

## UNIT 4 | PRESERVING WORLD HERITAGE

### A. VOCABULARY (TỪ VỰNG)

#### Unit opener

No	Words		Transcription	Meaning
1	castle	(n)	/'kɑ:sl/	lâu đài
2	lighthouse	(n)	/'laɪthaʊs/	hệ sinh thái
3	monument	(n)	/'mɒnjəmənt/	sự nóng lên toàn cầu
4	pyramid	(n)	/'pɪrəmid/	thung lũng
5	ruin	(n)	/'ru:ɪn/	Sự đổ nát, sự hư hại nghiêm trọng
6	preserve	(n)	/prɪ'zɜ:v/	rừng nhiệt đới
7	statue	(n)	/'stætju: /	biển, đại dương
8	terrace	(n)	/'terəs/	(cái) ao
9	World Heritage Site	(n)	/wɜ:ld 'herɪtɪdʒ saɪt /	đầm lầy

#### Lesson 4a

No	Words		Transcription	Meaning
10	birthplace	(n)	/'bɜ:θ,pleɪs/	cái nôi, nơi khởi nguồn
11	capital city	(n)	/'kæpɪtəl 'sɪti/	thủ đô
12	development	(n)	dɪ'veləpmənt/	sự phát triển
13	repair	(v)	/rɪ'peə/	sửa chữa, khôi phục lại
14	trade	(n)	/treɪd/	sự giao thương, buôn bán
15	clay	(n)	/kleɪ/	đất sét
16	concrete	(n)	/'kɒnkri:t/	bê tông
17	glass	(n)	/glɑ:s/	kính, thủy tinh
18	marble	(n)	/'mɑ:bəl/	đá cẩm thạch
19	steel	(n)	/sti:l/	thép
20	stone	(n)	/stəʊn/	đá

#### Lesson 4c

No	Words		Transcription	Meaning
21	come along	(phr v)	/kʌm ə'ləŋ/	đi cùng với ai
22	come out	(phr v)	/kʌm aʊt/	xuất hiện, phát hành

#### Lesson 4d

No	Words		Transcription	Meaning
23	communicate	(v)	/kə'mju:nɪkeɪt/	truyền đạt (thông tin), giao tiếp
24	organise	(v)	/'ɔ:gənaɪz/	tổ chức, thành lập
25	resident	(a)	/'rezɪdənt/	cư dân
26	select	(v)	/sɪ'lekt/	chọn, lựa chọn

## Culture Corner B

No	Words		Transcription	Meaning
27	custom	(n)	/'kʌstəm/	phong tục, tập tục
28	demand	(n)	/dɪ'mɑ:nd/	đòi hỏi, yêu cầu, nhu cầu
29	powder	(n)	/'paʊdə/	bột
30	replace	(v)	/rɪ'pleɪs/	thay thế
31	woodblock	(n)	/'wʊdblɒk/	mặt in gỗ

## CLIL B (Geography)

No	Words		Transcription	Meaning
27	coral bleaching	(n)	/'kɒrəl 'bli:tʃɪŋ/	hiện tượng tẩy trắng san hô
28	cool	(V)	/ku:l/	làm mát
29	leisure	(n)	/'leɪʒə/	thời gian rảnh rỗi
30	overfishing	(n)	/əʊvə'fɪʃɪŋ/	tình trạng đánh bắt cá quá mức
31	threat	(n)	/θret/	mối đe dọa

## \* WORD FORMATION

- **preserve** /prɪ'zɜ:v/ (v): bảo tồn, bảo vệ  
**preservation** /,prezə'veɪʃn/ (n): sự bảo tồn
- **develop** /dɪ'veləp/ (v): phát triển  
**development** /dɪ'veləpmənt/ (n): sự phát triển  
**developing** /dɪ'veləpɪŋ/ (adj): đang phát triển (**developing country**: quốc gia đang phát triển)  
**developed** /dɪ'veləpt/ (adj): đã phát triển (**developed country**: quốc gia phát triển)
- **repair** /rɪ'peə/ (v): sửa chữa, khôi phục lại  
**repair** /rɪ'peə/ (n): sự sửa chữa, sự tu bổ  
**reparable** /'repərəbəl/ (adj): có thể sửa chữa được  
**irreparable** /ɪ'repərəbəl/ (adj): không thể sửa chữa được
- **trade** /treɪd/ (n): sự giao thương, buôn bán  
**trade** /treɪd/ (v): mua bán, trao đổi  
**trading** /'treɪdɪŋ/ (n): việc kinh doanh, buôn bán  
**trader** /'treɪdər/ (n): người buôn bán, người giao dịch (chứng khoán)
- **communicate** /kə'mju:nɪkeɪt/ (v): truyền đạt (thông tin), giao tiếp  
**communication** /kə,mju:nɪ'keɪʃən/ (n): sự truyền đạt, sự giao tiếp  
**communicator** /kə'mju:nɪkeɪtə/ (n): người truyền tin, người truyền đạt  
**communicative** /kə'mju:nɪkətɪv/ (adj): (tính cách) cởi mở, thích giao tiếp; liên quan đến giao tiếp  
**uncommunicative** /,ʌnkə'mju:nɪkətɪv/ (adj): (tính cách) không cởi mở, ít nói
- **organise** /'ɔ:gənaɪz/ (v): tổ chức, thành lập  
**organisation** /,ɔ:gənaɪ'zeɪʃən/ (n): tổ chức, sự tổ chức  
**organiser** /'ɔ:gənaɪzə/ (n): nhà tổ chức, người tổ chức  
**organised** /'ɔ:gənaɪzd/ (adj): có trật tự, có tổ chức  
**disorganised** /dɪ'sɔ:gənaɪzd/ (adj): hỗn độn, thiếu trật tự
- **resident** /'rezɪdənt/ (n): cư dân  
**residential** /,rezɪ'denʃəl/ (adj): (thuộc về) nhà ở, (thuộc về) dân cư

- **select** /sɪˈlekt/ (v): chọn, lựa chọn  
**selection** /sɪˈlekən/ (n): sự lựa chọn  
**selective** /sɪˈlektɪv/ (adj): có tuyển chọn, lựa chọn cẩn thận
- **demand** /dɪˈmɑːnd/ (n): nhu cầu  
**demand** /dɪˈmɑːnd/ (v): đòi hỏi, yêu cầu  
**demanding** /dɪˈmɑːndɪŋ/ (adj): đòi hỏi khắt khe
- **powder** /ˈpaʊdə/ (n): bột  
**powder** /ˈpaʊdə/ (v): rắc (muối, bột,...) lên, đánh phấn (trang điểm)  
**powdery** /ˈpaʊdəri/ (adj): phủ bột, phấn,...; dạng bột, phấn,...; có thể tán thành bột
- **replace** /rɪˈpleɪs/ (v): thay thế  
**replacement** /rɪˈpleɪsmənt/ (n): sự thay thế
- **threat** /θret/ (n): mối đe dọa  
**threaten** /ˈθretn/ (v): đe dọa, gây nguy hiểm  
**threatening** /ˈθretnɪŋ/ (adj): mang tính đe dọa
- **donate** /dəʊˈneɪt/ (v): quyên góp, tặng  
**donation** /dəʊˈneɪʃən/ (n): sự quyên góp  
**donor** /ˈdəʊ.nər/ (n): người quyên góp, người tặng
- **participate** /pɑːˈtɪsɪpeɪt/ (v): tham gia  
**participation** /pɑːˈtɪsɪpeɪʃən/ (n): sự tham gia  
**participant** /pɑːˈtɪsɪpənt/ (n) người tham gia
- **volunteer** /ˌvɒləntɪər/ (v): tình nguyện, xung phong làm  
**volunteer** /ˌvɒləntɪər/ (n): người tình nguyện  
**volunteer** /ˌvɒləntɪər/ (a): tình nguyện, tự nguyện  
**voluntary** /ˈvɒləntəri/ (a): tự ý, tự nguyện

## B. GRAMMAR

### I. Paired conjunctions (cặp liên từ):

**Cặp liên từ** được tạo thành bởi sự kết hợp của liên từ và từ khác dùng để liên kết các cụm từ hay mệnh đề với chức năng tương đương, ngang hàng nhau về mặt ngữ pháp.

#### Các cặp liên từ thường gặp

Liên từ tương quan	Mục đích sử dụng	Ví dụ
<b>Both....and</b>	Diễn tả lựa chọn kép ⇒ cả cái này lẫn cả cái kia.	Both I and she want to quit because of the working environment.
<b>Not only.....but also</b>	Diễn tả lựa chọn kép ⇒ không những cái này mà cả cái kia	He is not only a childish adult but also a very incapable leader.
<b>Neither....nor</b>	Diễn tả phủ định kép ⇒ không cái này cũng không cái kia.	I'm full so I don't want neither the pizza nor the cake, thank you!
<b>Either.....or</b>	Diễn tả sự lựa chọn ⇒ hoặc là cái này, hoặc là cái kia.	You cannot choose both, either basketball or football!

#### ► Parallel structures (cấu trúc song song)

**Both** + noun + **and** + noun/pronoun

Both **my sister and I** went to Hoang Van Thu High School.

**Not only** + adj + **but also** + adj

Trang is *not only* **intelligent** *but also* **generous**.

**Not only** + verb + **but also** + verb

Mình *not only* **saw** the famous writer *but also* **spoke** to him.

**Either** + noun + **or** + noun

Students can choose *either* **English** *or* **French** in this semester.

**Neither** + verb + **nor** + verb

She had promised to visit me, but she *neither* **came** *nor* **telephoned**.

#### ► Subject and verb agreement (sự hòa hợp của chủ ngữ và động từ)

- Khi 2 chủ ngữ nối với nhau bằng *both ... and ...* thì động từ theo sau ở dạng số nhiều.  
*Both* Tam *and* Dan **work** for an instruction company.
- Khi 2 chủ ngữ nối với nhau bởi *not only ... but also*, *either ... or...*, *neither... nor...*, thì động từ được chia theo chủ ngữ thứ 2.  
*Not only* my parents *but also* **my brother** **is** on a trip to Ha Long.  
  
*Either* the teacher *or* **the students** **have** to make a plan for the class newspaper.  
  
*Neither* salt *nor* **sugar** **is** necessary for this dish.

## II. Compound nouns (Danh từ ghép)

### 1. Định nghĩa

danh từ ghép (compound noun) là từ được tạo thành từ hai hay các từ riêng biệt trong tiếng anh. Cũng tương tự như danh từ, danh từ ghép được sử dụng để chỉ người, địa điểm, ý tưởng hoặc sự vật cụ thể nào đó. Danh từ ghép trong tiếng anh có thể là danh từ chung, danh từ riêng hoặc danh từ trừu tượng.

### 2. Các loại danh từ ghép trong tiếng Anh

Danh từ ghép trong tiếng Anh bao gồm 3 loại chính

### a. Danh từ ghép mở

Đây là tập hợp các danh từ ghép tiếng Anh có khoảng trống giữa các từ

*Town square* (Quảng trường thành phố)

*Black box* (Hộp đen)

*Hot dog* (bánh mì kẹp xúc xích)

### b. Danh từ ghép có gạch nối

Danh từ ghép có gạch nối là tập hợp các từ tiếng Anh có dấu gạch ngang để nối ở giữa

*Son-in-law* (Con rể)

*Lady-in-waiting* (Thị nữ, thị tỳ)

*Go-between* (Người môi giới, người trung gian)

### c. Danh từ ghép đóng

Danh từ ghép đóng là các từ được viết liền, không có khoảng trống hay gạch nối ở giữa và thường được ghép với các từ có một âm tiết

*Snowfall* (Tuyết rơi)

*Haircut* (Cắt tóc)

*Surfboard* (Ván lướt sóng)

## 3. Công thức tạo thành danh từ ghép

Danh từ ghép được cấu thành bởi nhiều loại từ khác nhau. Thế nên, bạn có thể dựa vào những công thức sau để phân biệt được danh từ ghép với các danh từ khác.

STT	Công thức	Ví dụ
1	<i>Danh từ + Danh từ</i> (Noun + Noun)	aircraft (phi thuyền) facemask (mặt nạ, khẩu trang)
2	<i>Danh từ + Động từ</i> (Noun + Verb)	earthquake (động đất) milkshake (sữa lắc)
3	<i>Danh từ + Tính từ</i> (Noun + Adj)	homesick (nỗi nhớ nhà) dream high (ước mơ bay cao)
5	<i>Danh từ + Cụm giới từ</i> (Noun + Prepositional Phrase)	mother-in-law (mẹ chồng/vợ) sister-in-law (chị/em vợ/chồng)

4	<i>Động từ + Giới từ</i> (Verb + Preposition)	lookout (sự canh phòng) make-up (trang điểm)
6	<i>Động từ + Danh từ</i> (Verb + Noun)	swimsuit (đồ bơi) dance floor (sàn nhảy)
7	<i>Giới từ + Danh từ</i> (Preposition + Noun)	underworld (thế giới ngầm) downtrend (xu hướng giảm)
8	<i>Tính từ + Danh từ</i> (Adj + Noun)	flashlight (đèn pin chiếu sáng) white light (ánh sáng trắng)

#### 4. Một số danh từ ghép thông dụng trong tiếng Anh

Dưới đây là các từ ghép trong tiếng Anh phổ biến mà bạn sẽ sử dụng nhiều:

STT	Danh từ ghép	Phiên âm	Dịch nghĩa
1	Afternoon	/ˌɑːf.təˈnuːn/	Buổi trưa
2	Airline	/ˈeə.laɪn/	Hàng không
3	Airport	/ˈeə.pɔːt/	Sân bay
4	Anymore	/ˌen.iˈmɔːr/	Nữa
5	Anything	/ˈen.i.θɪŋ/	Bất cứ thứ gì
6	Anywhere	/ˈen.i.weər/	Bất cứ đâu
7	Application form	/ˌæp.lɪˈkeɪ.ʃən fɔːm/	Mẫu đơn xin việc
8	Background	/ˈbæk.graʊnd/	Lý lịch
9	Bathroom	/ˈbɑːθ.ruːm/	Phòng tắm
10	Birthday	/ˈbɜːθ.deɪ/	Sinh nhật
11	Chopstick	/ˈtʃɒp.stɪk/	Đũa
12	Classmate	/ˈklɑːs.meɪt/	Bạn cùng lớp
13	Grandmother	/ˈgræn.mʌð.ər/	Bà
14	High school	/ˈhaɪ ˌskuːl/	Trường THPT
15	Housewife	/ˈhaʊs.waɪf/	Nội trợ
16	Newspaper	/ˈnjuːzˌpeɪ.pər/	Báo

17	Nobody	/ˈnəʊ.bə.di/	Không ai cả
18	Outside	/ˈnjuːz.pɪ.pər/	Bên ngoài
19	Password	/ˈpɑːs.wɜːd/	Mật khẩu
20	Swimming pool	/ˈswɪm.ɪŋ ˌpuːl/	Hồ bơi
21	Take off	/teɪk ɒf/	Cởi đồ, cất cánh
22	Washing machine	/ˈwɒʃ.ɪŋ məˌʃiːn/	Máy giặt
23	Dining room	/ˈdaɪ.nɪŋ ˌruːm/	Phòng ăn
24	Dry-cleaning	/ˌdraɪˈkliː.nɪŋ/	Giặt khô
25	Check-in	/tʃek/	Kiểm soát khi vào
26	Email	/ˈiː.meɪl/	Thư điện tử
27	Photo shoot	/ˈfəʊ.təʃ ˌseɪ.ʃən/	Chụp ảnh

### C. EXERCISE (BÀI TẬP)

#### ① PHONETICS

**I. Choose the words whose underlined part is pronounced differently from that of the others in each group.**

- |                            |                      |                        |                      |
|----------------------------|----------------------|------------------------|----------------------|
| 1. A. <u>bi</u> irthday    | B. <u>wi</u> ldfire  | C. <u>li</u> ght       | D. <u>lan</u> dslide |
| 2. A. <u>eff</u> ect       | B. <u>de</u> sert    | C. <u>con</u> crete    | D. <u>lev</u> el     |
| 3. A. <u>mon</u> ument     | B. <u>o</u> cean     | C. <u>cor</u> al       | D. <u>mod</u> el     |
| 4. A. <u>f</u> arm         | B. <u>sma</u> rt     | C. <u>dem</u> and      | D. <u>sol</u> ar     |
| 5. A. <u>thr</u> eat       | B. <u>dise</u> ase   | C. <u>me</u> asure     | D. <u>ple</u> asure  |
| 6. A. <u>res</u> ident     | B. <u>re</u> peat    | C. <u>re</u> pair      | D. <u>re</u> move    |
| 7. A. <u>sen</u> sor       | B. <u>so</u> cialise | C. <u>cr</u> isis      | D. <u>eco</u> system |
| 8. A. <u>flood</u>         | B. <u>blo</u> od     | C. <u>to</u> uch       | D. <u>spoon</u>      |
| 9. A. <u>mar</u> ble       | B. <u>gl</u> ass     | C. <u>sna</u> ke       | D. <u>ma</u> sk      |
| 10. A. <u>com</u> municate | B. <u>cust</u> om    | C. <u>devel</u> opment | D. <u>or</u> ganise  |

**II. Choose the word whose main stressed syllable is placed differently from that of the other in each group.**

- |                          |                     |                      |                      |
|--------------------------|---------------------|----------------------|----------------------|
| 11. A. <u>re</u> place   | B. <u>pow</u> der   | C. <u>thre</u> aten  | D. <u>mar</u> ble    |
| 12. A. <u>mon</u> ument  | B. <u>pyra</u> mid  | C. <u>orga</u> nise  | D. <u>trad</u> ition |
| 13. A. <u>con</u> crete  | B. <u>pres</u> erve | C. <u>heat</u> wave  | D. <u>wild</u> fire  |
| 14. A. <u>hurri</u> cane | B. <u>reus</u> able | C. <u>water</u> fall | D. <u>argu</u> ment  |
| 15. A. <u>statu</u> te   | B. <u>recy</u> cle  | C. <u>anno</u> yed   | D. <u>arra</u> nge   |

#### ② WORD FORMATION

**Complete the sentences with the correct form of the words.**

- John is very interested in historic \_\_\_\_\_. (preserve)
- I try to keep up with the latest \_\_\_\_\_ in computer technology. (develop)
- The situation is serious but \_\_\_\_\_. (repair)
- The company is an international \_\_\_\_\_ in grain. (trade)



5. We have a very \_\_\_\_\_ approach to teaching languages. (**communicate**)
6. His application for membership of the \_\_\_\_\_ was rejected. (**organise**)
7. The inner \_\_\_\_\_ areas don't have many green spaces. (**resident**)
8. Emma is very \_\_\_\_\_ about the clothes she buys. (**select**)
9. Police work is physically \_\_\_\_\_ and stressful. (**demand**)
10. Many potential \_\_\_\_\_ are being put off too. (**replace**)
11. She \_\_\_\_\_ to quit if they didn't give her a raise, but no one believed her. (**threat**)
12. In \_\_\_\_\_ countries, blood pressure tends to go up dramatically with age.  
(**develop**)
13. Television is an effective means of \_\_\_\_\_. (**communicate**)
14. She's a brilliant \_\_\_\_\_ and administrator. (**organise**)
15. We want more \_\_\_\_\_ in the decision-making. (**participate**)
16. It was an \_\_\_\_\_ job, and paid very little. (**important**)
17. They made a generous donation to charity. (**donate**)
18. Since retiring from the company, she has done \_\_\_\_\_ work for a charity.  
(**volunteer**)

### ③ FURTHER PRACTICE

#### UNIT OPENER

*I. Write the suitable word for each picture.*

		
1. _____	2. _____	3. _____
		
4. _____	5. _____	6. _____

*II. Complete the sentences with the words in exercise I.*

1. A \_\_\_\_\_ is seen on the shore to the right.
2. The Great \_\_\_\_\_ dates from around 2600 BC.



3. The garden of the old inn runs down with \_\_\_\_\_ to the water.
4. In addition to his flat in London, he has a villa in Italy and a \_\_\_\_\_ in Scotland.
5. The \_\_\_\_\_ of Liberty is a symbol of America.
6. The park contains a beautiful \_\_\_\_\_ to the soldiers.

**III. Put the words into the correct column. Then practise saying them with a partner.**

book room spoon look foot good cook  
 too should tooth food put full hook  
 moon shook cool stood took boot  
 soon noon balloon stool wood soup wool  
 glue

<p>/ʊ/</p> <p>book</p>	<p>/u:/</p> <p>room</p>
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**LESSON 3A. READING**

**I. Fill in the blanks using the words in the box.**

trade	capital	ruins	development	birthplace	repaired	ancient
government	visitors	temple	archeologists	giant	valued	generations

1. The older \_\_\_\_\_ doesn't like pop music.
2. Cairo is the \_\_\_\_\_ of Egypt.
3. Dad terrified us with stories of \_\_\_\_\_ man who ate little children.
4. Good nutrition is important for proper muscle \_\_\_\_\_.
5. The town laid in \_\_\_\_\_ after years of bombing.
6. England is the \_\_\_\_\_ of the modern novel.
7. The skilled technician \_\_\_\_\_ my laptop by replacing the faulty hard drive.
8. The \_\_\_\_\_ Egyptians stored information on scrolls.
9. The bells of the old \_\_\_\_\_ resounded throughout the valley.
10. The \_\_\_\_\_ found fragments of bone in the burial chamber.
11. They \_\_\_\_\_ the painting at \$1,000.
12. The minister has announced that there will be no change in \_\_\_\_\_ policy.
13. The country's \_\_\_\_\_ in manufactured goods has expanded in the last ten years.
14. The museum gets \_\_\_\_\_ from all over the world.

**II. Write the suitable word for each picture.**

		
1. _____	2. _____	3. _____
		
4. _____	5. _____	6. _____

### III. Reading

A. Read the passage and choose the correct answer for each question

## European Landmarks

Europe is one of the seven continents. The other six are North America, South America, Africa, Asia, Australasia and Antarctica. Some of the countries in Europe are the United Kingdom, France, Holland and Greece. Throughout Europe, you can find a variety of famous landmarks that bring millions of tourists to the continent every year. Here are three famous human landmarks.

### Terrific Tower

The Eiffel Tower is located in Paris, France. It was completed on 31st March 1889 and took two years, two months and five days to build. It has been painted many different colours in its time, (including yellow) before a specially mixed 'Eiffel Tower brown' was chosen in 1968. Until 1930, it was the tallest building in the world, being 324 metres tall. From sunset to 1 a.m., for five minutes every hour, a brilliant light show can be seen that makes the entire tower appear to sparkle. Seven million tourists visit every year, making it the most-visited paid monument in the world. There are even smaller copies of the tower in Las Vegas, USA and Prague, Czech Republic.

## **Mysterious Stones**

The mysterious Stonehenge can be found in the English countryside in Wiltshire. People believe that the stones were erected around 5,000 years ago, but nobody is sure why. Many historians believe it was once a burial ground, however, some people also believe it served other purposes too, such as a site for religious ceremonies or a resting place for royalty. Many believe that the smaller bluestones were brought to Wiltshire from the Preseli Hills, in Wales - over 200 miles away. Without modern technology, and with the blue stones weighing up to 4 tons, how were the builders able to move them so far? The mystery of the stones brings almost a million visitors every year, with its busiest day on 21st June for the Summer Solstice.

## **Colourful Cathedral**

Found in Moscow, Russia, St. Basil's Cathedral was ordered to be built by Ivan the Terrible to celebrate his victory over the Kazan Khanate. It began construction in 1555 and took six years to build. Known for its bright colours and distinct shaped domes, St. Basil's is the only cathedral of its kind; which is why so many people flock to the famous landmark every year. Inside is just as colourful – it has nine rooms, all decorated differently and dedicated to different saints – each one linked to a different victory of Ivan's. Only one of its original bells remains from the 16th century, and they were last rung on 1st January 1990. The cathedral's design and colours are often mistaken for the Kremlin, the home of the Russian president.

1. Which of the following is not a continent?  
A. Antarctica                      B. Africa                      C. Asia                      D. Albania
2. When did the Eiffel Tower get its special brown colour?  
A. 1889                      B. 1930                      C. 1968                      D. 2017
3. How tall is the Eiffel Tower?  
A. 81 metres                      B. 324 metres                      C. 324 miles                      D. 304 metres
4. Where can you find smaller versions of the Eiffel Tower? Tick two.  
A. Montana, USA                      B. Las Vegas, USA  
C. Prague, Czech Republic                      D. B&C
5. Where are the Stonehenge bluestones thought to be from?  
A. Wales                      B. London                      C. Scotland                      D. Ireland
6. When is Stonehenge the busiest?  
A. 12th July                      B. 21st June                      C. 21st July                      D. 12th June
7. What is the Kremlin?  
A. the place the bluestones came from                      B. the site of the Eiffel tower  
C. another name for St Basil's Cathedral                      D. the home of the Russian president

8. When did the Bells of St Basil's Cathedral last ring?

A. six years

B. 1555

C. 16<sup>th</sup> century

D. 1st January 1990

**B. Read the passage again and tick the boxes to say whether the sentences are true or false.**

	Sentence	True	False
1	The Eiffel tower is the tallest building in the world.		
2	No one knows for sure why Stonehenge was built.		
3	Some people believe Stonehenge was used for religious ceremonies.		
4	The bells of St Basil's are from the 18 <sup>th</sup> Century.		
5	St Basil's Cathedral took six years to build.		
6	Another name for St Basil's Cathedral is the 'Kremlin'		
7	St Basil's Cathedral can be found in Russia.		

**B. Read the following passages and choose the correct answer for each question.**

Pick any day in the Piazza del Duomo in the Italian city of Pisa, and you will undoubtedly spot a bunch of tourists posing for the same photo: hands outstretched towards the cathedral's **conspicuously** tilting bell tower, as if they are supporting **it** with their sheer strength. The so-called Leaning Tower of Pisa is one of the most famous buildings in the world, although maybe not for the reasons its original architects would have wanted.

In 1173, construction began on a white marble bell tower for the cathedral complex in Pisa, located between the Arno and Serchio rivers in Tuscany, central Italy. By the time builders had finished the third of eight planned stories about five years later, the tower's foundation had begun to settle unevenly on the ground beneath it, a dense mixture of clay, sand and shells. As a result, the structure had begun to tilt visibly toward the south. Shortly after that, war broke out between Pisa and Genoa, another Italian city-state, halting construction for nearly a century. This delay allowed the foundation to settle further, likely prevented the bell tower's premature collapse.

When construction resumed, chief engineer Giovanni di Simone tried to compensate for the lean by adding extra masonry to the short side, but the additional weight caused the structure to tilt even further. The tower was officially completed around 1370, but its lean only increased over the next six centuries, becoming an integral part of the monument's quirky appeal. Despite various attempts to reinforce it, Pisa's tower continued to subside at a rate of

some 0.05 inches per year, placing it in increasing danger of collapse. By 1990, it was leaning 5.5 degrees (or some 15 feet) from the perpendicular—the most extreme angle yet. That year, the monument was closed to visitors and the bells removed as engineers started extensive reparations to stabilize it.

By siphoning earth from beneath and adding counterweights to the tower's north end, they were able to reduce the lean to 13.5 feet, or 4.0 degrees from perpendicular. The straightening continued after the tower reopened in 2001, and in 2008 sensors showed the subsiding motion had stopped, after a total improvement of some 19 inches. Engineers now believe the Leaning Tower of Pisa will remain stable for some 200 years, **barring** an earthquake or other unpredictable disaster.

(Source: <https://www.history.com/>)

**Question 1:** Which best serves as the title for the passage?

- A. Cultural values of the Leaning Tower of Pisa.
- B. Why does the Leaning Tower of Pisa lean?
- C. Who designed the Leaning Tower of Pisa?
- D. The biggest structural failure in the history.

**Question 2:** The word “**conspicuously**” in paragraph 1 is closest in meaning to \_\_\_\_.

- A. noticeably
- B. majestically
- C. beautifully
- D. covertly

**Question 3:** The word “**it**” in paragraph 1 refers to \_\_\_\_.

- A. photo
- B. city
- C. day
- D. tower

**Question 4:** According to paragraph 2, what was the main reason for the Pisa Tower's slanting?

- A. The surfaces of Pisa Tower are exposed to direct sunlight all day.
- B. The works on Pisa Tower continued uninterrupted.
- C. Pisa was involved in various military conflicts and wars.
- D. Shifting soil had destabilized the tower's foundations.

**Question 5:** According to paragraph 3, how was the result of Giovanni di Simone's rectification?

- A. It was an admirable work despite the unfavorable conditions of the foundation.
- B. The result is the unique banana shape of the Tower that is clearly visible from the West.
- C. It backfired the original intention of the architect's engineering effort.
- D. The bell tower began leaning towards the opposite direction by an even further degree.

**Question 6:** The word “**barring**” in paragraph 4 is closest in meaning to \_\_\_\_.

- A. prompting
- B. excepting
- C. discounting
- D. including

**Question 7:** Which of the following statements is **TRUE**, according to the passage?

- A. The sun shines on the tower on its north side, from the west in the mornings to the east in the evenings.
- B. The solution to the imminent collapse involved reinforcing the soil under the foundation.

**C.** The massive engineering operation taking place in 2000s failed to halt the further inclination of the tower.

**D.** The Leaning Tower of Pisa has been leaning for over 1000 years and it is still standing.

**Question 8:** Which of the following can be inferred from the passage?

**A.** Pisa Tower's audacious statement against gravity is not something planned in its initial design.

**B.** In theory, it would be possible to straighten the Leaning Tower of Pisa completely.

**C.** The Tower of Pisa was designed and constructed for creating a tourist attraction for the city.

**D.** It is very likely that the Tower of Pisa will fall in the foreseeable future due to climate change.

**D. Read the following passages and choose the correct answer for each question.**

The town of Chichen-Itza was established during the Classic period close to two natural cavities (cenotes or chenes), which gave the town its name "At the edge of the well of the Itzaes". The cenotes facilitated tapping the underground waters of the area. The dates for this settlement vary according to subsequent local accounts: one manuscript gives 415-35 A.D., while **others** mention 455 A.D. The town that grew up around the sector known as Chichen Viejo already boasted important monuments of great interest: the Nunnery, the Church, Akab Dzib, Chichan Chob, the Temple of the Panels and the Temple of the Deer. They were constructed between the 6th and the 10th centuries in the characteristic Maya style then popular both in the northern and southern areas of the Puuc hills.

The second settlement of Chichen-Itza, and the most important for historians, **corresponded** to the migration of Toltec warriors from the Mexican plateau towards the south during the 10th century. According to the most common version, the King of Tula, Ce Acatl Topiltzin Quetzalcoatl, or Kukulcan as the Maya translated the name, reportedly took the city between 967 A.D. and 987 A.D.

Following the conquest of Yucatán a new style blending the Maya and Toltec traditions developed, symbolizing the phenomenon of acculturation. Chichen-Itza is a clear illustration of this fusion. Specific examples are, in the group of buildings to the south, the Caracol, a circular stellar observatory whose spiral staircase accounts for its name, and, to the north, El Castillo. Surrounding El Castillo are terraces where the major monumental complexes were built: on the north-west are the Great Ball Court, Tzompantli or the Skull Wall, the temple known as the Jaguar Temple, and the House of Eagles; on the north-east are the Temple of the Warriors, the Group of the Thousand Columns, the Market and the Great Ball Court; on the south-west is the Tomb of the High Priest.

After the 13th century no major monuments seem to have been constructed at Chichen-Itza and the city rapidly declined after around 1440 A.D. From its abandonment during the

15th century, Chichen-Itza underwent a process of gradual **deterioration** until the first excavations at the site began more than a century ago. Nevertheless, the excellent materials and building techniques used by the Maya in the construction of the buildings secured that the architectonic, sculptural and pictorial essence of Chichen-Itza would be conserved through the centuries.

(Source: <https://whc.unesco.org/>)

**Question 1:** Which best serves as the title for the passage?

A. How to explore the famed Chichen Itza.                      B. Integrity and authenticity of Chichen Itza.

C. Cave of relics under ruins of Chichen Itza.                      D. The pre-Hispanic city of Chichen-Itza.

**Question 2:** According to paragraph 1, what is **NOT** mentioned about the city Chichen Itza?

A. Chichen Itza was built in an area of rough terrain that was leveled to accommodate larger structures.

B. Chichen Itza was built due to its close proximity to the cenote, an underground source of fresh water.

C. The Nunnery and Akab Dzib, Chichan Chob were erected between the 6th and the 10th centuries.

D. The history of Chichen Itza can be traced back to the Classic period of Mayan civilization.

**Question 3:** The word “**corresponded**” in paragraph 2 is closest in meaning to \_\_\_\_.

A. suited                      B. signified                      C. represented                      D. paralleled

**Question 4:** The word “**others**” in paragraph 1 refers to \_\_\_\_.

A. waters                      B. cavities                      C. manuscripts                      D. monuments

**Question 5:** According to paragraph 3, what is the proof of cultural integration between the two civilisations?

A. The Mayan marks are ubiquitous in the buildings yet no architecture exhibits Toltec influence.

B. There are two different areas in Chichén Itzá, evidenced by the different types of architecture.

C. Kukulcán brought the Toltec to Chichen Itza the beliefs and practices of human sacrifice.

D. The Toltec ruled at Chichen Itza until the city was mysteriously abandoned in roughly AD 1200.

**Question 6:** The following statements are true, **EXCEPT** \_\_\_\_.

A. The first settlement of Chichen Itza is the focus of archaeologist researching the area.

B. In the 1400s people forsook Chichen Itza, leaving behind amazing works of architecture and art.

C. The brilliant ruins of Chichen Itza evidence a dazzling ancient city that once centered the Maya empire.

D. Though the historical records do exist, dates documented were several years apart.

**Question 7:** The word “**deterioration**” in paragraph 4 is closest in meaning to \_\_\_\_.



A. emaciation                      B. dilapidation                      C. putrefaction                      D.  
decomposition

**Question 8:** Which of the following can be inferred from the passage?

- A. The intact artefacts will allow researchers to understand changes over time at the site.
- B. The condition of its inscription has been perfectly maintained in the face of time.
- C. Throughout its nearly 1,000-year history, different peoples have left their mark on the city.
- D. It is highly likely that the history of Chichen Itza may remain in shadow in years to come.

## LESSON 4B. GRAMMAR

### I. PAIRED CONJUNCTIONS

**Exercise 1. Rewrite the following sentences.**

1. Fred likes helping his friends. So does Linda. (both...and)



2. Harry used to date Ann. Or was it Helen? (either...or)



3. We should learn to accept our weaknesses and our strengths. (not only...but also)



4. He never listens to or advises his friends when they have a problem. (neither...nor)



5. I've betrayed your trust. I've betrayed your love for me. (not only...but also)



6. He felt disappointed. He felt misunderstood. (both...and)



7. Brian isn't very considerate. Neither is Tom. (neither...nor)



8. A true friend is someone who is caring and loving. (both...and)



9. Rachel should apologise or leave. (either...or)



10. Richard and John didn't keep her secret. (neither...nor)



**Exercise 2. Choose the best option among A, B, C, or D to complete each of the followings**

01. She's not only beautiful \_\_\_\_\_ intelligent.

A. but also

B. but

C. however

D. yet

02. Neither Tom nor his friends \_\_\_\_\_ yet.

A. has come

B. have come

C. hasn't come

D. haven't come

03. You can come here either on Monday \_\_\_\_\_ on Friday.

A. or

B. nor

C. both

D. and

04. Both his parents and he \_\_\_\_\_ here now.

A. are

B. is

C. was

D. were

05. They said both he \_\_\_\_\_ I were to come.

A. and

B. but

C. or

D. so

06. The weather in Dalat is neither too hot in summer \_\_\_\_\_ too cold in winter.

- A. or                      B. nor                      C. or else                      D. otherwise
07. Jane is beautiful and intelligent\_\_\_\_\_.
- A. too                      B. so                      C. both                      D. moreover
08. Graphite is a soft, slippery solid that is a good conductor of\_\_\_\_\_ heat and electricity.
- A. not just                      B. and                      C. both                      D. moreover
09. The lecture was\_\_\_\_\_ interesting and instructive.
- A. as                      B. either                      C. neither                      D. both
10. Both Mary and Allen\_\_\_\_\_ Jean are going on the tour.
- A. as well                      B. as well as                      C. nor                      D. but
11. I left it \_\_\_\_ on the table \_\_\_\_ in the drawer.
- A. either – nor                      B. neither – or                      C. either – or                      D. either – either
12. \_\_\_\_ the radio \_\_\_\_ the television works properly.
- A. Neither – nor                      B. Neither – or                      C. Either – nor                      D. Not – nor
13. He \_\_\_\_ could not come \_\_\_\_ did not want to.
- A. either – or                      B. neither – or                      C. either – nor                      D. nor – nor
14. The hotel is neither spacious \_\_\_\_.
- A. or comfortable                      B. nor comfortable                      C. or comfort                      D. nor comfort
15. Not \_\_\_\_ did she refuse to speak to him, but she also vowed never to see him again.
- A. even                      B. only                      C. at all                      D. always
16. He neither drank \_\_\_\_ smoked so he had good health.
- A. nor                      B. or                      C. but                      D. also
17. Neither the TV nor the video sets \_\_\_\_ properly.
- A. works                      B. work                      C. has worked                      D. is working
18. Now women work both before \_\_\_\_ after having their children.
- A. or                      B. also                      C. nor                      D. and
19. It is the event \_\_\_\_ a lot.
- A. has been talked about                      B. that has been talked about
- C. Has talked about                      D. that has talked about
20. She \_\_\_\_ hard but also gets on well with her classmates.
- A. doesn't only study                      B. studies not only
- C. not only studies                      D. not studies only
21. Either you leave now \_\_\_\_!
- A. I will also call the police                      B. but I will call the police
- C. or will I call the police                      D. or I will call the police
22. Both Henry and his friends \_\_\_\_ TV in the living room now.
- A. is watching                      B. watched                      C. were watching                      D. are watching
23. I left it \_\_\_\_ on the table \_\_\_\_ in the drawer.
- A. either – nor                      B. neither – or                      C. either – or                      D. either – either
24. Not only Lee but also his sons \_\_\_\_ chess very well.
- A. plays                      B. has played                      C. is playing                      D. play
25. It is the library \_\_\_\_.
- A. that often I borrow books from                      B. which I often borrow books from
- C. where I often borrow books from                      D. from that I often borrow books
26. \_\_\_\_ Julia \_\_\_\_ her sister are going to the party.
- A. Both - and                      B. Neither - nor                      C. Either - or                      D. Not only – but also
27. I felt \_\_\_\_\_ happy and sad at the same time.

- A. both                      B. neither                      C. either                      D. not only
28. Who wrote you this love letter? - I'm not sure. I think it was \_\_\_ Michael \_\_\_ Paul.  
A. both – and                      B. either – or                      C. neither – nor                      D. not only – but also
29. She \_\_\_ hard but also gets on well with her classmates.  
A. doesn't only study    B. studies not only    C. not only studies    D. not studies only
30. She feels very lonely because she has \_\_\_ husband \_\_\_ children.  
A. both - and                      B. neither - nor                      C. either - or                      D. not only – but also
31. I'm so lucky! I went to \_\_\_ Spain and Tenerife this year!  
A. both                      B. either                      C. neither                      D. or
32. Not only his parents but also his sister \_\_\_ here now.  
A. are                      B. is                      C. was                      D. were
33. Either John or you \_\_\_\_\_ responsible for the things that happened.  
A. is                      B. was                      C. were                      D. has been
34. I don't speak \_\_\_ French \_\_\_ German.  
A. neither/nor                      B. either /or                      C. neither/or                      D. either/ nor
35. Neither Jane nor her parents \_\_\_\_\_ this film before.  
A. see                      B. sees                      C. has seen                      D. have seen

**Exercise 3. The following sentences are incorrect, because they contain correlative conjunctions, but do not use parallel construction. Rewrite the sentences correctly, using parallel construction.**

1. The train proceeded neither quickly nor was it smooth.

---

2. They will leave either today or they will go tomorrow.

---

3. The child hates both getting up in the morning and to go to bed at night.

---

4. She is neither kind nor has patience.

---

5. He is not only talented, but also he has charm.

---

6. The street is lined with both oak trees and there are elm trees.

---

7. The lecture was not only very long but also it was very dull.

---

8. You should either eat less, or should exercise more.

---

9. I am not only proud to be here, but also feel happy to meet you.

---

10. The town is both historical and it is picturesque.

---

## II. COMPOUND NOUN

### Exercise 1: Choose the correct words to make compound nouns.

1. News... (A – story; B – travels; C – paper).
2. Child... (A – ren; B – hood; C – play).
3. Fund... (A – seat; B – driver; C – raiser).
4. Sun... (A – ny; B – raise; C – glasses).
5. Door... (A – frame; B – handle; C – way).
6. ...friend (A – Love; B – My; C – Girl).
7. Over... (A – due; B – drink; C – drive).
8. Down... (A – floor; B – stairs; C – step).
9. Hand... (A – do; B – some; C – made).
10. Friend... (A – ship; B – ly; C – with).

### Exercise 2: Give the singular and plural forms of compound nouns

1. The relationship between women and their ... (mother-in-law) is often fraught.
2. He bought some ... (tool-box) yesterday.
3. I have a ... (penfriend) from Canada.
4. My neighbor has planted some ... (apple tree).
5. Good things always come from ... (good action).
6. Take 3 ... (spoonful) of honey to make this cup of tea sweeter.
7. Are there any ... (clothes shop) nearby?
8. His ... (school bus) has a colorful outlook.
9. Not only women should know about ... (skincare), but also men.
10. ... (Hair style) affects up to 80% someone's look.

### Exercise 3: Read the definitions and complete the correct compound nouns

1. Day ... : The time in the morning when light first appears.
2. Dish ... : A machine for washing dishes.
3. Heart ... : Intense and overwhelming sorrow, grief.
4. Home ... : Schoolwork done out of lessons especially at home.
5. Honey ... : A holiday or trip taken by a newly married couple.
6. Horse ... : The power exerted by a horse in pulling.
7. Side ... : A paved walkway.
8. Eye ... : A fold of skin over the eye.
9. Bed ... : The time at which one goes to bed.
10. Cross ... : A road that intersects another road.

### Exercise 3: Make the compound nouns.

1. A room for stores => **A storeroom**
2. A tape for measuring up to 300 cms =>
3. The assistant manager of the restaurant =>
4. A station for express trains =>
5. Size of cables =>
6. Reduction in cost =>
7. Two periods of three months =>
8. Plugs with 3 pins =>
9. Two steel boxes for tools =>
10. The husband of my daughter =>

**Exercise 4: Choose the correct answer for each question.**

1. A letter offering suggestions is a \_\_\_\_\_.  
 A. proposal letter                      B. propose letter  
 C. letter proposal                      D. letter propose
2. A coat made of wool is a \_\_\_\_\_.  
 A. coated wool                      B. coat wool  
 C. woold coat                      D. wool coat
3. Shoes made of leather are \_\_\_\_\_.  
 A. shoe leather                      B. leather shoes  
 C. shoes leather                      D. leather shoes.
4. This is the ranch in my \_\_\_\_\_ town.  
 A. bother-in-law                      B. brother in law  
 C. brother's-in-law                      D. brother-in-law's
5. \_\_\_\_\_ clothes are always diverse styles and colors.  
 A. woman                      B. woman's  
 C. women's                      D. womens'
6. The cup used to make tea is called \_\_\_\_\_.  
 A. tea-cup                      B. tea of cup  
 C. teacup                      D. tea's cup
7. Horses used to compete in horse racing at annual festivals are \_\_\_\_\_.  
 A. race-horse                      B. race horses  
 C. racing horses                      D. races horses
8. The person who does housework is \_\_\_\_\_.  
 A. housewife                      B. house-wife  
 C. wife-house                      D. house's wife
9. Our center has a lot of \_\_\_\_\_.  
 A. exercise of book                      B. exercise's book's  
 C. exercises-books                      D. exercise-books
10. The completely black haired cat is the \_\_\_\_\_.  
 A. cat black                      B. black cat  
 C. black's cat                      D. cat's black
11. Can you hear anyone calling you? It was \_\_\_\_\_ voice.  
 A. my mother                      B. my's mother  
 C. my mother of                      D. my mother's

12. Our company decided to organize a 7-day tour in Singapore for all company employees. It will definitely be the most interesting trip I've ever attended.  
 A. 7-days B. 7 of day  
 C. 7-day D. 7 of days
13. When you are away and need someone to look after the house is \_\_\_\_\_.  
 A. home keeping B. home-keeping  
 C. keeping's home D. house's keeping
14. I no longer like having long hair because it is too entangled. I am ready to have \_\_\_\_\_ now.  
 A. short-haired B. short hair  
 C. hair's short D. short's hair
15. The presentation is perfect with simple languages and smart presentation. I think it is totally \_\_\_\_\_ to every audience.  
 A. easy understand B. easy-understand  
 C. understand easy D. easy's understand

## LESSON 4C LISTENING

### A. Vocabulary

#### I. Match the words with their definitions.

1. scary	a. a group of people who work together, especially all those who work on and operate a ship, aircraft, etc.
2. capture	b. the person in charge of a ship or an aircraft
3. fog	c. to think that someone has committed a crime or done something wrong
4. cobbled	d. to cause someone to be completely unable to understand or explain something
5. cart	e. to examine a crime, problem, statement, etc. carefully, especially to discover the truth
6. investigate	f. a vehicle with either two or four wheels, pulled by a horse and used for carrying goods
7. baffle	g. surfaced with a layer of stones
8. suspect	h. a weather condition in which very small drops of water come together to form a thick cloud close to the land or sea, making it difficult to see
9. crew	i. to take someone as a prisoner, or to take something into your possession, especially by force
10. captain	j. making you feel frightened

### B. Listening

#### I. Listen to three different travel situations and complete the sentences with Paul Potts, the museum officer or Maria Reynolds.

0 Maria Reynolds is informing people that electronic equipment can't be used where they are.

1. \_\_\_\_\_ is giving visitors details about tours they can take on their own.

2. \_\_\_\_\_ will be recreating life as it was over a hundred years ago.
3. \_\_\_\_\_ is giving safety instructions that people must follow.
4. \_\_\_\_\_ provides information about ticket prices.
5. \_\_\_\_\_ is making an announcement.
6. \_\_\_\_\_ says that people will have an interactive experience.

**II. Listen again and answer the questions.**

0. Where will the mystery walk be taking place?

**It will be taking place in the East End of London.**

1. Which century did the crime they will be investigating happen?  
\_\_\_\_\_
2. What crime will the tourists try and help solve?  
\_\_\_\_\_
3. What will tourists be provided with on the tour?  
\_\_\_\_\_
4. What is the name of the museum that the tourist will be visiting?  
\_\_\_\_\_
5. What does the museum officer say the price of a child's ticket is?  
\_\_\_\_\_
6. What does the official visitor's guide book provide visitors to the museum?  
\_\_\_\_\_
7. Who does the museum officer say the guide is ideal for?  
\_\_\_\_\_
8. How long will the flight be?  
\_\_\_\_\_
9. What does the flight attendant ask passengers to make sure they have done before take-off?  
\_\_\_\_\_

**LESSON 4D SPEAKING**

**I. Look at the pictures about ways to preserve heritage sites and fill in the missing words.**

		
<p><b>1. organize a _____ group</b></p>	<p><b>2. raise _____</b></p>	<p><b>3. share _____ and links on media about protecting heritage sites</b></p>



		
<b>4. make a _____</b>	<b>5. increase the community's _____</b>	<b>6. offer _____ to heritage sites</b>

## II. Cultural Exchange Fair

Work in groups of four or five students from different cultural backgrounds. Each group represents a country or region known for its cultural heritage. In this roleplay activity, students take turns showcasing their cultural heritage by setting up booths with traditional artifacts, clothing, music, and food. Encourage students to engage in conversations, ask questions about traditions, and learn about each other's cultures.

## III. Project

Imagine visitors coming to one of the World Heritage Sites in your country. They have never been here before and they do not know their way around. Answer the questions; then tell the class about the place you've chosen.

1. List the name of the site chosen by your groups.

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2. Give reason for choosing this place.

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3. Describe this World Heritage Site

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4. Why might tourists enjoy visiting this place?

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5. List more than 3 rules for visitors.

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6. Tell the class some ways to protect this site.

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#### **LESSON 4E WRITING**

##### ***I. Rewrite the sentences using the given words.***

1. The/ Statues/Moai/ and/ both/ ancient/ valuable/.

2. Not/ only/ brother/ my/ also/ but/ sister/ my/ afraid/ flying/ is/ of/.

3. Neither/ students/ the/ teacher/ nor /the /are/ news /surprised /by /the/.

4. I /volunteer/ in/ am/ interested /becoming/ a/.

5. was /I /wondering/ if/ you /accommodation/ could /tell /about / me /the /with/ the /families/.

##### ***II. Rewrite the sentences using the paired conjunctions given in brackets. Make any necessary changes.***

1. Fred likes helping his friends. So does Linda. (both...and)

2. Harry used to date Ann. Or was it Helen? (either...or)

3. We should learn to accept our weaknesses and our strengths. (not only...but also)

---

4. He never listens to or advises his friends when they have a problem. (neither...nor)

---

5. I've betrayed your trust. I've betrayed your love for me. (not only...but also)

---

6. He felt disappointed. He felt misunderstood. (both...and)

---

7. Brian isn't very considerate. Neither is Tom. (neither...nor)

---

8. A true friend is someone who is caring and loving. (both...and)

---

9. Rachel should apologise or leave. (either...or)

---

10. Richard and John didn't keep her secret. (neither...nor)

---

11. Tom doesn't lie to his friends. Paul doesn't either. (neither...nor)

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***III. You are going to write a letter requesting information about the volunteer programme. Look at the poster and write your letter in 100 words.***



## CULTURE CORNER & CLIL

I. Look at the pictures and write the missing letters for missing each word.

		
1. c _____	2. w _____	3. p _____ r
		
4. r _____	5. d _____	6. a _____



		
7. <u>C</u> _____ <u>b</u> _____	8. <u>o</u> _____	9. <u>c</u> _____

## II. Reading

### A. Read the passages and choose the correct answer for each question

Mohammed BK, who aims to connect Somalis in Bristol with their heritage, has been confirmed for the Somali Week Festival, in 2020. Mohammed BK has been named as “cultural ambassador” for the Somali community. Ayan Mohamoud who is UK’s Somaliland Ambassador told the BBC he will now become a fixed part of the annual festivities. She said: “Young people who don’t speak Somali at all have memorised his music word-for-word and that is something that has never been done before by any Somali artist. He has been touring the country promoting citizenship and cultural unity throughout his career.”

Susan Elmi, 25, has been a fan of Mohammed BK for many years. She said: “In the Somali culture many people communicated their emotions and thoughts through songs and poetry and this is going back centuries. This man is bringing that back and making the younger generation question and explore our rich **legacy**. I think it’s just what the Somali Diaspora needs to say well connected to the identity.”

Mohammed BK also promotes education and advises young people to “use their time and resources wisely here in the UK because that is something their parents sacrificed fleeing from their homeland”. He added: “I thought to myself if I have that much influence on thousands and thousands of young people from my community, I need to put my platform to good use in encouraging them to do good and seek opportunities”. Festival fan Ameira Hassan, 45, said: “It’s a huge thing for our kids to take part in their history and culture. It’s important to us because they are learning a lot. Twenty years ago, we never used to have anything like this in the UK and our kids never had any knowledge of the Somali culture.”

(Source: <https://www.bbc.com/>)

**Question 1:** What is main topic of the passage?

- A. Keeping Somali culture “alive” through music.    B. The Somali people welcomes Mohammed BK.  
C. Government cannot but a person can.    D. The influence of a world renowned singer.

**Question 2:** According to paragraph 1, what is correct about the singer Mohammed BK?

- A. Mohammed BK’s schedule for 2020 includes appearance on BBC channel.

- B. Mohammed BK is a legal citizen of UK living in Bristol city.
- C. Ayan Mohamoud spoke highly of the singer Mohammed BK.
- D. Mohammed currently serves as the UK's Somaliland Ambassador.

**Question 3:** The word “**legacy**” in paragraph 2 is closest in meaning to \_\_\_\_.

- A. present
- B. benefaction
- C. birthright
- D. heritage

**Question 4:** The word “**they**” in paragraph 3 refers to \_\_\_\_.

- A. people
- B. kids
- C. parents
- D.

opportunities

**Question 5:** According to paragraph 3, what is the pedagogical philosophy of Mohammed BK?

- A. The aim of education is to ensure students' acquisition of fundamental knowledge.
- B. The youth should grasp every possibility and tool needed to learn to their fullest potential.
- C. Knowledge is required to be transmitted to students in a systematic, disciplined way.
- D. Learning is rooted in the questions of learners that arise through experiencing the world.

***B. Read the following passages and choose the correct answer for each question.***

Some of the senses that we and other terrestrial mammals take for granted are either reduced or absent in cetaceans or fail to function well in water. For example, it appears from their brain structure that toothed species are unable to smell. Baleen species, on the other hand, appear to have some related brain structures but it is not known whether these are functional. It has been speculated that, as the blowholes evolved and migrated to the top of the head, the neural pathways serving sense of smell may have been nearly all sacrificed. Similarly, although at least some cetaceans have taste buds, the nerves serving **these** have degenerated or are **rudimentary**.

The sense of touch has sometimes been described as weak too, but this view is probably mistaken. Trainers of captive dolphins and small whales often remark on their animals' responsiveness to being touched or rubbed, and both captive and free ranging cetacean individuals of all species (particularly adults and calves, or members of the same subgroup) appear to make frequent contact. This contact may help to maintain order within a group, and stroking or touching are part of the courtship ritual in most species. The area around the blowhole is also particularly sensitive and captive animals often object strongly to being touched there.

The sense of vision is developed to different degrees in different species. Baleen species studied at close quarters underwater – specifically a grey whale calf in **captivity** for a year, and free-ranging right whales and humpback whales studied and filmed off Argentina and Hawaii – have obviously tracked objects with vision underwater, and they can apparently see

moderately well both in water and in air. However, the position of the eyes so restricts the field of vision in baleen whales that they probably do not have stereoscopic vision.

On the other hand, the position of the eyes in most dolphins and porpoises suggests that they have stereoscopic vision forward and downward. Eye position in freshwater dolphins, which often swim on their side or upside down while feeding, suggests that what vision they have is stereoscopic forward and upward. By comparison, the bottlenose dolphin has an extremely keen vision in water. Judging from the way it watches and tracks airborne flying fish, it can apparently see fairly well through the air–water interface as well. And although preliminary experimental evidence suggests that their in-air vision is poor, the accuracy with which dolphins leap high to take small fish out of a trainer’s hand provides anecdotal evidence to the contrary.

(Adapted from <https://www.ielts-mentor.com>)

**Question 1:** Which of the following could best reflect the main purpose of the author in the passage?

- A. To describe how different terrestrial and marine mammals are.
- B. To prove the truth that cetaceans are shortage of some senses.
- C. To provide information about cetaceans’ ability.
- D. To affirm that the senses of marine mammals are better than terrestrial counterparts.

**Question 2:** What does the word “**these**” in the first paragraph refer to?

- A. taste buds                      B. cetaceans                      C. neural pathways                      D. nerves

**Question 3:** The word “**rudimentary**” in paragraph 1 could be best replaced by \_\_\_\_\_.

- A. intricate                      B. sophisticated                      C. elaborate                      D. elementary

**Question 4:** According to the passage, which of the following is **TRUE**?

- A. There are some undersea toothed populations which are good at both smelling and tasting.
- B. Imprisoned dolphins are more sensitive to being touched by the trainers.
- C. People strongly believe that cetaceans’ sense of touch is moderately weak.
- D. We should not touch at the area around the blowhole of captive animals.

**Question 5:** The word “**captivity**” in paragraph 3 mostly means \_\_\_\_\_.

- A. confinement                      B. freedom                      C. sovereignty                      D. emancipation

**Question 6:** As mentioned in paragraph 3, grey whale calf \_\_\_\_\_.

- A. is unable to see clearly in water after a year being imprisoned.
- B. sees better in water than in the air.
- C. is unlikely to have stereoscopic vision because of the inconvenient eye positions.
- D. may develop its visual ability when it becomes more mature.

**Question 7:** According to the passage, which of the following cetaceans can see best in water?



A. grey whales                      B. humpback whales                      C. porpoises                      D. bottlenose dolphins

**Question 8:** What might be discussed in the paragraph after the last one of the passages?

- A. How the optic sense affects cetaceans' lives.
- B. How the acoustic sense of marine mammals develops.
- C. How undersea mammals react to the shortage of taste buds.
- D. How important the sense of smell is in the life of dolphins and whales.

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