) as a World Heritage Site by UNESCO.



#### DO YOU KNOW...?

- A relative clause can be replaced by a participle or a *to*-infinitive clause.

##### Examples:

–Have you visited the pagodas **that are lying** on Tran Phu Street in Hoi An?

–The only thing **that we can see at the Citadel of the Ho Dynasty** is the stone walls.

- We can also use a past participle to replace a relative clause with a passive verb.

##### Example:

The ancient houses **which were destroyed by the fire** are now under reconstruction.

- Present participles can be used when the verb in the clause is in the continuous tense, or denotes a habitual action or a wish.

##### Examples:

–Tourists **waiting at the information desk** could not get tickets. (*who were waiting at the information desk*)

–Many students **attending this college** volunteer at the Heritage Museum. (*who attend this college*)

- *To*-infinitive clauses can be used after: *the first, the second, etc., the next, the last, the only* and sometimes after superlatives, e.g. *the most famous, the oldest*.

##### Example:

Bao Dai was the last king of the Nguyen Dynasty **to rule the country**.

#### 2 Rewrite the sentences replacing the relative clauses with participle or *to*-infinitive clauses.

##### Example:

We walked on the bridge which connects the two parts of the heritage site.

⇒ *We walked on the bridge connecting the two parts of the heritage site.*

1. Some of the relics that were found at the archaeological site of the Central Sector of the Imperial Citadel of Thang Long belong to the Ly Dynasty.  
⇒ \_\_\_\_\_
2. The Japanese Bridge that was built in the early 1600s became a main tourist attraction in Hoi An.  
⇒ \_\_\_\_\_
3. Tourists should avoid purchasing unusual relics that were illegally removed from protected heritage sites.  
⇒ \_\_\_\_\_
4. He was the last emperor who ruled both parts of the empire.  
⇒ \_\_\_\_\_
5. We visited an ancient house that overlooks the Thu Bon River in Hoi An.  
⇒ \_\_\_\_\_
6. Trang An Scenic Landscape Complex is the 8<sup>th</sup> World Heritage Site in Viet Nam that has been recognised by UNESCO.  
⇒ \_\_\_\_\_



## SKILLS

### READING

#### Ha Long Bay

**1** You are going to read a text about Ha Long Bay. Tick the reasons why people visit Ha Long Bay. Add other possible reasons if you can.

- a. Ha Long Bay has beautiful scenery.
- b. The climate is perfect for tourist activities throughout the year.
- c. The local people are hospitable and helpful.
- d. It offers delicious seafood.
- e. There are various activities to suit tourists' different tastes.
- f. The accommodation and services are of reasonable price.
- g. \_\_\_\_\_
- h. \_\_\_\_\_

**2** Read the text quickly. What is it about?

- A. Geographical features of Ha Long Bay
- B. Job opportunities in Ha Long City
- C. How Ha Long Bay attracts tourists

Ha Long Bay, located in Quang Ninh Province, Viet Nam, was recognised as a World Heritage Site by

UNESCO in 1994. Over the years, Ha Long Bay has attracted numerous visitors who come to enjoy its breathtaking views and experience other activities.

Ha Long Bay is well-known for its beautiful scenery. With its thousands of rocks and caves emerging out of the water, Ha Long Bay has won international recognition. As visitors explore this magnificent place, there are always new surprises for them.

Cruise tours are very popular in Ha Long Bay. There are different cruise itineraries so tourists can visit many different caves, and experience the local culture and life on the water. Thus, a tour may last from several hours to a day, or even a night on board, which gives the visitors a truly superb experience.

Ha Long Bay cuisine presents another attraction for tourists. It is famous for its fresh seafood, such as crabs, prawns, and sea clams. A trip to Ha Long Bay is not complete without tasting the authentic local food served in many restaurants in the area.

Tourists can also do and see a lot in Ha Long Bay at a reasonable price. They can save money thanks to the availability of low-cost hotels and cruise tours. For those with more abundant travel budgets, there are also many options. They can enjoy the comfort and elegance of five-star hotels and luxury cruise ships.

The experiences of each visitor to Ha Long Bay vary. Some may remember waking up to a beautiful sunrise among the rocks, islets, and caves. Others may never forget their cave dinner or the breathtaking view from a mountain top overlooking the bay. However, they will all be left with the unforgettable memories of their Ha Long Bay tour.



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

1. very small islands	_____
2. very exciting or impressive	_____
3. a style or method of cooking, especially that of a particular country or region	_____
4. extremely beautiful or impressive	_____
5. having more than enough	_____

**4 Read the text carefully. Answer the following questions.**

1. When was Ha Long Bay recognised as a World Heritage Site?
2. What can visitors do on a Ha Long Bay cruise tour?
3. What type of food is Ha Long Bay famous for?
4. Is it possible for people to visit Ha Long Bay on a low budget? Why / Why not?
5. What is available for people on a high budget?
6. What are some of the unforgettable experiences mentioned?

**5 Discuss with a partner.**

Would you like to spend your holiday in Ha Long Bay? Why / Why not?

## SPEAKING

### Let's visit Hue

**1 Read the information about some attractions in Hue. Work in pairs. Choose one place in Hue you would like to visit. Tell your partner about it.**

#### Hue Imperial Citadel

- the main place to see in Hue
- a knowledgeable guide available to help you to learn about the citadel, its history and traditions



#### Royal Tombs

*Visit the royal tombs to find out about the lives of the royal families*

##### Tomb of Tu Duc

- built 13 years before the emperor's death
- set in the poetic scenery of a pine forest and a magnificent lake
- a strong impression on many tourists



##### Tomb of Minh Mang

- one of the most interesting royal tombs to visit in Hue
- situated on Cam Ke Hill, about 12 km from the city centre, on the west bank of the Huong River (the Perfume River)



##### Tomb of Khai Dinh

- a mix of eastern and western architecture
- beautiful mosaic patterns inside
- amazing decorations on the walls



### Thien Mu Pagoda

- a pretty and well-preserved pagoda
- probably Hue's most recognisable landmark
- a bell tower and a seven-tiered monument in front of the pagoda



### Quoc Hoc High School

- one of the oldest high schools in Viet Nam with its beautiful ancient buildings
- one of the most prestigious high schools in the country
- the high school where President Ho Chi Minh and many scholars studied
- the feeling of old-time Viet Nam when walking around the school



#### Example:

*I'd like to suggest visiting Quoc Hoc High School. It is one of the oldest high schools in Viet Nam and is famous for its beautiful ancient buildings. It is also a very prestigious high school and President Ho Chi Minh and many scholars studied there. Walking around the school can give you the feeling of old-time Viet Nam.*

- 2 Work in groups. Imagine that you have one day to explore Hue. Which attractions would you visit? Discuss and decide on two places you all want to see. Use the phrases below.**



### Useful language for making suggestions

- I suggest + *V-ing*
- I'd like to suggest + *V-ing*
- Why don't we + *V* (infinitive without *to*)?
- Let's + *V* (infinitive without *to*)
- What about + *V-ing*?
- How about + *V-ing*?
- ... would be useful as it's / because it's / since it's ...
- What do you think about + *V-ing*?
- Wouldn't it be better to + *V* (infinitive)?

#### Example:

*Student A: Well, there are a lot of things to see in Hue, but we'll only have a day there. Which attractions do you think we should visit?*

*Student B: Why don't we visit the royal tombs? It would be useful because we can get more information for our History assignment.*

*Student C: Well, I'm not really interested in the royal tombs, and I've already finished my History assignment. Why don't we see the Imperial Citadel first? Then we'll have more time for the second attraction.*

*Student A: That's a good idea! Then we'll still have a couple of hours left. What do you think about visiting Quoc Hoc High School?*

*Student B: Sounds interesting! I really want to see one of the most beautiful school buildings in Viet Nam. I also agree with your first suggestion. Let's see the Citadel first.*

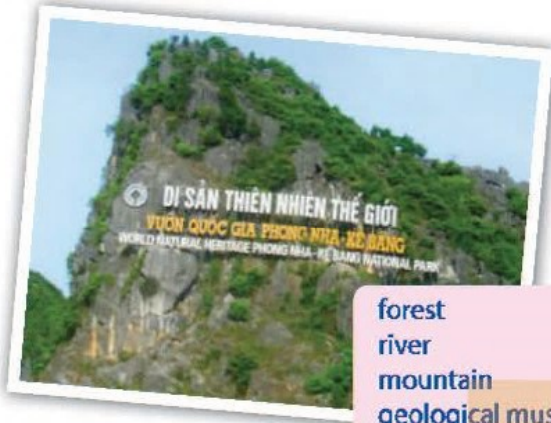
*Student C: Great! Hope we can have a nice time in Hue.*

- 3 Work in groups. Choose a cultural or natural site you think your class would like to explore. What can you see and do there? Present your group's ideas to the class.**

## LISTENING

### Phong Nha - Ke Bang National Park

- 1** You are going to listen to a radio programme about Phong Nha - Ke Bang National Park, one of the world heritage sites in Viet Nam. What do you know about this place? Use the words and phrases in the box to describe it.



forest  
river  
mountain  
geological museum

- 2** Match the words with the correct pictures.



1. cave

2. stream

3. limestone

4. mountain climbing

5. underground river

6. grotto



- 3** Listen to a nature radio programme and choose the correct answer.

Why was Phong Nha - Ke Bang recognised as a World Heritage Site?

- A. It has existed over tens of millions of years.
- B. It has distinctive flora and fauna.
- C. It is a significant geological site.

- 4** Listen again and complete the sentences with no more than three words.

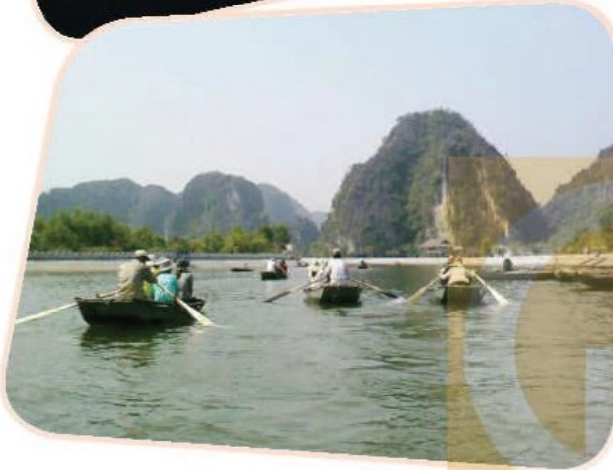
1. Phong Nha - Ke Bang National Park is about \_\_\_\_\_ of Ha Noi.
2. Phong Nha - Ke Bang can be compared to a huge \_\_\_\_\_ because of its complex geological structure.
3. A lot of valuable information about the Earth's geological development can be obtained from its \_\_\_\_\_.
4. In spite of the region's high average rainfall, few \_\_\_\_\_ can be seen here.
5. With a height of 200 m, a width of 200 m and a length of at least 8.5 km, Son Doong Cave is considered to be the largest one \_\_\_\_\_.
6. In addition to exploring the caves and grottos, and seeing its flora and fauna, visitors can also enjoy \_\_\_\_\_ in the steep mountains.

- 5** Work in groups. Discuss the following questions.

1. What will you do in Phong Nha - Ke Bang National Park if you have a chance to visit it?
2. Tell the class about your group's plan.

## WRITING

### Trang An Scenic Landscape Complex



**2** Complete an outline of an essay explaining the reasons why Trang An Scenic Landscape Complex was recognised as a World Heritage Site.

- Trang An - Tam Coc - Bich Dong natural scenic landscape and ecological site
- A magnificent landscape of limestone mountain tops surrounded by valleys and steep rocks
- Home to many temples, pagodas, and places of worship
- Archaeological discoveries of human activity dating back almost 30,000 years
- Home to more than 800 species of flora and fauna

Trang An Scenic Landscape Complex, recognised as a World Heritage Site, is famous for its cultural value, natural beauty, geological value, and preservation of heritage.

- Cultural value

- Natural beauty

- Geological value

- Preservation of heritage

Having met UNESCO criteria for outstanding universal value to humanity, Trang An Scenic Landscape Complex was added to the World Heritage Site List in 2014 as a mixed natural and cultural property.

**3** Use the information and the completed outline in **2** to write your essay about Trang An Scenic Landscape Complex.

**1** Ask and answer the questions below.

- What do you know about Trang An Scenic Landscape Complex?
- Have you been there? If so, what did you see there? If not, what do you think visitors can see there?

# COMMUNICATION AND CULTURE



## Communication

### A field trip to a heritage site

#### 1 Work in groups. Your group needs to decide on a heritage site to visit on your next field trip.

You may choose one from the five World Heritage Sites in Viet Nam included in this unit or from the other three sites: Hoi An Ancient Town, My Son Sanctuary, or Citadel of the Ho Dynasty.



#### Hoi An Ancient Town

- a well-preserved example of a Southeast Asian trading port dating from the 15<sup>th</sup> to the 19<sup>th</sup> century
- tourist attractions: temples, pagodas, ancient homes, relics of the Sa Huynh and Cham cultures, Hoi An River, Cua Dai Beach, and Cham Island

#### My Son Sanctuary

- a large complex of religious relics comprising more than 70 architectural works such as towers, temples, and tombs

#### Citadel of the Ho Dynasty

- the only stone citadel in Southeast Asia
- major stone sections remain intact thanks to the unique construction techniques
- located in a landscape of great scenic beauty

#### Example:

**Student A:** So where should we go on our next heritage site field trip?

**Student B:** I'd like to suggest visiting Trang An Scenic Landscape Complex. It includes both natural and cultural sites.

**Student C:** I'm more interested in nature, and it'd be fun to explore the grottos and caves in Phong Nha - Ke Bang National Park. Why don't we go there?

**Student A:** Sounds like an interesting idea. But we have limited time. We can't go there and return in one day. Trang An Scenic Landscape Complex would be a better option this time because it's only 80 km from here. We can set off early in the morning and come back late in the afternoon.

**Student C:** Oh, I haven't thought about that, but your suggestion sounds great to me. We may visit Phong Nha - Ke Bang National Park another time.

#### 2 Present your group's decision on the heritage site to visit to the class. Try to convince your classmates that this would be the best place to see.

## Culture

### Taj Mahal, a World Heritage Site

#### 1 Look at the photo of Taj Mahal, a World Heritage Site. Answer the questions.

1. Where do you think it is?
2. What do you think you can see there?

#### 2 Read the text. Match the highlighted words in the text with the definitions below.

1. a round roof that has a circular base
2. an excellent work of art
3. an impressive building housing a tomb or group of tombs
4. a place for Muslims to worship

Taj Mahal is a giant **mausoleum** of white marble in Agra, India. It was built by order of the Mughal emperor Shah Jahan in memory of his favourite wife, Mumtaz Mahal, who died when giving birth to her 14<sup>th</sup> child in 1631. Legend has it that Shah Jahan made a promise to build her the most beautiful tomb ever known. The construction started in 1632 and was completed in 1648. Other parts of this complex such as the **mosque**, the guest house and the main gateway were added later and completed in 1653. The most magnificent feature of Taj Mahal to notice is the central **dome** on top of the tomb. The dome with its top decorated with a lotus design is 35 metres tall.

As acknowledged by UNESCO, Taj Mahal represents the greatest architectural and artistic achievement of Muslim art. It is considered to be a **masterpiece** of architectural style in design and construction technique. The balance and harmonious blending of various elements contributes to its unique beauty. Recognised as a World Heritage Site in 1983, the Taj Mahal complex, including the tomb, mosque, guest house, and main gate had preserved the original qualities of the buildings.

#### 3 Answer the questions.

1. Why was Taj Mahal built?
2. How long did it take to complete the construction of the Taj Mahal complex?
3. Why is Taj Mahal considered to be an outstanding work of art?
4. If you had the opportunity to travel, would you visit Taj Mahal? Give reasons for your decision.

## LOOKING BACK

### Pronunciation

1 Listen to the following short exchanges. Mark ✓ (rising intonation) or ✗ (falling intonation) on the choice questions in these exchanges.

- A: Would you like to visit a natural or a cultural world heritage site?  
B: I'd like to see a cultural one.
- A: Which site is worth visiting in Hue? The Citadel or the Royal Tombs?  
B: I think both of them are worth visiting.
- A: Would you like to go to Phong Nha - Ke Bang National Park by car or by train?  
B: By train.
- A: Do you prefer mountain climbing or cave exploring?  
B: I prefer mountain climbing.
- A: Are the ancient houses in Hoi An in ruins or well-preserved?  
B: Most of them are well-preserved.

2 Listen again and check your answers. Then practise asking and answering the questions.

### Vocabulary

1 Underline the correct word in each sentence.

- This heritage site is famous for its beautiful (*scenes / scenery*).
- The tombs are part of our historical (*heritage / traditions*).
- Visiting the Tomb of Khai Dinh, tourists will notice a mix of eastern and western (*dynasties / architecture*).
- The ruling (*scholar / dynasty*) was responsible for reuniting the kingdom.
- The best part of our trip to the national park was the tour to the many (*ancient / antiques*) ruins.

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

excavate	preserve	explore
archaeology	geology	

- Phong Nha - Ke Bang has a complex \_\_\_\_\_ structure with different varieties of stone.
- \_\_\_\_\_ the caves and grottos in Phong Nha - Ke Bang National Park is the most popular activity for visitors.
- Scientists working on the site found many ancient tools, tombs and pottery, and made some important \_\_\_\_\_ discoveries.

- Scholars believe that there are still relics buried under the tomb and awaiting \_\_\_\_\_.
- Lack of \_\_\_\_\_ of this heritage building has resulted in damage to its walls.

### Grammar

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

call	recognise	invite
offer	ring	live

- When I was snoozing under a tree in that pagoda, I was woken up by a bell \_\_\_\_\_ in my ears.
- Some of the guests \_\_\_\_\_ to the 2014 Hue Festival couldn't come as scheduled.
- Life has become much easier for people \_\_\_\_\_ near the world heritage sites because there are more and better paid jobs there.
- This company was the only one \_\_\_\_\_ me the chance to do some voluntary work as a tour guide at the archaeological site.
- A boy \_\_\_\_\_ Nam phoned while you were out to ask about the field trip.
- Trang An Scenic Landscape Complex is the first site in Viet Nam \_\_\_\_\_ as a mixed cultural and natural World Heritage Site.

2 Combine the two sentences into one, using either an **-ing** or **-ed** participle.

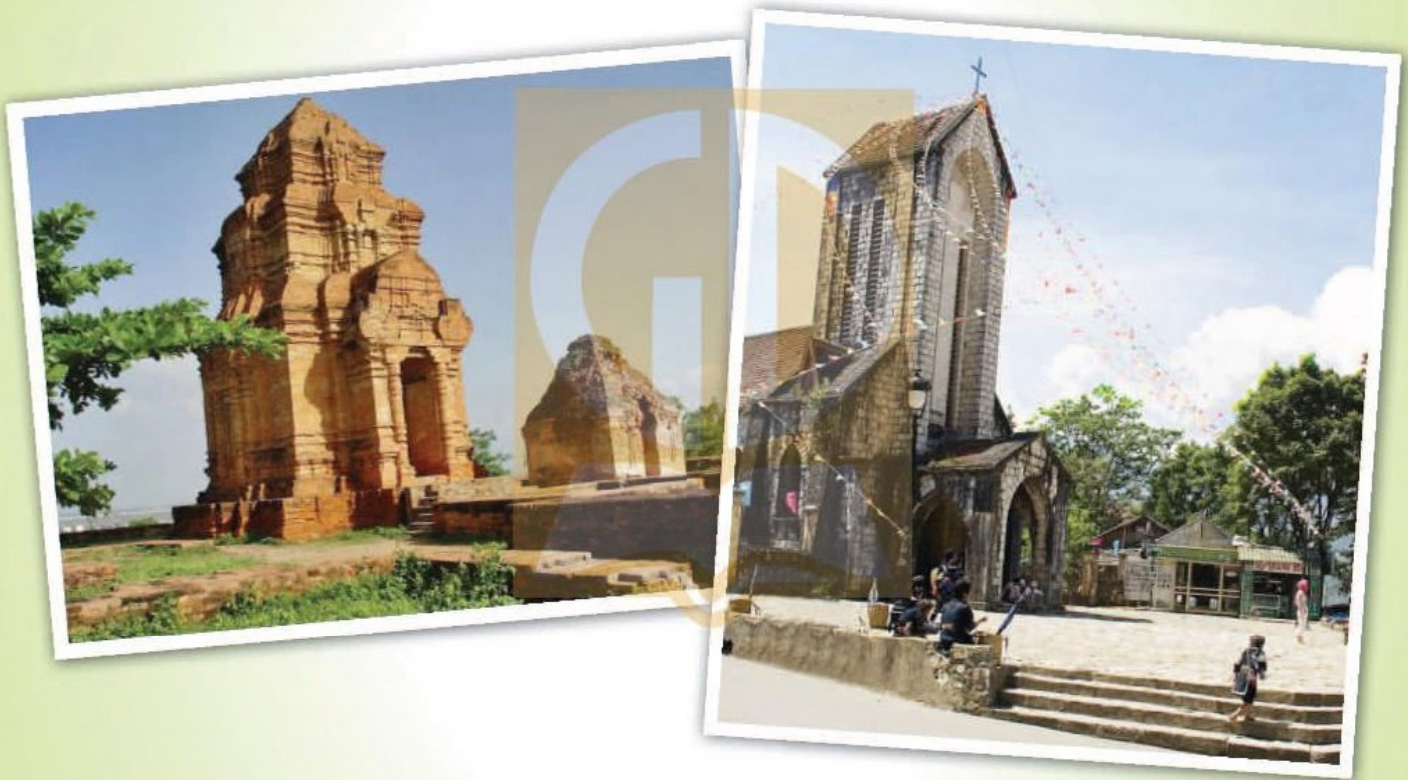
- A taxi was taking us to Hoi An Ancient Town. It broke down.  
⇒ The taxi \_\_\_\_\_ broke down.
- There's a path at the end of this street. The path leads to the Perfume River.  
⇒ At the end of the street there's a \_\_\_\_\_.
- The Citadel gate was damaged in the storm. It has now been repaired.  
⇒ The Citadel gate \_\_\_\_\_ has now been repaired.
- Some excavation relics were stolen from the museum. They haven't been found yet.  
⇒ The \_\_\_\_\_ haven't been found yet.
- Some foreign guests were invited to the opening of the heritage museum. Many of them were not able to come.  
⇒ Many of the foreign guests \_\_\_\_\_ were not able to come.

## PROJECT

**Work in groups. Choose a heritage site in Viet Nam and find information about it. Then discuss and make a proposal for its preservation and protection. Present your ideas to the class.**

Here are some guiding questions:

- What's the name of the heritage site?
- Where is it located?
- In what condition is it now? Is it well-preserved, damaged or in ruins?
- Who is responsible for its current condition?
- What do you think should be done to improve it?
- How can it be preserved for future generations?
- How can it be protected from damages, theft or irresponsible behaviour?



### NOW YOU CAN

- ▶ Use words and phrases related to the World Heritage Sites in Viet Nam
- ▶ Identify and use intonation on choice questions
- ▶ Use participles and *to*-infinitives to replace relative clauses
- ▶ Read for general ideas and specific information about World Heritage Sites
- ▶ Make suggestions about places to visit
- ▶ Listen for specific information in a radio programme about a World Heritage Site
- ▶ Write an essay about the reasons why a site in Viet Nam was recognised as a World Heritage Site



### LANGUAGE

#### Vocabulary

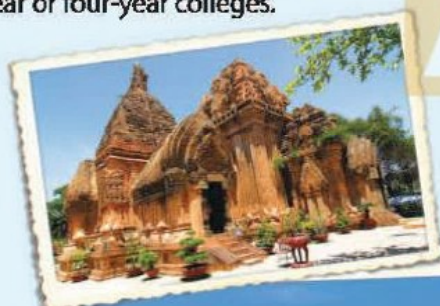
1 Use the correct form of the words in the box to complete the sentences.

academic    excavation    undergraduate  
intact    carbon footprint

1. When you use energy generated by fossil fuels, your \_\_\_\_\_ becomes bigger.
2. This historic site needs extensive \_\_\_\_\_ work.
3. Most of the ancient relics in the heritage museum are still \_\_\_\_\_.
4. It is difficult to get a good job without any \_\_\_\_\_ qualifications.
5. At the \_\_\_\_\_ level, you can join three-year or four-year colleges.

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

1. There are many \_\_\_\_\_ (far) education courses to prepare students for future work.
2. My younger sister is now in grade 6 at a \_\_\_\_\_ (low) secondary school.
3. You should know the symptoms of \_\_\_\_\_ (heat, relate) illnesses such as heat exhaustion, heat stroke and sunburn.
4. Would you like to visit Ha Long Bay or Trang An \_\_\_\_\_ (scene) Landscape Complex?
5. The Central Sector of the Imperial Citadel of Thang Long is a \_\_\_\_\_ (culture) heritage site.



#### Pronunciation

3 Listen and mark the intonation patterns of the questions. Then practise reading the sentences.

1. A: Would you like to go on a cultural tour or an architectural tour?  
B: I'd like to go on a cultural tour.
2. A: Would you like to visit My Son Sanctuary or Hoi An Ancient Town?  
B: I'd like to visit Hoi An Ancient Town.
3. How should I apply for a place at a US university?
4. Is there an application deadline for early decision?
5. A: Fossil fuels were formed from the remains of dead plants and animals.  
B: The remains of dead plants and animals?

## Grammar

### 4 Rewrite and / or combine the sentences. Begin each one as shown.

1. Since they have lived near a chemical plant for many years, some villagers have now developed cancer.

*Having* \_\_\_\_\_  
\_\_\_\_\_.

2. After Quang attended a conference on nature conservation, he became more involved in environmental activities.

*Having* \_\_\_\_\_  
\_\_\_\_\_.

3. Mai had dumped rubbish in the country park near her house. She regretted it.

*Mai regretted* \_\_\_\_\_  
\_\_\_\_\_.

4. The manager had allowed harmful gases to emit into the air from the factory. He denied it.

*The manager denied* \_\_\_\_\_  
\_\_\_\_\_.

5. Someone had used explosives to kill fish in the lake. They suspected Tom.

*They suspected* \_\_\_\_\_  
\_\_\_\_\_.

### 5 Complete the sentences with the verbs in the box. Use the present perfect or the present perfect continuous.

live    finish    take    learn    study

1. Is she still in the UK? How long did you say she \_\_\_\_\_ medicine there?

2. How many courses \_\_\_\_\_ you \_\_\_\_\_ so far in your graduate programme?

3. Like many of my classmates, I \_\_\_\_\_ English since primary school.

4. He \_\_\_\_\_ with his cousin for two months, but he's looking for a place close to his university.

5. My brother \_\_\_\_\_ his postgraduate studies and got a Ph.D. degree. He's now teaching at a university.

### 6 Finish the incomplete sentences, using either a participle or to-infinitive clause.

1. The London Tower Bridge, which measures 244 metres long, is a World Heritage Site.

⇒ The London Tower Bridge, \_\_\_\_\_, is a World Heritage Site.

2. Visitors come to admire the relics that were excavated from the ancient tombs.

⇒ Visitors come to admire the relics \_\_\_\_\_.

3. The capital city of Ecuador was the first city in the world that was declared a World Heritage Site by UNESCO.

⇒ The capital city of Ecuador was the first city \_\_\_\_\_.

4. The Citadel of the Ho Dynasty was added to UNESCO's World Heritage List in 2011. It is located in Thanh Hoa Province.

⇒ The Citadel of the Ho Dynasty, \_\_\_\_\_, was added to UNESCO's World Heritage List in 2011.

5. The Complex of Hue Monuments is a good example of a well-designed capital city. It lies along the Perfume River in Hue City.

⇒ The Complex of Hue Monuments, \_\_\_\_\_, is a good example of a well-designed capital city.



## SKILLS

### READING

#### The risk of sea-level rise

##### 1 Read the text about the risk of sea-level rise.

More than 20 coastal cities in Viet Nam are directly affected by rising sea levels. This can endanger water supply in all coastal cities and threaten the life of millions of people.

Viet Nam's Me Kong Delta, one of Asia's most fertile rice-growing regions and home to approximately 20 million people, faces the risk of fast sea-level rise. Sea-level rise could flood more than 80 percent of the Me Kong Delta, and rice production may drop by about 2.6 million tonnes per year.

In addition, natural ecosystems and economic activities such as fisheries and tourism may be disrupted. Storms and sea-level rise can cause erosion of river banks and beaches, which can lead to loss of land.

Sea-level rise is global. People should understand the risks of living in coastal areas and be prepared to deal with them.



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

1. Why are rising sea levels a direct threat to Viet Nam?
2. How is the Me Kong Delta described?
3. What may happen as a result of sea-level rise in the Me Kong Delta?
4. How can natural ecosystems and economic activities be affected?
5. What can storms and rising sea levels lead to?

### SPEAKING

#### A heritage tour

##### 3 Work with a partner. Choose a heritage site and talk about what you can do and see there. Use the information in Unit 8, if necessary.

UNESCO's World Heritage Sites	Things to see
1. Central Sector of the Imperial Citadel of Thang Long	<ul style="list-style-type: none"> <li>– stone dragons in Kinh Thien Palace</li> <li>– relics of Vietnamese royal families</li> </ul>
2. Phong Nha - Ke Bang National Park	<ul style="list-style-type: none"> <li>– underground rivers, beautiful caves</li> <li>– diverse flora and fauna</li> </ul>
3. Trang An Scenic Landscape Complex	<ul style="list-style-type: none"> <li>– beautiful caves and unique pagodas</li> <li>– relics from ancient civilizations</li> </ul>

##### Example:

**Student A:** Let's talk about our heritage tour. Which site do you think we should visit?

**Student B:** How about going to Trang An Scenic Landscape Complex?

**Student A:** What can we see there?

**Student B:** There are many beautiful caves and unique pagodas.

**Student A:** Well, ...

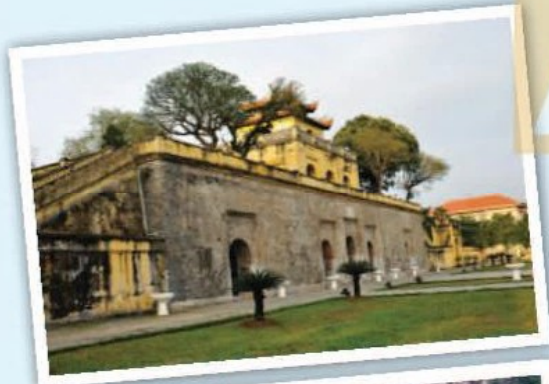


## LISTENING

### Trang An Scenic Landscape Complex

- 4 Listen to the recording about Trang An Scenic Landscape Complex. Decide whether the following statements are true (T) or false (F) according to the speaker.

- |                                                                                                                                    | T                        | F                        |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. Known as 'Ha Long Bay on Land', Trang An Scenic Landscape Complex is famous for its mountains, caves and archaeological relics. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Tourists may come to see Trang An's limestone mountains and lakes.                                                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Archaeological relics have proved that ancient people settled in this region about 10,000 – 20,000 years ago.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Hoa Lu Ancient Citadel used to be the capital of Viet Nam from 968 to 1019.                                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Trang An Scenic Landscape Complex deserves to be on the World Heritage List because of its distinctive values.                  | <input type="checkbox"/> | <input type="checkbox"/> |



## WRITING

- 5 Read and complete David's letter, using the words in the box.

your culture      extra-curricular activities  
higher education      scholarship      admitted to

Hi Viet,

You asked me about my future plans. Of course, I'd like to go to university, and I'm wondering if I can pursue (1) \_\_\_\_\_ in your country, Viet Nam.

I'm good at computer science, maths, English and French. Could I apply and be (2) \_\_\_\_\_ one of your universities without a good command of Vietnamese?

Can international students apply for a (3) \_\_\_\_\_ in Vietnamese universities? Would I qualify for on-campus or off-campus jobs?

I'm involved in many social and (4) \_\_\_\_\_ too. I'm very active and like organising different events for my class and school.

Which universities do you think I should apply to? I have always dreamed of studying in Viet Nam and learning more about (5) \_\_\_\_\_. Can my dream come true?

Look forward to hearing from you soon.

All the best,

David

- 6 Write a similar letter to the letter in 5.

# Unit 9

## CITIES OF THE FUTURE

### GETTING STARTED

#### City life in 2050

Our city  
in 2050?

#### This unit includes:

##### LANGUAGE

###### Vocabulary

Words and phrases related to city life in the future

###### Pronunciation

Intonation: Question tags

###### Grammar

- Question tags
- Conditional sentences type 0

##### SKILLS

- Reading for general ideas and specific information about life in a city in the future
- Explaining facts and giving predictions
- Listening for specific information about future cities
- Writing an email to a friend about city life in the future

##### COMMUNICATION AND CULTURE

- Ideal cities of the future
- A smart city in South Korea



**1** Phong, Chi and Ha are discussing their class assignment. Listen and read.

**Phong:** OK, shall we start discussing our assignment? It's a group presentation, isn't it?

**Chi:** Yes. Each group has to give a presentation about what life will be like in our city in the year 2050.

**Ha:** That's an interesting topic, but it's very broad. The first thing to decide is whether life will be better or worse.

**Phong:** I believe it'll be better because of modern technology.

**Chi:** Well ... this won't be the main reason. I think we'll have better lives because there'll be no pollution. So, our city will be sustainable and more liveable.

**Ha:** You mean it'll be environmentally friendly, won't it?

**Chi:** Exactly. What do you think, Phong?

**Phong:** I like your ideas, but we can't include them all in our presentation. We should focus on either modern technology or the environment. We'll have only ten minutes, won't we?

**Ha:** That's right. I suggest that we should choose the environment. We can talk about solar energy, which will be used for transport in the future.

**Chi:** Good ideas, Ha. If we use more solar energy, the air will become cleaner and our health will be better. People can develop health problems and become ill if they breathe polluted air.

**Phong:** OK, let's focus on the environment. We can also discuss other uses of solar energy – not just for transport.

**Chi:** Sorry ... I'm not familiar with those. Can you explain them?

**Phong:** Solar energy can also be used for day lighting, cooking, heating water, and helping plants grow. If we have solar panels on our roofs, we'll be able to generate our own electricity.

**Ha:** Great ideas. What do you think, Chi? Phong presented them so well, didn't he?

**Chi:** Yes, he did. I understand what he means. If people use renewable energy, their impact on the environment is less.

**Ha:** I think we've got a few points for our presentation now. We can start preparing the slides. Phong, you will do the talking, won't you?

**Phong:** No problem. Let me know if you need anything else.

**2** Answer the questions.

1. What is Phong, Ha and Chi's assignment about?
2. Do Phong and Chi think that life in 2050 will be better? Why / Why not?
3. Which idea do the three students choose to talk about?
4. What source of energy is mentioned? How can it be used?
5. Do you agree that life will be better and more enjoyable in 2050? Why or why not?

**3** Find the question tags in the conversation and write them in the space provided. Underline the verb forms.

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**4** Read the conversation again and complete the conditional sentences.

1. If we use more solar energy, \_\_\_\_\_.
2. \_\_\_\_\_ if they breathe polluted air.
3. If we have solar panels on our roofs, \_\_\_\_\_.
4. If people use renewable energy, \_\_\_\_\_.
5. \_\_\_\_\_ if you need anything else.

## Vocabulary



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

urban	renewable	sustainable
quality of life	infrastructure	liveable
overcrowded	inhabitant	

1.	_____	a person that lives in a particular place
2.	_____	the basic system necessary for a country or organisation to run smoothly
3.	_____	(of a natural resource or source of energy) that is never used up
4.	_____	relating to towns or cities
5.	_____	fit to live in
6.	_____	able to be used without harming the environment
7.	_____	(of a place) filled with too many people or things
8.	_____	the general well-being of individuals and societies

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

- The main goal of \_\_\_\_\_ planning is providing a healthier environment for people living in the city.
- The government needs to solve the pollution problems to make the city \_\_\_\_\_.
- The country's \_\_\_\_\_ is in poor condition and needs to be upgraded.

- Pollution and heavy traffic are common problems in \_\_\_\_\_ cities.
- The original \_\_\_\_\_ of this island lived a very simple life.
- The most common \_\_\_\_\_ sources of energy are the wind and sun.
- Many researchers claim that yoga practice and physical activities can improve people's \_\_\_\_\_.
- Farmers should use \_\_\_\_\_ methods to produce clean and healthy food.

## Pronunciation

### Intonation: Question tags

1 Listen and decide whether the question tags in B's responses have a rising or falling intonation. Mark ✓ (rising intonation) or ✗ (falling intonation) after the question tags.

- A: What a boring lecture!  
B: Yes. It was dull, wasn't it?
- A: Please turn down the volume. It's too loud.  
B: You don't like rock music, do you?
- A: I don't have any plans for tonight.  
B: Let's go to the cinema, shall we?
- A: I believe people will have a better life in the future.  
B: Yes, I agree. Life will be more enjoyable than it is today, won't it?
- A: Where can I put these flowers?  
B: Put them near the window, will you?

2 Listen and repeat the exchanges in 1.



### DO YOU KNOW...?

- We use falling intonation on question tags when we already know the answer. The tag is not a real question.  
*Example:*  
(On a nice day) *It's a beautiful day today, isn't it?* ✗
- We use rising intonation when we really want to know something and are not sure of the answer. The tag is a real question.  
*Example:*  
*I didn't watch the tennis match last night. Federer didn't lose, did he?* ✓

## Grammar

### Question tags

1 Match the question tags with the statements to make complete sentences.

- |                                                           |                 |
|-----------------------------------------------------------|-----------------|
| 1 You've seen that film,                                  | a. aren't they? |
| 2 I'm not disturbing you,                                 | b. will you?    |
| 3 People will travel in solar-powered cars in the future, | c. haven't you? |
| 4 You have never been to Europe,                          | d. have you?    |
| 5 The package has already arrived,                        | e. will there?  |
| 6 I think everyone's going to be there,                   | f. won't they?  |
| 7 Don't stay up late at night,                            | g. hasn't it?   |
| 8 There'll be no private transport in the future,         | h. am I?        |

2 Complete the sentences with the correct question tags.

- There's no milk in the fridge, \_\_\_\_\_?
- You can drive a car, \_\_\_\_\_?
- I believe nothing serious has happened, \_\_\_\_\_?
- Please give me a hand, \_\_\_\_\_?
- Let's review the lesson together, \_\_\_\_\_?
- I think these are your papers, \_\_\_\_\_?
- Somebody's just called my name, \_\_\_\_\_?
- Jane has got no problems at work, \_\_\_\_\_?



### DO YOU KNOW...?

- Question tags are short additions to statements. They are used to ask for agreement or to check whether something is true.
- General rules to follow:
  - positive statements + negative tags
  - negative statements + positive tags
- Negative verbs in the tags are usually contracted. The subject of the tag is always a pronoun.

### Special cases

Statements	Question tags
Let's	shall we
Imperatives - positive	will / would / could / won't you
- negative	will you
Including negative words: <i>no, never, little, hardly</i> , etc.	positive verb + subject
Including words like these as a subject: - <i>no one, nobody, anyone, someone, everyone, these, those, none, neither</i> , etc.	verb + subject <i>they</i>
- <i>nothing, something, everything, this, that</i>	verb + subject <i>it</i>

#### Examples:

- Let's clean up the room, **shall we?**
- Pass me the dictionary, **will / would / could / won't you?**
- It's no use persuading him, **is it?**

### Conditional sentences type 0

3 Match the *if*-clauses with the result clauses.

- |                                                   |                                                        |
|---------------------------------------------------|--------------------------------------------------------|
| 1 If you freeze water,                            | a you get 0.                                           |
| 2 If you need help,                               | b go home and take a rest.                             |
| 3 If you remove the battery from your cell phone, | c don't hesitate to ask.                               |
| 4 If you multiply 1 by 0,                         | d please pick me up on your way.                       |
| 5 If my father leaves work early on Saturday,     | e it turns to ice.                                     |
| 6 If you've finished your work,                   | f it turns off.                                        |
| 7 If you are going to school today,               | g the oil goes to the top and the water to the bottom. |
| 8 If you try to mix oil and water,                | h he usually goes to the gym.                          |

**4 Combine the sentences or rewrite them to make conditional sentences. Decide whether to use type 0 or 1.**

**Example:**

You get to the airport early. Wait for me in the lounge.

⇒ *If you get to the airport early, wait for me in the lounge. (type 0)*

1. The baby is crying. He may be hungry.
2. You travel on a budget flight, so you have to pay for your drinks and food.
3. Whenever the weather is fine, I walk to work instead of driving.
4. People start using more solar energy. There will be less pollution.
5. They usually play soccer when they have no homework.
6. You travel by train. It takes five hours to get to Nha Trang.
7. The government plans to reduce the use of fossil fuels. Our city will become a more liveable place.



**DO YOU KNOW...?**

- Conditional sentences type 0 are used to talk about a scientific fact or something that is generally true. They often express habitual or automatic results. 'If' can often be replaced by 'when'.

**Forms:**

If-clause	Main clause / Result clause
present tenses	present simple imperative form

**Examples:**

- If you **heat** ice, it **melts**.
- If **unemployment is rising**, people **tend** to stay in their current jobs.
- If someone **phones**, please **ask** them to leave their message, name and number.

**SKILLS**

**READING**

**Tomorrow's city**



- 1 Use a dictionary to find the meaning of the words in the box. Then complete the sentences with their correct forms.

detect (v)    promote (v)    warning (n)  
sensor (n)    insoluble (adj)    dweller (n)

1. The government has issued a(n) \_\_\_\_\_ that there might be another powerful earthquake.
2. Many devices have been invented to help doctors to \_\_\_\_\_ diseases early.
3. This lamp has a(n) \_\_\_\_\_ inside. You can adjust its brightness by touching the base.
4. The government has suggested different policies to \_\_\_\_\_ economic growth.
5. Air pollution is a(n) \_\_\_\_\_ problem in this city.
6. Many city \_\_\_\_\_, especially in developing countries, still live in poverty.

**2 Read the text about Superstar City and choose the best title for it.**

- a. Superstar City's Infrastructure Network
- b. Superstar City – A Safe Place to Live
- c. A Safe and Green City

Now is the year 2060. Barbara is an engineer working for Hi-tech Operation Centre of Superstar City. Her job is to detect and analyse any threats to public safety such as floods, earthquakes, and even pollution. Thanks to various sensors installed in every home and public place, Barbara's centre can predict probable disasters, identify their locations and send a rescue team to help the people in danger. If warnings and assistance are given in good time, people's lives are well protected.

Barbara's husband, Mark, is working for Eco Infrastructure Network, whose main function is to deal with urban environmental problems to make Superstar City greener, cleaner and more

sustainable. Mark and his colleagues are city planners. They design and carry out projects aiming to reduce fossil fuel consumption, find renewable fuels for public transport, and promote other clean air efforts. Thanks to these projects, city dwellers mainly use wind and sun energy for cooking, lighting and heating their homes. To ensure there is no shortage of fresh water, wastewater is treated and turned into drinking water. These projects have proved to be very effective in dealing with global climate change, which was considered an insoluble problem in the first thirty years of this century.

Like most Superstar City dwellers, Barbara and Mark are quite happy with their life and work. They have to work only four days a week, four hours a day. Everybody has more time for study, entertainment and relaxation. This safe, environmentally friendly city is like a paradise for its inhabitants who can enjoy the highest quality of life.

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

1. What do Barbara and Mark do?
2. How can Barbara's centre predict and locate disasters?
3. What is the main function of Eco Infrastructure Network?
4. Find one example of people's efforts to make the city cleaner and greener.
5. Why are Superstar City dwellers happy with their life and work?

### 4 Complete the following summary about Superstar City, using the words in the text.

It is the year 2060. Superstar City is a (1) \_\_\_\_\_ place to live in. Its Hi-tech Operation Centre is capable of (2) \_\_\_\_\_ and locating any (3) \_\_\_\_\_ to public safety. This is also a clean and green city where environmentally friendly (4) \_\_\_\_\_ sources are used. The city planners design and (5) \_\_\_\_\_ projects which aim to (6) \_\_\_\_\_ global climate change. Superstar City is a (7) \_\_\_\_\_ for city dwellers who can enjoy the highest quality of life.

### 5 Do you think that our cities will all be like Superstar City in the year 2060? Explain your reasons.

## SPEAKING

### Predictions

#### 1 Choose sentences (a-d) to complete the conversation between two Londoners.

- a. Anything else?
- b. This means there'll be no pollution, will there?
- c. London won't be a good place to live in, will it?
- d. How will they do that?

*Mary:* What are you reading, Jack?

*Jack:* I'm reading some predictions about London in 2050.

*Mary:* (1) \_\_\_\_\_

*Jack:* On the contrary, it will be. Although it's now a stressful and overcrowded city with lots of traffic jams and pollution, there are plans to improve the situation.

*Mary:* (2) \_\_\_\_\_

*Jack:* Well, they'll build smart underground transport networks. The city will no longer be full of cars!

*Mary:* Unbelievable. (3) \_\_\_\_\_

*Jack:* Many eco parks will be built, and they'll be watered by treated wastewater.

*Mary:* (4) \_\_\_\_\_

*Jack:* That's right. London will be cleaner and more sustainable.

*Mary:* Sounds great! I hope I can see their plans come true.

#### 2 Answer the questions.

1. What are London's current problems?
2. What are people's efforts to solve the problems?
3. Will London be a good place to live in 2050?

#### 3 Practise the conversation with a partner.

**4 Choose one of the cities below. Use the ideas provided or your own to make a similar conversation.**

**TOKYO in 2050**

- Current facts: good infrastructure; overcrowded trains; ageing population
- Future plans: promote advanced technology to make greener cars, faster trains, and more convenient facilities for old people; use robots to do housework
- Aim: to make Tokyo the most liveable city



**NEW YORK CITY in 2050**

- Current facts: crowded public transport; piles of smelly rubbish; ageing electricity network
- Future plans: promote self-driving electric taxis; use city's building roofs for gardens fertilised with compost; build plants to turn waste into energy; build offshore wind farms
- Aim: to make New York City an eco city



**5 Work with a partner. Make predictions about a future city in Viet Nam. Take notes.**

**LISTENING**

**A better or worse place to live in?**

**1 Discuss with a partner.**

- Which of the problems shown in the pictures currently exist in big cities in Viet Nam?
- Do you think they will be solved in the next twenty years?



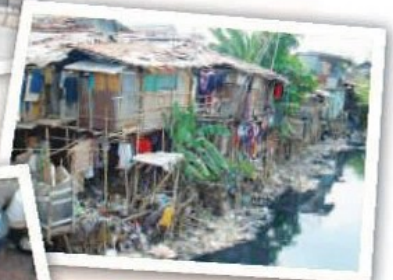
a. traffic jam



b. untreated waste



c. air pollution



d. slums



e. fresh water shortages



f. water pollution

**2 Listen to a talk on predictions about our future cities. Underline the words or phrases that you hear.**

- |                   |                   |
|-------------------|-------------------|
| a. pessimistic    | b. optimistic     |
| c. climate change | d. global warming |
| e. overcrowded    | f. overpopulation |
| g. capable        | h. available      |

**3** Listen again. Decide which of the following predictions will come true (T) and which will not (NT), according to the two kinds of viewpoints. Tick the correct box.

	T	NT
<b>According to the pessimistic viewpoint:</b>		
1. Pollution will continue to be a serious problem in the city.		
2. Global warming will slow down because of governments' efforts.		
3. A lot of people will leave the city to work in the countryside.		
4. Cities will be overpopulated and traffic will be heavy.		
<b>According to the optimistic viewpoint:</b>		
5. City dwellers will enjoy better health care and medical treatment.		
6. Renewable energy sources will replace non-renewable ones.		
7. People in the city will be able to use renewable energy free of charge.		

**4** Listen again and complete the summaries of the two viewpoints.

1. According to the pessimistic viewpoint, our future cities will not be safe and \_\_\_\_\_ places to live in. Governments have no \_\_\_\_\_ ways to control pollution, which will continue to be a serious problem in the future. Moreover, cities will become \_\_\_\_\_, which means there will be more waste and \_\_\_\_\_ traffic.
2. According to the optimistic viewpoint, city dwellers will have a better life thanks to advances in technology and \_\_\_\_\_. Furthermore, the environmental problems will be solved. \_\_\_\_\_ energy sources will gradually replace \_\_\_\_\_ fuels in the next twenty years.

**5** Which viewpoint do you agree with, the optimistic or pessimistic? Provide your reasons.



## WRITING

### Different predictions

**1** Hung and his friend Tanaka are exchanging emails about the future of their cities. Read Tanaka's email and answer the questions.



**To:** Hung Le  
**Cc:**  
**Subject:** Tokyo of the future  
**Account:**

Dear Hung,

I received your email last week, but I couldn't answer your question right away. You asked me what Tokyo would look like forty years from now. What a difficult question! To tell you the truth, I have had to think very hard and have finally come up with two predictions.

If I take an optimistic viewpoint, I think Tokyo will be a more liveable city. Now it has quite a good public transport system. But people still complain about overcrowded trains during the rush hour. That's why I believe the government will use advanced technology to build faster trains and make people's life more comfortable. What's more, robots will be used to help with the housework. Thus, people will have more time for relaxation.

But if I take the pessimistic viewpoint, Tokyo won't be a safe place to live in. Nuclear and radiation accidents have always scared me. People's lives will also continue to be threatened because of the continuous risk of earthquakes and tsunamis here.

Well, Hung, I hope you are satisfied with my answer. And here is my question: What will Viet Nam's capital city look like in the future? I'm looking forward to your reply.

With best wishes,  
Tanaka

1. Why did Tanaka write this email?
2. Why does Tanaka think Tokyo will be a more liveable city?
3. What makes Tokyo an unsafe place to live in according to Tanaka?
4. What does Tanaka want to know?

**2** Put the sections of the email in the correct order.

- a. Subject of the email
- b. Reasons for writing the email
- c. Salutation
- d. Closing
- e. Sender's name
- f. Sender's predictions and explanations
- g. Recipient

**3** Use the information below about New York City to write an email of about 160-180 words to a friend.



#### NEW YORK CITY in 2050

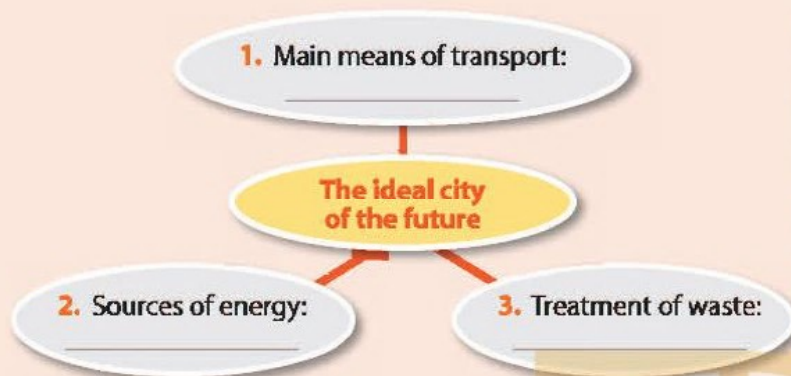
- **Optimistic viewpoint** (NYC – an eco city):  
promote self-driving electric taxis ⇒ to deal with crowded public transport; use city's building roofs for gardens fertilised with compost ⇒ to recycle rubbish and reduce pollution; build offshore wind farms ⇒ to replace ageing electricity network
- **Pessimistic viewpoint** (NYC – an unsafe place):  
failure to control the use of guns ⇒ high crime rates; natural disasters (floods, storms) and effects of global warming ⇒ flooding and damaged infrastructure

**4** Write your predictions about a future city in Viet Nam in an email of 160 words to a friend. You can use the ideas brainstormed in the SPEAKING section (5).

# COMMUNICATION AND CULTURE

## Communication

- 1 Use the information about the cities mentioned in this unit (London, Tokyo, New York City, and Superstar City) and complete the diagram about the ideal city of the future.**



- 2 Discuss the questions in groups.**

- 1. What will the ideal city of the future look like?**

You can talk about its means of transport, environmental conditions, energy sources, treatment of waste, climate, etc.

- 2. How do you think an ideal city should be created: by upgrading an existing one or by building a completely new one from scratch?**

## Culture

- 1 Read the text about Songdo, a smart city, and complete the table below.**

Location	(1)
Area	(2)
Construction start time	(3)
Estimated population in 2020	(4)

Songdo International Business District in South Korea was started from scratch in 2005 and is still being built for the future. Its construction is based on the world's best technologies and eco-friendly practices.

Located about 60 km southwest of Seoul, this 53.3-square-kilometre eco city has been planned around a central park and designed so that every resident can walk to work in the business district. People can enjoy walking in the city park or riding bicycles in the city.

The waste disposal system here is also innovative. There are no rubbish trucks or waste disposal bins in the streets. Instead, all household and office waste is sent directly through an underground network of tunnels to waste processing centres. The waste is then automatically sorted, deodorised and treated. The aim is to eventually convert it into renewable energy for the community.

Sensors are widely used to monitor temperature, energy use and traffic flow. These sensors can warn the local authority about any problems and allow inhabitants to control the heating systems or household devices.

High-speed Wi-Fi is provided everywhere. Government offices and schools are connected to the network. This allows office workers to use teleconferencing for meetings and students to attend classes at home.

Attracting inhabitants, however, has been slow. Five years after its launch, only about 20% of the commercial space was occupied. But the developers are very optimistic about this city of the future. By 2020, they predict that more than 65,000 people will live and work in Songdo. They believe that it is on the right track to become one of the smartest and greenest cities in the world.

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

	T	F	NG
1. Songdo is a city developed from an existing one.			
2. The most advanced technologies are used in the construction of Songdo.			
3. Special bicycle lanes are designed for Songdo's inhabitants.			
4. Rubbish trucks collect household and office waste and transport it to processing centres every day.			
5. Songdo's traffic can be controlled with the help of sensors.			
6. The Wireless Internet network covers the whole city.			
7. Five years after the opening of the city, most of its residential space was occupied.			

- 3 Discuss with a partner.**

Would you live in Songdo if you had a chance? Why or why not?

## LOOKING BACK

### Pronunciation

- 1** Decide whether the question tags in B's responses have a rising or falling intonation. Mark  $\nearrow$  (rising intonation) or  $\searrow$  (falling intonation) after the question tags.
- A:** Global warming will continue to be a big threat to life on Earth.  
**B:** Then we can't afford to ignore its effects any longer, can we?
  - A:** I think the use of fossil fuels causes pollution.  
**B:** Then we should stop using them, shouldn't we?
  - A:** Did you see the game show last night?  
**B:** I did. It was fantastic, wasn't it?
  - A:** What's the weather forecast?  
**B:** It's going to rain. Don't forget your raincoat, will you?

- 2** Listen and repeat the sentences in 1. Pay attention to the intonation on the question tags.

### Vocabulary

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

overcrowded	advanced technology
infrastructure	city dweller
urban planner	detect

- Local authorities should find ways to limit the use of private cars and encourage \_\_\_\_\_ to use public transport.
- The \_\_\_\_\_ of our city needs upgrading. It's in an extremely poor condition now.
- I hate travelling during the rush hour. The trains and buses are all \_\_\_\_\_.
- My father is very optimistic about the future of our city. He believes the government will use \_\_\_\_\_ to solve the pollution problems successfully.
- Researchers are developing low-cost devices that can \_\_\_\_\_ water pollutants in rivers and lakes.
- While carrying out projects to develop a city, \_\_\_\_\_ look at the needs of local people and the environment in order to maintain natural habitats and biodiversity.

### Grammar

#### 1 Complete the sentences with the correct question tags.

- Let's save paper by using both sides of the sheet, \_\_\_\_\_?
- Everybody wants to live in a clean and green place, \_\_\_\_\_?
- There are waste processing plants in this city, \_\_\_\_\_?
- Please don't smoke here, \_\_\_\_\_?
- I suppose you've got a new job, \_\_\_\_\_?
- Nobody wants to get stuck in a traffic jam, \_\_\_\_\_?
- People shouldn't leave rubbish in public parks, \_\_\_\_\_?
- This is what you need, \_\_\_\_\_?

#### 2 Answer the questions, using conditional sentences.

*Example:*

- *What happens if we heat ice?*
  - *If we heat ice, it melts.*
- What happens if flowers are not watered?
  - What do you expect your teacher to do if you make a mistake?
  - What do people in tall buildings need to do if there is an earthquake?
  - What colour do you get if you mix blue and yellow?
  - What number do you dial if there is a fire?
  - If you don't have to go to school in the morning, what time do you usually get up?
  - Who do you usually ask for help if you are in trouble?
  - Where do you usually go if you want to enjoy some fresh air?



## PROJECT

**1** Work in groups of four to six. Discuss and decide on your ideal city of the future. You can expand the ideas you brainstormed in the **COMMUNICATION** section. Include the following points:

- The city's name
- Geographical features: location, area, population, weather conditions
- Infrastructure: means of transport, environmental conditions, energy sources, treatment of waste
- People's life and work: education, health care, working hours

Take notes of your group's ideas and think about how to organise them. Then design a poster to promote your ideal city. Add some pictures to illustrate it. You can use the example below or your own ideas.

*Example:*



**2** Introduce your poster to the class. Present the features of your city and explain what makes it the most liveable city in the world.

### NOW YOU CAN

- ▶ Talk about life in the city of the future
- ▶ Identify and use appropriate intonation on question tags
- ▶ Use question tags to check information or ask for agreement, and conditional sentences type 0 to talk about a scientific fact or something that is generally true
- ▶ Write an email to give your predictions about the future of a city

## GETTING STARTED

How to stay  
healthy

The four  
principles  
of staying  
healthy



## This unit includes:

## LANGUAGE

## Vocabulary

Words and phrases related to healthy lifestyle and longevity

## Pronunciation

Intonation: Invitations, suggestions, polite requests, uncertainty and surprise

## Grammar

- Reported speech with conditionals
- Reported speech with *to*-infinitives and gerunds

## SKILLS

- Reading for specific information about factors responsible for the increase in life expectancy
- Giving advice on body care
- Listening for specific information about physical activity precautions
- Writing a story about how young people have changed their lifestyle to overcome a problem

## COMMUNICATION AND CULTURE

- Benefits of meditation
- A longevity hot spot in Japan



**1 Kim is asking Max about a TV health show she missed. Listen and read.**

**Kim:** I missed the health show last night. What was it about?

**Max:** It was about the four principles of staying healthy. They were introduced by the guest speaker, Dr Quan, a Vietnamese traditional medicine doctor.

**Kim:** Sounds interesting. What are these principles?

**Max:** Well, the first one is relieving stress. Stress may weaken your immune system. Dr Quan said if you practised meditation every day, you could keep your mind stress-free.

**Kim:** Do you agree with him?

**Max:** He might be right ... I'm not sure.

**Kim:** OK. What's the next one?

**Max:** We should consume healthy food such as brown rice, fresh fruit and vegetables. We should also eat more fish and less red meat.

**Kim:** I agree with him. Yesterday I read an article on the Internet, which claimed you could increase your life expectancy if you ate brown rice, fruit and vegetables. But why less red meat? I don't understand ...

**Max:** He said red meat is high in fat, which increases the risk of developing heart disease.

**Kim:** I see. What's the third principle?

**Max:** Dr Quan advised viewers to exercise regularly.

**Kim:** You mean ... do a workout every morning?

**Max:** Working out every day is great, but there are other ways to exercise and stay healthy. He suggested playing sports when you're young, or practising yoga and t'ai chi when you reach middle age.

**Kim:** OK, his first three principles make sense to me. How about the last one?

**Max:** When you're feeling unwell, try natural remedies first. Take prescription medicine only when other methods fail.

**Kim:** Oh, really? Natural remedies? What are they?

**Max:** Um, things like a massage, acupuncture or even a hot shower.

**Kim:** A hot shower! Are you joking?

**Max:** Well, you can watch the show tomorrow if you want. It'll be repeated at 8 in the morning.

**Kim:** OK, I will.

**2 Read the conversation again. Find the verbs that go with the following nouns. Write them in the space provided. If necessary, use a dictionary to check the meaning.**

1.	_____	stress
2.	_____	your immune system
3.	_____	meditation
4.	_____	your life expectancy
5.	_____	a workout
6.	_____	yoga and t'ai chi
7.	_____	prescription medicine

**3 Complete the following notes on Dr Quan's four principles to stay healthy. Write no more than three words in each blank.**

- The first principle is \_\_\_\_\_.
- According to the first principle, we can live a stress-free life if \_\_\_\_\_.
- The second principle is \_\_\_\_\_.
- People who eat lots of red meat are at risk of \_\_\_\_\_.
- The third principle suggests \_\_\_\_\_.
- Following the third principle, young people should play \_\_\_\_\_, while middle-aged people should practise \_\_\_\_\_.
- In keeping with the fourth principle, people who feel unwell should try \_\_\_\_\_ and \_\_\_\_\_ only when other methods fail.

**4 Work in pairs. Ask and answer the following questions.**

- Which of Dr Quan's four principles can you apply to stay healthy?
- Do you agree with all the principles? Why / Why not?

**5 Find all the examples of reported speech in the conversation. Write them in the space below.**

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# LANGUAGE

## Vocabulary

1 Complete the sentences with the right form of the following words and phrases.

immune system	natural remedy
boost (v)	meditation (n)
life expectancy	ageing process
cholesterol (n)	nutrition (n)

- We need some \_\_\_\_\_ to help our skin, brain and other organs grow, but too much of it can cause health problems.
- Each prepackaged food item should have a \_\_\_\_\_ label that tells you what is inside the food you are eating and lists its parts.
- People usually try \_\_\_\_\_ for mild health problems such as colds and headaches.
- Your body may not be able to fight infections naturally if your \_\_\_\_\_ is weakened.
- Sleep, rest and relaxation can slow down the \_\_\_\_\_.
- One of the most effective ways to keep your mind stress-free and healthy is \_\_\_\_\_.
- \_\_\_\_\_ of people around the world has increased dramatically over the past years.
- You should exercise regularly and eat less salt and fat to \_\_\_\_\_ your health.

2 Use a dictionary to check the meaning of the following adjectives formed with *-free* or *anti-*. Then write a short explanation of the phrases in the space provided. The first one is an example.

1. fat-free milk	<i>milk that does not contain fat</i>
2. stress-free lifestyle	_____
3. cholesterol-free foods	_____
4. anti-ageing foods	_____
5. anti-acne diet	_____
6. anti-cholesterol medicine	_____

## Pronunciation

Intonation: Invitations, suggestions, polite requests, uncertainty and surprise

1 Listen and repeat. Pay attention to the fall-rise intonation (↘).

- Another drink?
- You're thirty years old? You look a lot younger.
- I'm not sure.
- Could you explain that again, please?
- Now, let me think ...

2 Listen and mark ✓ (fall-rise intonation). Then practise with a partner.

- A: Will you do me a favour?  
B: Sure. What can I do for you?
- A: I think acupuncture can reduce your pain.  
B: Really?
- A: Would you like another cup of tea?  
B: No, thanks. I've had enough.
- A: What do you think about natural remedies?  
B: Um ... They might be effective ...
- A: Fast food is not good for your health. Try not to eat too much of it.  
B: OK, I'll try.
- A: Mr Brown, did you hear the news? What do you think about the project to build a new airport in our neighbourhood?  
B: Well, let me collect my thoughts ...



### DO YOU KNOW...?

- We use fall-rise intonation when we are uncertain or can't really answer a question, but try to be as helpful as possible. The fall-rise can also suggest that there is more to be said.

**Example:**

- I'm not **sure**. ↘

- I can give you some **advice**. ↘

- We can use rising (↗) or fall-rise (↘) intonation with questions, for example, to request information, make suggestions, or invite someone to do something or have something. The fall-rise intonation sounds friendlier and more polite.

**Example:**

- Is this your phone? ↘

- Would you like more tea? ↘

## Grammar

### Conditionals in reported speech

**1** Read the statements in direct speech. Decide if it is necessary to change the verb tenses in reported speech after reporting verbs in the past tense. Write **C** (changed) or **U** (unchanged) in the space provided.

1. If I drink coffee before bedtime, I can't sleep.	—
2. You will boost your immune system if you have a healthy lifestyle.	—
3. It would be nice if you could spend more time with the children.	—
4. If Ann called me back, I'd arrange an appointment for her.	—
5. If you travel to a foreign country, you need a valid passport.	—
6. If you catch a cold, you should try natural remedies before taking any medicine.	—
7. If I were rich, I'd donate money to charity.	—
8. Mary will recover quickly if she follows the doctor's advice.	—

**2** Report each statement in **1**. Make all possible changes.

- I told him \_\_\_\_\_.
- Dr Quan said \_\_\_\_\_.
- John's wife told him \_\_\_\_\_.
- Peter explained to us \_\_\_\_\_.
- The travel agent explained to us \_\_\_\_\_.
- My grandmother keeps telling us \_\_\_\_\_.
- John told me \_\_\_\_\_.
- Mary's father said \_\_\_\_\_.



### DO YOU KNOW...?

- When we use reporting verbs in the present, verb tenses in conditional sentences remain unchanged in reported speech.
- When we use reporting verbs in the past, we follow these general rules:

Direct speech	Reported speech
type 0	unchanged (simple fact or general truth)
type 1	<ul style="list-style-type: none"> <li>unchanged (if reported simultaneously or still true)</li> <li>becomes type 2 (if the reported statement is out-of-date)</li> </ul>
type 2	usually unchanged (if the reported statement is still true)

#### Examples:

'Flowers die if they don't get any water.' (type 0)  
 ⇒ He said flowers **die** if they **don't get** any water.

'If you miss the bus, you'll be late for school.' (type 1)  
 ⇒ My mother said if I **miss** the bus, I'll **be** late for school. (reported simultaneously; the bus hasn't arrived yet.)

⇒ My mother said if I **missed** the bus, I'd **be** late for school. (The reported statement is out-of-date; he was probably late for school.)

'If I lost my job, I could be in trouble.' (type 2)  
 ⇒ Jane's father said if she **lost** her job, she **could be** in trouble. (The reported statement is still true; Jane could be in trouble.)

### Reported speech with *to*-infinitives and gerunds

**3** Write the sentences in reported speech, using the reporting verbs in brackets.

- Jack's father:** 'You shouldn't eat fast food every day.' (advised)
- Ann:** 'Can you do the dishes for me, Kim?' (asked)
- The doctor:** 'You must do a 30-minute workout every day.' (told)
- Mai:** 'Would you like to go out for a coffee, Peter?' (invited)
- Phong:** 'I broke your glasses. I'm sorry.' (apologised)
- Hoa:** 'Don't forget to buy some groceries on the way home, Lan.' (reminded)
- Carol:** 'Let's enrol on a yoga course.' (suggested)
- John and Max:** 'Yes. We forgot to submit the assignments yesterday.' (admitted)

**4 Change the sentences in reported speech into direct speech.**

- Ha's father promised to pay for her holiday in Singapore if she passed her English test.  
*Example:*  
– 'I'll pay for your holiday in Singapore if you pass your English test, Ha.'
- Kim's mother reminded her to turn off the lights before leaving the house.
- The doctor advised Mr Wilson not to exercise too hard because it was not good for his heart.
- Van's friends suggested having a picnic the following weekend.
- The security guard warned the children not to play near the construction site.
- Mai invited me to spend my summer holidays on her grandparents' farm.
- Her assistant apologised for making lots of mistakes in the report.
- Denise admitted taking her father's car without permission.



**DO YOU KNOW...?**

- When we report actions such as agreements, promises, orders, offers, requests, advice, apologies, or suggestions, we usually use a *to*-infinitive or *-ing* clause.

**Forms:**

Reporting verbs	Reported speech
ask, advise, invite, order, remind, tell, warn	object + <i>to</i> -infinitive
agree, offer, promise, refuse, threaten	+ <i>to</i> -infinitive
admit, apologise for, insist on, suggest	+ <i>-ing</i> form

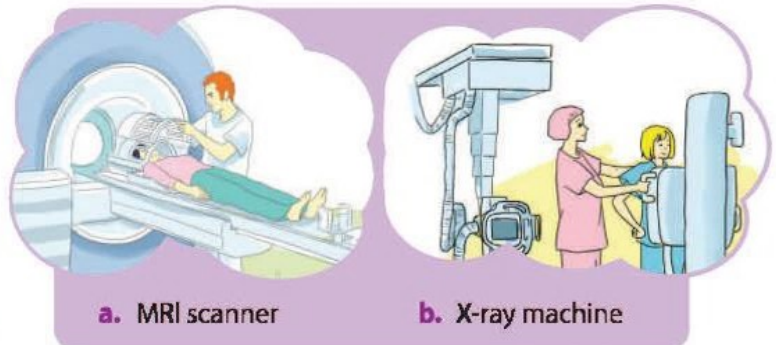
**Examples:**

- 'You should drive slowly.'  
⇒ He advised me to drive slowly.
- 'I won't be late again.'  
⇒ Jane promised not to be late again.
- 'Shall we go to a movie?'  
⇒ He suggested going to the cinema.

**SKILLS**

**READING**

**Life expectancy factors**



a. MRI scanner

b. X-ray machine

**1 The machines described in the pictures above help doctors to diagnose and treat diseases. Discuss with a partner.**

- Have you ever seen them?
- What are they used for?

**2 Read an article about the main factors for the increased life expectancy. Four sentences have been removed from the article. Choose a sentence (a-d) to complete each gap (1-4).**

- The last century's advances such as the discovery of antibiotics and vaccines, and the development of medical imaging have contributed to longer life.
- Studies show that for each hour of regular exercise, people can gain two hours of additional life expectancy.
- This increase can be attributed to three main factors: healthier lifestyles, better nutrition, and advances in medical science and technology.
- Eating more fruits and vegetables, but less fatty foods can reduce the risk of serious diseases.

Over the past hundred years, the average life expectancy has risen dramatically from 30 years in 1900 to 67.2 years in 2010, with Japan reaching the highest figure at 82.6 years. 1. \_\_\_\_\_

Mass media have helped to raise people's awareness of lifestyle choices. While smoking, alcohol intake and fast food consumption can increase the risk of obesity and heart disease, doing regular physical activity and spending more time outdoors can

boost the body's strength and ability to function well. 2. \_\_\_\_\_ Longevity is also linked with low levels of stress and anxiety. A popular way to relieve stress in today's busy lifestyles is practising meditation and yoga.

In addition to better living standards, people enjoy more nutritious diets and cleaner drinking water. Research shows that the food we eat can affect longevity, and even simple dietary changes can boost our immune system. 3. \_\_\_\_\_

The third factor responsible for the dramatic increase in life expectancy is the advanced technology and medical developments. 4. \_\_\_\_\_ In the 21<sup>st</sup> century, scientists continue to look for new ways to treat serious diseases and slow down the ageing process. Many of these treatments and new developments have the potential to further prolong and improve the quality of life.

**3 Find the words or expressions in the text which have the following meanings.**

1. believed to be caused (by)	_____
2. the state of being extremely overweight in an unhealthy way	_____
3. drugs used to kill bacteria and treat infections	_____
4. a substance that is driven into the blood to protect the body against certain diseases	_____
5. relating to the food eaten by an individual	_____

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

1. What are the factors responsible for the increase in life expectancy?
2. What lifestyle choices can increase the risk of heart disease?
3. What can improve the ability of the human body to function well?
4. Why do people practise yoga and meditation?
5. Why is diet linked with longevity?
6. What are the medical developments and advanced technology mentioned in the article?

**5 Which of the factors mentioned in the article do you think is the most important? Discuss with a partner.**

**SPEAKING**

**Take care of your body**

**1 Below is a set of note cards for a talk about skincare. Use the words and phrases in the box to complete them.**

- drink a lot of water ⇒ prevent water loss	- wear sunscreen with a sun protection factor (SPF) of at least 15
- wear protective clothing ⇒ avoid sunburn	- don't squeeze pimples ⇒ can lead to swelling, redness and infection
- wash your face twice a day with warm water and mild soap ⇒ remove dirt	- eat a wide variety of fruit and vegetables ⇒ provide vitamins and nutrients

**A. Introduction** 1

- Good morning.
- Today I'm going to talk about how to take care of your skin.
- Here are some tips for keeping your skin healthy and preventing common skin problems.

**B. Skincare tips** 2

B1. Protecting your skin from the sun:

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

B2. Providing nutrients for healthy skin: 3

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

B3. Preventing common skin problems: 4

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

**C. Conclusion** 5

- Healthy skin is essential to human survival. Therefore, you need to take good care of your skin by protecting it from the sun, eating well, and preventing common skin problems.
- Hope you find my tips useful. Thanks for listening.

**2 Work in pairs. Use the note cards to talk about skincare, paying attention to the following:**

- a. Glance at the notes; don't read from them.
- b. Use linking words and expressions or hesitation devices to sound more natural and smooth.

**Examples:**

*I think / In my opinion / Firstly / Next / Moreover  
Well / Let me see / In fact / How can I put it?*

- c. To make your tips sound more reliable, use reported speech to quote their sources.

**Examples:**

*Skin experts recommend wearing sunscreen with a sun protection factor of at least 15.*

*Studies show that eating a wide variety of fruit and vegetables can provide vitamins and nutrients for healthy skin.*

- d. Maintain eye contact with your partner.
- e. Use appropriate gestures and facial expressions to support your ideas.

**3 Prepare another set of note cards for a talk about how to take care of your vision. Use the information below and your own ideas.**

**Taking care of your vision**

- wear sunglasses to protect your eyes
- don't stare at a computer screen for too long; look across the room every 30 minutes
- read in well-lit rooms
- keep a distance of at least 1.5 metres from the TV set
- follow doctor's orders if you wear contact lenses
- see an eye specialist if you can't see well or your eyes are injured

**4 Work in groups of four or five. Take turns to present your talk to your group members.**

**LISTENING**

**Exercise precautions**

**1 Discuss with a partner.**

- a. Do you exercise every day?
- b. If yes, what is your favourite activity? If not, why don't you exercise?

**2 Look at the pictures. Listen to John Keith, a fitness instructor, talking about four types of physical activity. Number the pictures as you listen.**



a. \_\_\_\_\_



b. \_\_\_\_\_



c. \_\_\_\_\_



d. \_\_\_\_\_

**3 Listen again. Which safety rules are mentioned for each type of physical activity? Tick the correct boxes.**

	aerobic exercise	swimming	yoga	fitness walking
1. You should consider the weather conditions.				
2. Drink plenty of water.				
3. A warm-up before the activity is necessary.				
4. You should check if the water is too cold.				
5. Stretching and relaxing your muscles will help prevent joint damage.				
6. You need comfortable shoes.				
7. Looking at your feet will slow you down and cause back pain.				

**4 Work in four groups. Each group chooses a different activity from 3. Discuss the following:**

- a. Health benefits
- b. Safety tips mentioned in the talk: Do you agree or disagree with them?
- c. Add any additional precautions people may need to take.

**Examples:**

- Don't do it after eating a full meal.
- You need the instructions from a qualified coach.
- Never do it alone.
- Don't do it if you are feeling unwell.

## WRITING

### Lifestyle changes

**1** Read a story posted on Medline, a website about fitness. Complete the story, using the correct form of the words in the box.

overweight	support	faint
diETING	appETITE	WEIGHT

#### My fight against obesity

by Dan Smith

I am 24 years old. I used to have a huge (1) \_\_\_\_\_ as a child, ate a lot of fast food and became (2) \_\_\_\_\_. When I graduated from college, my weight had gone up to 100 kg. I started to apply for jobs and went to interviews, but I was never offered a single one. I could feel the interviewers' disappointment. Because of my size, they thought I was lazy and stupid. After hundreds of rejections, I decided that I need to do something about my weight.

I found a website advertising an effective way to lose (3) \_\_\_\_\_ in one month. I ate nothing and only drank water with a little salt and sugar. After ten days, I (4) \_\_\_\_\_ and was taken to hospital. The doctors told me that I would die if I did not stop (5) \_\_\_\_\_. They advised me to see Dr Liam, a dietician.

Dr Liam developed a healthy meal and exercise plan for me. For over a year, I had to follow a special diet and joined a fitness class for overweight people. It was difficult at first, but my family (6) \_\_\_\_\_ me during my fight against obesity.

I have now reached my ideal weight and feel great. What is more, I have just received my first job offer.

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

1. Why did Dan gain weight?
2. When did he decide to lose weight?
3. What kind of diet did he try at first? Was he successful?
4. How did he manage to reach a healthy weight?
5. Do you think overweight people are lazy and should not be employed until they lose weight?

**3** Use the information below to write a similar story.

Writer	Kim Lee, 17 years old
Problem	started getting acne at the age of 15
How it affected Kim	feeling depressed and insecure about appearance
First treatment and results	following friends' advice – washing face several times a day, trying different anti-acne products, squeezing pimples often ⇒ 60% of face covered with acne
Next treatment and results	following doctor's prescription and advice: – washing face twice a day only (washing face too often may cause skin irritation) – taking prescription medicine – having a healthy diet – not staying up late ⇒ acne clears up after 6 months ⇒ feeling happy and confident

# COMMUNICATION AND CULTURE

## Communication

**1** Listen to Phong's talk about meditation. Complete the notes below.

1. Phong has practised meditation for \_\_\_\_\_ years.
2. Recommendations for meditation:
  - a. Location: at a \_\_\_\_\_ place
  - b. Time: \_\_\_\_\_ or \_\_\_\_\_
  - c. Duration: \_\_\_\_\_ / a day
  - d. Techniques: Listen to \_\_\_\_\_ and breathe \_\_\_\_\_.
3. Benefits of meditation:
  - a. \_\_\_\_\_  
Reason: You would feel completely at ease if \_\_\_\_\_.
  - b. \_\_\_\_\_  
Reason: Your body stops producing stress hormones and other chemicals that \_\_\_\_\_.



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

1. Do you know any other ways to relieve stress and feel relaxed?
2. Which do you think works best? Why?



## Culture

Read the text about people in Nagano Prefecture, Japan, and do the activities that follow.

### A Longevity Hot Spot

Nagano is a mountainous, landlocked prefecture in the centre of Japan, with a population of more than two million. In 2014, the life expectancy there was 87.2 years for women and 80.9 for men, which is one of the highest in the world.

The region once experienced high death rates from causes such as stroke and heart attacks. This was attributed to the residents' favourite food: salted, pickled vegetables and miso, a kind of fermented soy bean paste. Being inland, Nagano does not have readily available seafood, and salt was used to process and preserve food for use in the long snowy winters.

The turning point was in 1981, when the non-profit Nagano Dietetic Association decided to take action. The first step was a campaign to reduce salt intake and promote a healthier diet and lifestyle. Volunteers were trained to conduct nutrition seminars at supermarkets, shopping malls, and community centres. At first, it was difficult to convince people to change, but gradually it became easier. The efforts paid off with surprising speed. By 1990, life expectancy had risen by three years in a decade, and the death rates due to heart disease had decreased.

The local government has also taken other measures in cooperation with the association: organising routine health check-ups, creating hundreds of walking trails for residents to exercise, and building hot springs for local people to recover from ill health.

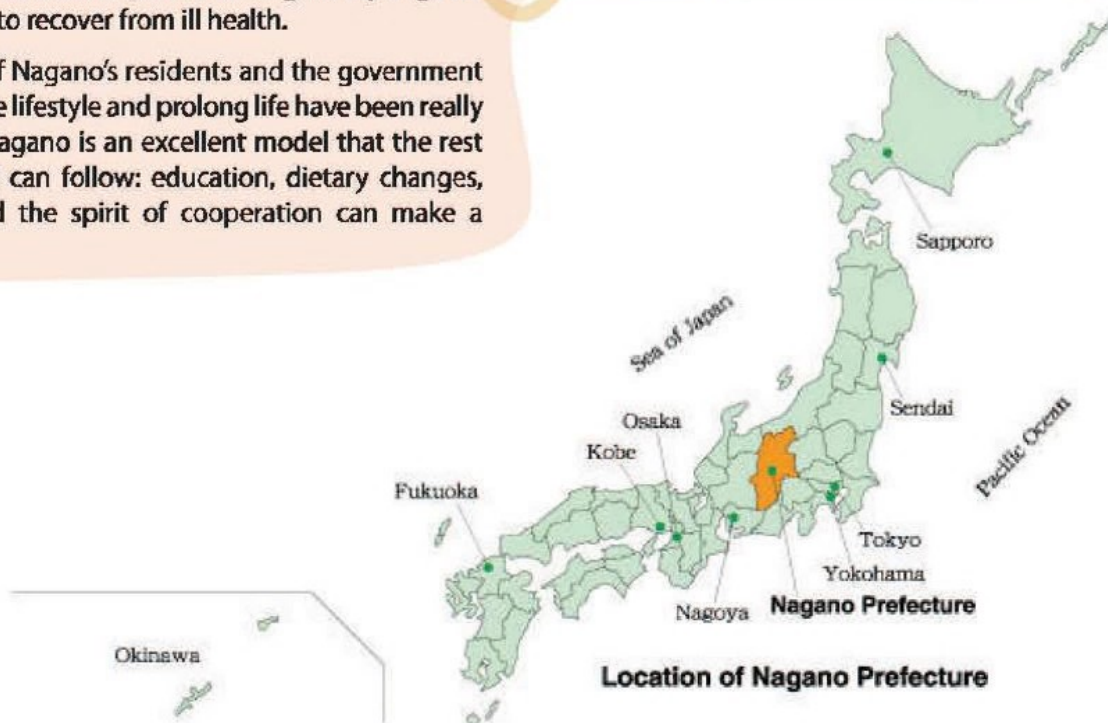
The efforts of Nagano's residents and the government to change the lifestyle and prolong life have been really successful. Nagano is an excellent model that the rest of the world can follow: education, dietary changes, exercise, and the spirit of cooperation can make a difference.

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

	T	F	NG
1. Nagano Prefecture is surrounded by sea.			
2. The favourite food of Nagano residents is fish.			
3. Before 1981, the main cause of Nagano's high death rates was their high intake of salt.			
4. The campaign to improve residents' longevity was first launched by the local government.			
5. After ten years, the efforts to lower Nagano's death rates from heart disease succeeded.			
6. Hot springs can help to treat heart disease.			
7. Nowadays, people from all over the world travel to Nagano to study its health-care model.			

2 Discuss with a partner.

1. What is the key to Nagano's success in its efforts to improve people's health and longevity?
2. If Viet Nam wants to follow Nagano's model, what is the first step to take?



## LOOKING BACK

### Pronunciation

- 1 Listen and mark ✓ (fall-rise intonation) in the following conversation.

Doctor: Please sit down. How can I help you?

Patient: I can't sleep well at night.

Doctor: What time do you have dinner?

Patient: Let me think ... about 9 or 10. I usually finish work at 8.

Doctor: Eating late at night could be the cause. Your body doesn't have a chance to digest all the food. It's hard to sleep on a full stomach.

Patient: What should I do?

Doctor: I suggest having a snack at about 5 p.m. and a light dinner such as a bowl of cereal after 8. Would that work for you?

Patient: OK, I'll give it a try ... Thanks a lot.

- 2 Listen again. Then practise the conversation with a partner. Try to use the appropriate fall-rise intonation.

### Vocabulary

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

immune system    nutritious (adj)    boost (v)  
prescription (n)    dietary (adj)    life expectancy  
remedy (n)    be attributed to

- You can \_\_\_\_\_ your health by leading a stress-free life, eating low-cholesterol food and exercising every day.
- In general, Japanese people have higher \_\_\_\_\_ than people in other countries because their diet is rich in fish.
- Lack of exercise and fatty food consumption can weaken our \_\_\_\_\_.
- Honey and lemon juice are often used as natural \_\_\_\_\_ for coughs.
- School canteens should provide only highly \_\_\_\_\_ meals to young children.
- Obese patients should strictly follow health experts' \_\_\_\_\_ advice.
- Science has shown that many types of chronic diseases \_\_\_\_\_ people's bad eating habits.
- My doctor gave me a \_\_\_\_\_ for antibiotics.

### Grammar

- 1 Report each statement. Make all necessary changes.

- The teacher: 'Tuan and Phong, don't talk in class.'  
The teacher told \_\_\_\_\_.
- The doctor: 'Mr White, if you eat lots of fatty foods, you will increase your chances of developing heart disease.'  
The doctor said to Mr White \_\_\_\_\_.
- Nam's yoga instructor: 'Close your eyes, breathe slowly and deeply, and don't think about your problems.'  
Nam's yoga instructor asked \_\_\_\_\_.
- The patient: 'I didn't follow my doctor's advice.'  
The patient admitted \_\_\_\_\_.
- Ha's friend: 'Let's play some games to relax. We've studied for three hours.'  
Ha's friend suggested \_\_\_\_\_ because \_\_\_\_\_.
- Van's manager: 'You'd get a promotion if you could finish the project before the deadline.'  
Van's manager said \_\_\_\_\_.  
Van's manager promised \_\_\_\_\_.
- Jack's mother: 'You should drink some ginger tea if you want to feel better.'  
Jack's mother said \_\_\_\_\_.  
Jack's mother advised \_\_\_\_\_.

- 2 Read the conversation. Imagine that Nga talks to a friend the next day, telling him / her what her father had said. Write down her father's advice in the space provided, using reported speech.

Nga: My exam's coming, Dad, and I feel quite stressed. What should I do?

Nga's father: (1) If you want to be stress-free, you need to balance study and leisure.

Nga: How can I do that?

Nga's father: (2) Draw up a revision timetable with time for other activities.

Nga: That's a good idea. There's also another thing; sometimes I don't feel like eating.

Nga's father: (3) If you work too hard, you won't feel hungry. (4) So don't study continuously for long hours. You should take a five-minute break every hour. (5) Then do some workout or take a walk in the park before mealtime.

Nga: Thanks for your advice, Dad.

Nga's father: (6) If you need more help, just ask me.

- My father said that \_\_\_\_\_.
- He \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.
- Then \_\_\_\_\_.
- Finally, \_\_\_\_\_.

# PROJECT

Work in groups of four or five. Choose one of the projects.

**Project A:** Look for information about one of the longevity hot spots and prepare a presentation to deliver to the class.

- Suggested hot spots of longevity:
  - The islands of Okinawa, Japan
  - Sardinia, Italy
  - Nicoya Peninsula, Costa Rica
- Points to include in your presentation:
  - Location
  - Factors believed to help its local residents to live longer



**Project B:** Contact three or four people over 70 years old and collect information about them. Use the table below as a guide.

Questions	P1	P2	P3
1. How old is he / she?			
2. Where is he / she living?			
3. What are his / her favourite food and drinks? – fast food – fruit and vegetables – meat – milk – tea – soft drinks – others			
4. Does he / she do any physical activity now? If yes, what is it?			



Compare the information about these people and find out any common features. Present your report to the whole class.

## NOW YOU CAN

- ▶ Talk about healthy lifestyle and longevity
- ▶ Recognise and use fall-rise intonation on statements and questions expressing invitations, suggestions, polite requests, uncertainty or surprise
- ▶ Use reported speech in different structures (to-infinitives, gerunds, and conditionals)
- ▶ Write a story about how people recover from a health problem

# REVIEW 4 UNITS 9-10

## LANGUAGE

### Vocabulary

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

renew      overcrowd      sustain  
inhabit      infrastructure

1. The powerful storm disrupted the country's poor \_\_\_\_\_.
2. We need to develop green \_\_\_\_\_ communities that can reduce their impacts on the environment.
3. Producing \_\_\_\_\_ energy does not cause harmful emissions or pollutants.
4. Tourists are advised to avoid \_\_\_\_\_ places in big cities.
5. The early \_\_\_\_\_ of the island were involved in farming and fishing.

- 2 Complete the sentences, using the correct form of the word in brackets. Add *-free* or *anti-* if necessary.

1. Some people believe that \_\_\_\_\_ (meditate) can make you happier and more successful.
2. People sometimes get confused by the nutrition facts labels on \_\_\_\_\_ (cholesterol) food products.
3. Diet can help you to keep your skin healthy, so eat plenty of \_\_\_\_\_ (acne) foods.
4. Foods that are high in protein, but low in fat can help to slow down the \_\_\_\_\_ (age) process.
5. One of the easiest ways to increase your life \_\_\_\_\_ (expect) is to eat a healthy diet.

### Pronunciation

- 3 Listen to the sentences. Mark their intonation patterns, using ↘, ~ or ↗. Then practise saying them.

1. A: I hate this overcrowded office.  
B: Yes. It's stuffy, isn't it?
2. A: The city council members want to improve life of city dwellers.  
B: How will they do that? They have to create more green spaces, don't they?
3. A: I think excessive exercise is bad for your health.  
B: Really?
4. A: Perhaps meditation can slow down the ageing process.  
B: Well, I'm not quite sure.



## Grammar

### 4 Complete each question, using the correct question tag.

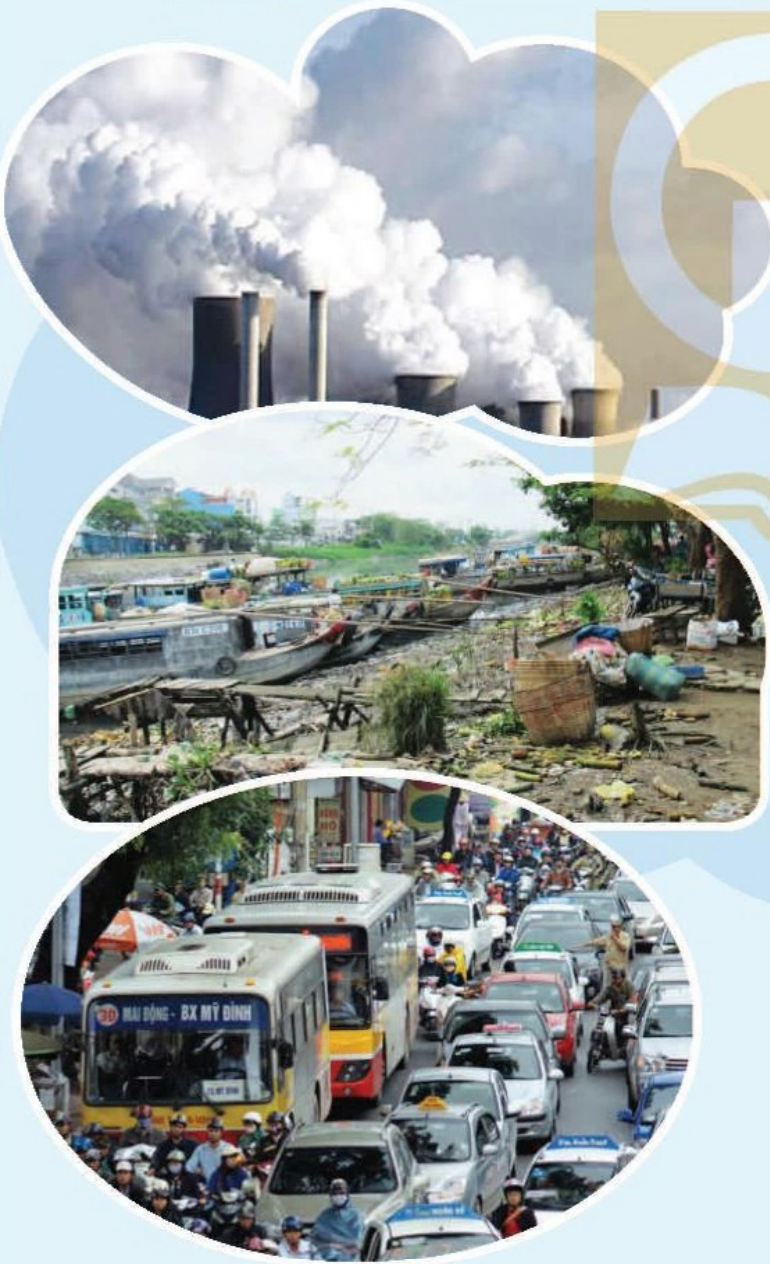
1. Nobody wants to live in polluted areas, \_\_\_\_\_?  
\_\_\_\_\_?
2. They have banned private cars from the centre, \_\_\_\_\_?  
\_\_\_\_\_?
3. Please don't drop litter in the street, \_\_\_\_\_?  
\_\_\_\_\_?
4. I think we got stuck in a traffic jam, \_\_\_\_\_?  
\_\_\_\_\_?
5. None of the city's waste processing plants are efficient, \_\_\_\_\_?

### 5 Rewrite these sentences, beginning as shown.

1. 'You may feel much better if you start practising meditation.'  
⇒ Dr Quan said \_\_\_\_\_.
2. 'If you want to try natural remedies, you can find useful information on the Internet.'  
⇒ Lan said \_\_\_\_\_.
3. 'If I drink strong tea, I usually start feeling dizzy.'  
⇒ Huong told me \_\_\_\_\_.
4. You use solar water heaters in your home. You reduce your carbon footprint.  
⇒ If you use \_\_\_\_\_.
5. You use the high-speed motorway. It takes three hours and a half to travel from Ha Noi to Lao Cai.  
⇒ If you use \_\_\_\_\_.

### 6 Change the sentences in reported speech into direct speech.

1. Van's doctor advised her to take a yoga class to relieve stress.  
\_\_\_\_\_
2. The travel agent suggested using the new high-speed motorway.  
\_\_\_\_\_
3. Kevin's brother reminded him to go to his fitness class.  
\_\_\_\_\_
4. My sister promised to call me once a week while I was studying in Singapore.  
\_\_\_\_\_
5. Our fitness instructor warned us not to work out more than thirty minutes a day.  
\_\_\_\_\_



## READING

**1** Read the text about eco-city planning.

### Building eco-cities

I first became familiar with the idea of an eco-city when I read the book *Ecocity Berkeley: Building Cities for a Healthy Future* by Richard Register. The author created the word 'eco-city' in 1987 when the book was published.

The inhabitants of this city carefully consider possible environmental impacts and take good care of the environment. There is no pollution as all the vehicles run on local renewable energy. CO<sub>2</sub> emissions are controlled and kept in accordance with strict environmental and air-quality regulations.

In addition, the inhabitants co-exist with nature by dividing the city into two circles or rings. The first ring is the city centre containing the residential areas. The second ring includes vast park space and lots of greenery. The green space filters and refreshes the air people breathe.

*Ecocity Berkeley* is a very inspirational book, which can offer urban planners creative ideas and solutions to environmental problems that can be applied to any city.

## SPEAKING

**3** Work with a partner. Choose two ideas (or use your own ideas) and make a conversation about sustainable living.

### Sustainable living

- sort rubbish for recycling, use waste to generate electricity, heat, etc. to meet daily needs
- design walkable streets: walk first, then cycle, then use public transport
- protect natural habitat, support local agriculture
- promote simple lifestyle, cook with locally grown, organic ingredients

### Example:

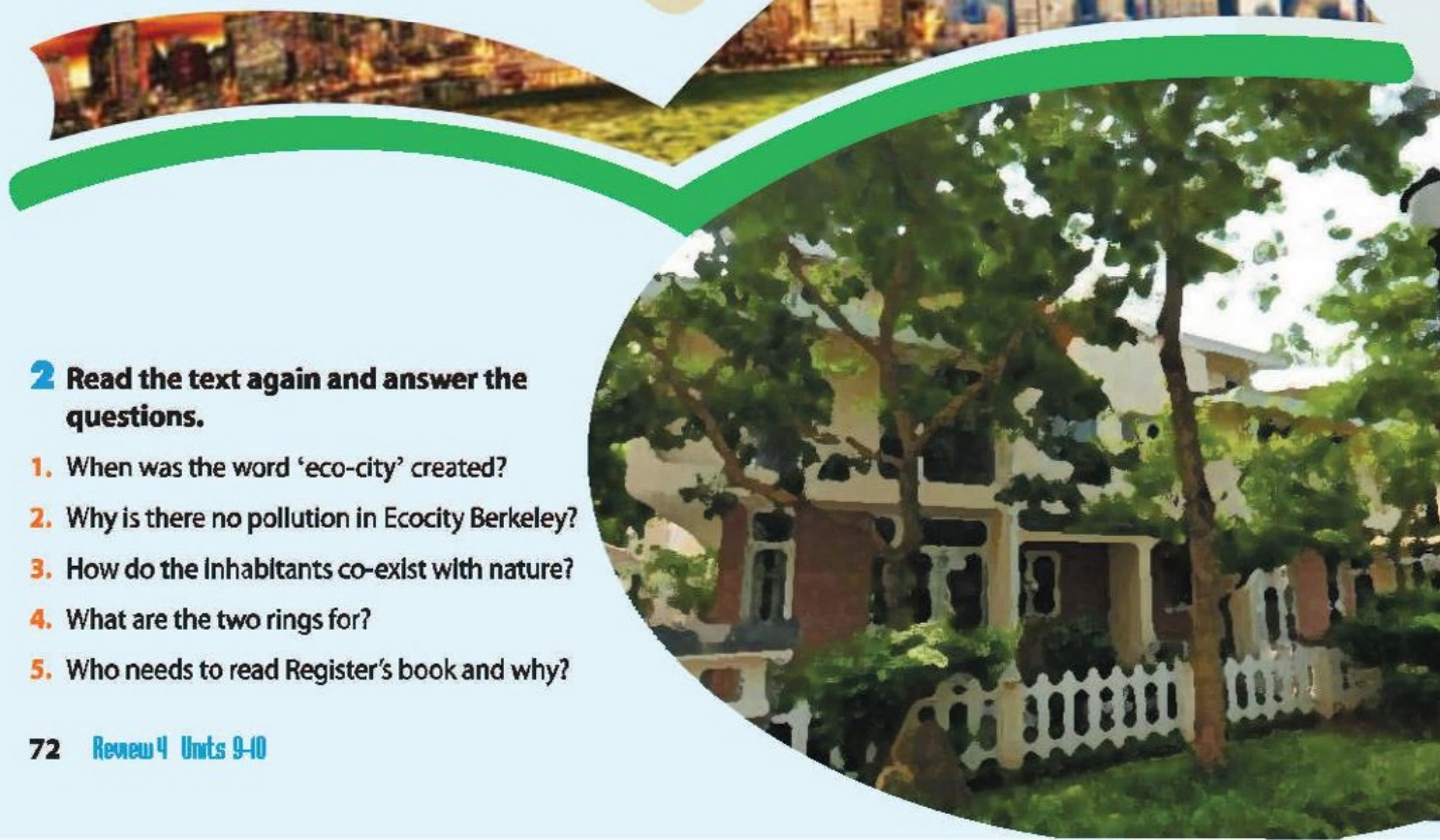
**Student A:** How can we live more sustainable lifestyles? What do you think our urban planners should do?

**Student B:** I think they should redesign abandoned areas and convert them into rich, diverse ecosystems.

**Student A:** Sounds great. There should also be gardens in all residential areas.

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

1. When was the word 'eco-city' created?
2. Why is there no pollution in Ecocity Berkeley?
3. How do the inhabitants co-exist with nature?
4. What are the two rings for?
5. Who needs to read Register's book and why?



## LISTENING

### Too much exercise

- 4 Listen to the recording about the negative effects of over-exercising. Decide whether the following statements are true (T) or false (F) according to the speaker.

	T	F
1. The more exercise you do, the healthier you become.	<input type="checkbox"/>	<input type="checkbox"/>
2. Doing intensive workouts is too much of a good thing.	<input type="checkbox"/>	<input type="checkbox"/>
3. People may become addicted to high-intensity physical activity.	<input type="checkbox"/>	<input type="checkbox"/>
4. Over-exercising can be harmful to the body's muscles, joints and heart.	<input type="checkbox"/>	<input type="checkbox"/>
5. You should consult with an instructor before starting a new exercise programme.	<input type="checkbox"/>	<input type="checkbox"/>



## WRITING

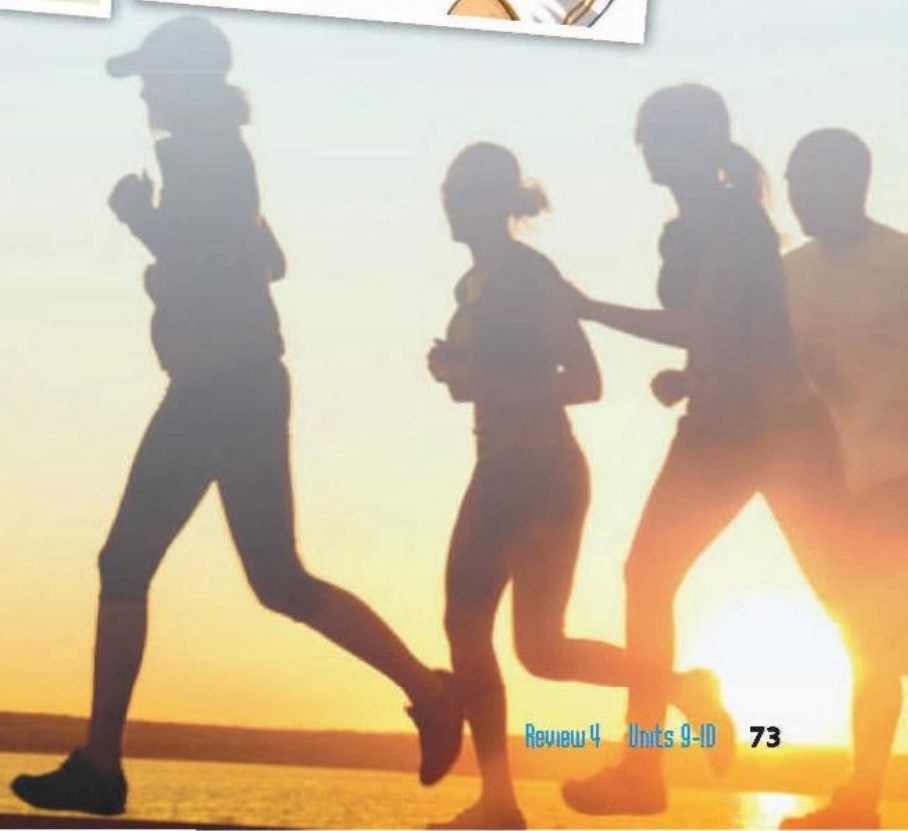
- 5 Think of any advice you can give to over-exercisers. Write a short text about the reasons for over-exercising. Use the suggestions in the box or your own information and ideas.

### Reasons

- worrying too much about physical appearance
- building the perfect body: weight loss; lean, toned legs
- pressure to look fit, muscular and toned; arm or leg muscles too small (boys)
- self-dissatisfaction, fear of being overweight, perfect as models, thin waistlines, flat bellies (girls)

### Example:

Some people over-exercise for a number of reasons. Teenagers may worry too much about their physical appearance and want to build ...



# GLOSSARY

## Abbreviations

adj adjective  
adv adverb

con conjunction  
idm idiom

n noun  
pre preposition

pro pronoun  
v verb

Word	Transcription	Meaning	Unit
abroad (adv)	/ə'brɔ:d/	ở nước ngoài	Unit 7
absorb (v)	/əb'sɔ:b/ hoặc /əb'zɔ:b/	thấm, hút	Unit 6
abundant (adj)	/ə'bʌndənt/	dồi dào, nhiều	Unit 8
academic (adj)	/,ækə'demɪk/	thuộc về hoặc liên quan đến giáo dục, việc học tập, mang tính học thuật	Unit 7
accommodation (n)	/ə,kəmə'deɪʃn /	phòng ở	Unit 7
achieve (v)	/ə'tʃi:v/	đạt được	Unit 7
acknowledge (v)	/ək'nɒlɪdʒ/	chấp nhận, công nhận, thừa nhận	Unit 8
admission (n)	/əd'mɪʃn/	sự vào hoặc được nhận vào một trường học	Unit 7
analytical (adj)	/,ænə'lɪtɪkl/	(thuộc) phân tích	Unit 7
archaeological (adj)	/,ɑ:kɪə'lɒdʒɪkl/	thuộc về khảo cổ học	Unit 8
atmosphere (n)	/'ætməsfɪə(r)/	khí quyển	Unit 6
authentic (adj)	/ɔ:'θentɪk/	thật, thực	Unit 8
awareness (n)	/ə'weənəs/	sự nhận thức, hiểu biết, quan tâm	Unit 6
baccalaureate (n)	/,bækə'lɔ:riət/	kì thi tú tài	Unit 7
bachelor (n)	/'bætʃələ(r)/	người có bằng cử nhân	Unit 7
ban (v)	/bæn/	cấm	Unit 6
be attributed to	/bi ə'trɪbjʊ:tɪd tu/	quy cho	Unit 10
boost (v)	/bu:st/	đẩy mạnh, nâng lên	Unit 10
breathtaking (adj)	/'breθteɪkɪŋ/	đẹp đến ngỡ ngàng	Unit 8
broaden (n)	/'brɔ:dn/	mở rộng, nới rộng	Unit 7
bury (v)	/'beri/	chôn vùi, giấu trong lòng đất	Unit 8
campus (n)	/'kæmpəs/	khu trường sở, sân bãi (của các trường trung học, đại học)	Unit 7
capture (v)	/'kæptʃə(r)/	lưu lại, giam giữ lại	Unit 6
carbon footprint	/,kɑ:bən 'fʊtprɪnt/	lượng khí CO <sub>2</sub> thải ra hàng ngày của một cá nhân hoặc nhà máy ...	Unit 6
catastrophic (adj)	/,kætə'strɒfɪk/	thảm họa	Unit 6
cave (n)	/keɪv/	động	Unit 8
citadel (n)	/'sɪtədəl/	thành trì (để bảo vệ khỏi bị tấn công)	Unit 8

Word	Transcription	Meaning	Unit
city dweller	/'sɪtɪ 'dwelə(r)/	người sống ở đô thị, cư dân thành thị	Unit 9
clean-up (n)	/'kliːn ʌp/	sự dọn dẹp, làm sạch, tổng vệ sinh	Unit 6
climate change	/'klaɪmət tʃeɪndʒ/	biến đổi khí hậu	Unit 6
collaboration (n)	/kə,læbə'reɪʃn/	cộng tác	Unit 7
college (n)	/'kɒlɪdʒ/	trường cao đẳng hoặc trường chuyên nghiệp	Unit 7
complex (n)	/'kɒmpleks/	quần thể, tổ hợp	Unit 8
comprise (v)	/kəm'praɪz/	bao gồm, gồm	Unit 8
consult (v)	/kən'sʌlt/	hỏi ý kiến, tra cứu, tham khảo	Unit 7
coordinator (n)	/kəu'ɔːdɪneɪtə(r)/	người điều phối, điều phối viên	Unit 7
course (n)	/kɔːs/	khoá học, chương trình học	Unit 7
craftsman (n)	/'kraːftsmən/	thợ thủ công	Unit 8
critical (adj)	/'krɪtɪkl/	thuộc bình phẩm, phê bình	Unit 7
cruise (n)	/kruːz/	chuyến du ngoạn trên biển	Unit 8
cuisine (n)	/kwɪ'ziːn/	cách thức chế biến thức ăn, nấu nướng	Unit 8
CV	/,siː 'viː/	viết tắt của curriculum vitae, bản tóm tắt quá trình hoạt động của một người (thường nộp theo đơn xin việc); bản lí lịch	Unit 7
dean (n)	/diːn/	chủ nhiệm khoa (một trường đại học)	Unit 7
decorate (v)	/'dekəreɪt/	trang trí	Unit 8
degree (n)	/di'ɡriː/	học vị, bằng cấp	Unit 7
demolish (v)	/dɪ'mɒlɪʃ/	đổ sập, đánh sập	Unit 8
detect (v)	/dɪ'tekt/	dò tìm, phát hiện ra	Unit 9
dietary (adj)	/'daɪətəri/	thuộc về chế độ ăn uống	Unit 10
diploma (n)	/dɪ'plɒmə/	bằng cấp, văn bằng	Unit 7
distinctive (adj)	/dɪ'stɪŋktɪv/	nổi bật, rõ rệt, đặc trưng	Unit 8
diversity (n)	/daɪ'vɜːsəti/	sự đa dạng	Unit 6
doctorate (n)	/'dɒktərət/	học vị tiến sĩ	Unit 7
dome (n)	/dəʊm/	mái vòm	Unit 8
drought (n)	/draʊt/	hạn hán	Unit 6

Word	Transcription	Meaning	Unit
dynasty (n)	/'dɪnəsti/	triều đại	Unit 8
ecological (adj)	/,i:kə'lɒdʒɪkl/	thuộc về sinh thái	Unit 6
ecosystem (n)	/'i:kəʊ,sɪstəm/	hệ sinh thái	Unit 6
eligible (adj)	/'elɪdʒəbl/	đủ tư cách, thích hợp	Unit 7
emerge (v)	/'i:mɜ:dʒ/	trồi lên, nổi lên	Unit 8
emission (n)	/'i:mɪʃn/	(danh từ không đếm được) sự phát (sáng), tỏa (nhiệt), xả (khí); (danh từ đếm được, thường ở số nhiều) khí thải	Unit 6
emperor (n)	/'empərə(r)/	đế vương, nhà vua	Unit 8
endow (v)	/'ɪn'dəʊ/	ban tặng	Unit 8
enrol (v)	/'ɪn'rəʊl/	ghi danh	Unit 7
enter (v)	/'entə(r)/	gia nhập, theo học một trường	Unit 7
excavation (n)	/,ɛkskə'veɪʃn/	việc khai quật	Unit 8
expand (v)	/'ɪk'spænd/	mở rộng	Unit 8
faculty (n)	/'fæklti/	khoa (của một trường đại học)	Unit 7
famine (n)	/'fæmɪn/	nạn đói kém	Unit 6
fauna (n)	/'fəʊnə/	hệ động vật	Unit 8
flora (n)	/'flɔ:rə/	hệ thực vật	Unit 8
geological (adj)	/,dʒi:ə'lɒdʒɪkl/	thuộc về địa chất	Unit 8
greenhouse gas	/'gri:nhaʊs gæs/	chất khí gây hiệu ứng nhà kính	Unit 6
grotto (n)	/'grɒtəʊ/	hang	Unit 8
harmonious (adj)	/'hɑ:məʊniəs/	hài hòa	Unit 8
heat-related (adj)	/'hi:t rɪ'leɪtɪd/	có liên quan tới nhiệt	Unit 6
heritage (n)	/'herɪtɪdʒ/	dí sản	Unit 8
immune system	/'ɪmjju:n 'sɪstəm/	hệ miễn dịch	Unit 10
imperial (adj)	/'ɪm'piəriəl/	thuộc về hoàng tộc	Unit 8
in ruins (idiom)	/'ɪn 'ru:ɪnz/	bị phá hủy, đổ nát	Unit 8
infectious (adj)	/'ɪn'fekʃəs/	lây nhiễm, lan truyền	Unit 6
infrastructure (n)	/'ɪnfɹəstrʌktʃə(r)/	cơ sở hạ tầng	Unit 9
inhabitant (n)	/'ɪnhæbɪtənt/	cư dân, người cư trú	Unit 9

Word	Transcription	Meaning	Unit
institution (n)	/,ɪnstɪ'tju:ʃn/	viện, trường đại học	Unit 7
intact (adj)	/ɪn'tækt/	nguyên vẹn, không bị hư tổn	Unit 8
internship (n)	/'ɪntɜ:nʃɪp/	giai đoạn thực tập	Unit 7
irresponsible (adj)	/,ɪrɪ'spɒnsəbl/	thiếu trách nhiệm, vô trách nhiệm	Unit 8
islet (n)	/'aɪlət/	hòn đảo nhỏ	Unit 8
itinerary (n)	/aɪ'tɪnərəri/	lịch trình cho chuyến đi	Unit 8
kindergarten (n)	/'kɪndəgɑ:tɪn/	trường mẫu giáo (dành cho trẻ em từ 4 – 6 tuổi)	Unit 7
landscape (n)	/'lændskeɪp/	phong cảnh (thiên nhiên)	Unit 8
lantern (n)	/'læntən/	đèn lồng	Unit 8
lawmaker (n)	/'lɔ:merkə(r)/	người làm luật, nhà lập pháp	Unit 6
life expectancy	/'laɪf ɪks'pektənsi/	tuổi thọ	Unit 10
limestone (n)	/'laɪmstəʊn/	đá vôi	Unit 8
liveable (adj)	/'lɪvəbl/	sống được	Unit 9
magnificent (adj)	/'mæɡ'nɪfɪsnt/	tuyệt đẹp	Unit 8
major (n)	/'meɪdʒə(r)/	môn học chính của sinh viên, chuyên ngành	Unit 7
mandatory (adj)	/'mændətəri/	có tính bắt buộc	Unit 7
Master (n)	/'mɑ:stə(r)/	thạc sĩ	Unit 7
masterpiece (n)	/'mɑ:stəpi:əs/	kiệt tác	Unit 8
mausoleum (n)	/,mɔ:sə'li:əm/	lăng	Unit 8
meditation (n)	/,medɪ'teɪʃn/	thiền định	Unit 10
mosaic (adj)	/'mɔ:zɪk/	khảm, chạm khảm	Unit 8
mosque (n)	/'mɒsk/	nhà thờ Hồi giáo	Unit 8
natural remedy	/'nætʃrəl 'remədi/	phương pháp trị liệu dựa vào thiên nhiên	Unit 10
nutrition (n)	/'nju:tʃɪʃn/	sự dinh dưỡng	Unit 10
nutritious (adj)	/'nju:tʃɪʃəs/	bổ dưỡng, có chất dinh dưỡng	Unit 10
oil spill	/'ɔɪl spɪl/	tràn dầu	Unit 6
optimistic (adj)	/'ɒptɪ'mɪstɪk/	lạc quan	Unit 9
outstanding (adj)	/'aʊt'stændɪŋ/	nổi bật, xuất chúng	Unit 8

Word	Transcription	Meaning	Unit
overcrowded (adj)	/,əʊvə'kraʊdɪd/	chật ních, đông nghẹt	Unit 9
passion (n)	/'pæʃn/	sự say mê, niềm say mê	Unit 7
pessimistic (adj)	/'pesɪ'mɪstɪk/	bĩ quan	Unit 9
picturesque (adj)	/'pɪktʃə'resk/	đẹp theo kiểu cổ kính	Unit 8
poetic (adj)	/pəʊ'etɪk/	mang tính chất thơ ca	Unit 8
potential (n)	/pə'tenʃl/	khả năng, tiềm lực	Unit 7
prescription medicine	/prɪ'skrɪpʃn 'medsɪn/	thuốc do bác sĩ kê đơn	Unit 10
preservation (n)	/'prezə'veɪʃn/	việc bảo tồn	Unit 8
preserve (v)	/'prɪ'zɜ:v/	bảo tồn	Unit 8
profession (n)	/'prə'feʃn/	nghề, nghề nghiệp	Unit 7
pursue (v)	/'pə'sju:z/	đeo đuổi	Unit 7
qualification (n)	/'kwɒlɪfɪ'keɪʃn/	văn bằng, học vị, chứng chỉ	Unit 7
quality of life	/'kwɒləti əv laɪf/	chất lượng sống	Unit 9
relic (n)	/'reɪlɪk/	cổ vật	Unit 8
renewable (adj)	/'ri'nju:əbl/	có thể tái tạo lại	Unit 9
respectively (adv)	/'rɪ'spektɪvli/	theo thứ tự lần lượt	Unit 8
royal (adj)	/'rɔɪəl/	thuộc về nhà vua, hoàng gia	Unit 8
sanctuary (n)	/'sæŋktʃuəri/	thánh địa, địa điểm thần thánh	Unit 8
scenic (adj)	/'si:nɪk/	có cảnh quan đẹp	Unit 8
scholarship (n)	/'skɒləʃɪp/	học bổng	Unit 7
skill (n)	/'skɪl/	kĩ năng	Unit 7
stress-free (adj)	/'stresfri:z/	không bị căng thẳng	Unit 10
subsequent (adj)	/'sʌbsɪkwənt/	tiếp theo, kế tiếp	Unit 8
sustainable (adj)	/'sə'steɪnəbl/	không gây hại cho môi trường, có tính bền vững	Unit 9
talent (n)	/'tælənt/	tài năng, năng lực, nhân tài	Unit 7
tomb (n)	/'tu:m/	lăng mộ	Unit 8
training (n)	/'treɪnɪŋ/	rèn luyện, đào tạo	Unit 7
transcript (n)	/'trænskɪpt/	học bạ, phiếu điểm	Unit 7
tuition (n)	/'tju:ʃn/	tiền học, học phí	Unit 7
tutor (n)	/'tju:tə(r)/	thầy giáo dạy kèm	Unit 7

Word	Transcription	Meaning	Unit
undergraduate (n)	/ˌʌndə'grædʒuət/	sinh viên đang học đại học hoặc cao đẳng, chưa tốt nghiệp	Unit 7
university (n)	/ˌjuːnɪ'vɜːsəti/	trường đại học	Unit 7
upgrade (v)	/ˌʌp'greɪd/	nâng cấp	Unit 9
urban (adj)	/'ɜːbən/	thuộc về đô thị	Unit 9
urban planner	/'ɜːbən 'plænə(r)/	người / chuyên gia quy hoạch đô thị	Unit 9
vocational (adj)	/vəʊ'keɪʃənəl/	thuộc về hoặc liên quan đến học nghề, hướng nghiệp	Unit 7
workout (n)	/'wɜːkaʊt/	luyện tập thể lực	Unit 10
worship (n)	/'wɜːʃɪp/	thờ cúng, tôn thờ	Unit 8





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**Bản quyền thuộc Nhà xuất bản Giáo dục Việt Nam – Bộ Giáo dục và Đào tạo,  
Tập đoàn Xuất bản Giáo dục Pearson.**

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## **TIẾNG ANH 11 – SÁCH HỌC SINH – TẬP HAI**

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Số QĐXB : .../QĐ-GD ngày ... tháng ... năm

In xong và nộp lưu chiểu tháng ... năm 2015.

