

Before you read



- the location and the time of the class
- people in the class
- the textbook
- the teacher

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While you read

Read the passage and then do the tasks that follow.

By July 2000, sixty-one provinces and cities throughout Vietnam had completed the programmes of “Universalisation of Primary Education” and “Illiteracy Eradication”. However, by that time, only 94% of the population was able to read and write. This meant that more work had to be done to eradicate illiteracy in the country.

In the summer of 2000, the Vietnam Society of Learning Promotion started a campaign for illiteracy eradication. In the campaign, six hundred ethnic minority students from the northern highlands were asked to provide reading and writing skills to 1,200 illiterate people living in their home villages. In 2001, eight hundred volunteer students took part in the campaign. The number of people receiving reading and writing lessons reached 4,623. This was an effective way to help people in remote and mountainous areas to read and write.

Those students who took part in the fight against illiteracy considered it an honorable job to help people in their home villages. They voluntarily spent their summer vacations teaching illiterate people to read and write. Some even prepared relevant materials for their classes. They talked about new farming techniques and family planning. Before they left, they promised to come back the next summer.

The fight against illiteracy continued in the summer of 2002. This time the Vietnam Society of Learning Promotion decided to expand its activities to the central mountainous provinces. At present, the number of illiterate people in the remote and mountainous areas is gradually decreasing. It is hoped that illiteracy will soon be eradicated in our country as more and more people are taking part in the struggle against it.

 **Task 1.** Find the Vietnamese equivalent to the following expressions.

1. Universalisation of Primary Education: _____
2. The Vietnam Society of Learning Promotion: _____
3. illiteracy eradication: _____
4. farming techniques: _____
5. family planning: _____

 **Task 2.** Which of the choices A, B, C, or D most adequately sums up the whole passage?

- A. The programme of “Universalisation of Primary Education” in Vietnam
- B. Illiteracy rates in Vietnam
- C. Ethnic minority students’ education programme
- D. The fight against illiteracy

 **Task 3.** Answer the questions.


1. What was the rate of literacy in Vietnam in 2000?
2. What campaign was started by the Vietnam Society of Learning Promotion?
3. How many students participated in the campaign in 2000 and how many in 2001?
4. What did the students do to help eradicate illiteracy?
5. What will happen if more and more people take part in the struggle against illiteracy?

After you read


Work in groups. Ask and answer the questions.

1. Are there any illiterate people in your neighborhood?
2. What do you think we should do to help them read and write?

B. SPEAKING

 **Task 1. Work in pairs.** Match each problem in A with its appropriate solution(s) in B.

A	B
1. Many students cannot buy all the required textbooks.	a. enforce strict school regulations b. provide free textbooks for students from low-income families
2. Students cheat in exams.	c. offer special tutoring lessons d. provide transportation to schools
3. Many children live far from school.	e. reduce the number of students in a class f. build new schools
4. Many students left the school before completing it.	g. collect used textbooks for school libraries h. help them do their homework
5. Many students have difficulty in learning English.	i. set up an English speaking club j. provide cassettes and videos in English


 **Task 2. Work in groups.** Talk about your school problems and offer solutions. Use the suggestions in Task 1.

Example:

A: Many students cannot buy all the required textbooks. What do you think we should do to help them?

B: I think we should ask the school head-master to provide free textbooks for students from low-income families.

C: We should collect used textbooks for school libraries.

 **Task 3. Work in groups.** Think of three or four problems your class is experiencing. Talk about them and offer solutions. You may use the cues below:

- large class size (over 50 students in the class)
- shortage of desks (3 students per desk)
- hot in summer (no electric fans)
- cold and dark in winter (broken windows, no lights)

C. LISTENING

Before you listen


- *Work in pairs. Ask and answer the questions.*

1. Have you ever done a survey?
2. Do you know where Perth is?

- *Listen and repeat.*


effective	maturity	weaknesses	performance
self-respect	academic	Perth	Western Australia

While you listen

 **Task 1.** Listen and choose the best option to complete the following sentences.

1. The students were asked to _____ what makes an effective school.
 - A. express their attitudes towards
 - B. deliver speeches on
 - C. exchange their ideas about
 - D. give their opinions on
2. Most of the students thought they should be encouraged to _____ for their own learning.
 - A. develop new styles
 - B. set realistic goals
 - C. develop their strategies
 - D. consult their teachers

3. About _____ of the students expected their teachers to be motivated and interested in what they were doing.
 - A. 80 per cent
 - B. 55 per cent
 - C. 60 per cent
 - D. 100 per cent
4. Nearly all the students believed that learning should focus on _____.
 - A. the importance of life
 - B. the importance of skills
 - C. important life skills
 - D. important communication skills


 **Task 2.** Listen again and answer the questions.

1. Where did the survey take place?
2. What percentage of the students felt mutual respect was essential for effective learning to take place?
3. What did the older students feel?

After you listen

Work in groups. Discuss the question: Which do you think is more essential for better learning – good teachers or good textbooks?

D. WRITING

 **Task 1.** Choose a suitable word from the box to fill in each space of the following paragraph.

went up

rise

different


declined

dramatically

varied

The table describes the literacy rates of the population in different parts of the country of Fancy from 1998 to 2007. As can be seen, they (1)_____ considerably between 1998 and 2007. In the Lowlands,

there was a gradual (2)_____ in the number of both males and females who were literate. In contrast, the literacy rate in the Midlands (3)_____ steadily in both the number of males and females. In the Highlands, the trend for literacy rate was (4)_____ from the other regions. While the number of literate males (5)_____ sharply between 1998 and 2007, the number of literate females fell (6)_____. This data may help the researchers or planners make suitable plans for educational development in each area of the country.

 **Task 2.** Write a paragraph of about 100 words, describing the information in the table below.

Literacy rates in Sunshine country from 1998-2007

	1998	2002	2004	2007
Lowlands	50 %	53 %	56 %	95 %
Midlands	70 %	75 %	80 %	85 %
Highlands	50 %	45 %	40 %	30 %

Useful language:

- The table shows / describes...
- As can be seen from the data in the table,...

Nouns	Verbs	Adjectives	Adverbs
rise	rise	slight	slightly
increase	increase	steady	steadily
decrease	decrease	sharp	sharply
drop	drop	gradual	gradually
fall	fall	dramatic	dramatically

You may begin with:

The table describes the trends of literacy rates in Sunshine country from 1998 to 2007...

E. LANGUAGE FOCUS

● **Pronunciation:** /pl/ - /bl/ - /pr/ - /br/

● **Grammar:**

Reported speech with infinitive(s)

Pronunciation

● *Listen and repeat.*

/pl/	/bl/	/pr/	/br/
please	black	pride	brown
pleasure	blouse	pretty	bread
play	blue	precious	brother
plenty	blow	practice	broad

● *Practise reading aloud the dialogue.*

A. Brian, what is Bretty presenting on Sunday?

B. She'll teach us how to play English pronunciation games.

A. Are you going to prepare for it?

B. Yes. My brother is going to play the guitar and I'll sing the blues.

A. What clothes are you going to wear, Pretty?

B. Black brown blouse and jeans.

A. How about a small present for Bretty after her presentation?

B. Please bring something not very precious.

Grammar

Exercise 1. Complete the second sentence so that it has a similar meaning to the first one, using the words given.

Example:

“Keep quiet,” the teacher said to us.

– *The teacher told us to keep quiet.*

1. “We’ll come back again.”

They promised _____.

2. “You’d better not swim too far from the shore,” the lifeguard said to us.

The lifeguard advised _____.

3. “Could you close the window?” John said to Peter.

John asked _____.

4. “You should join the football team, Eric,” said the teacher.

The teacher encouraged _____.

5. “I’ll give it to him tomorrow,” John said.

John promised _____.

6. “I’d like Lan to become a doctor,” my mum said.

My mum wanted _____.

7. “Remember to lock the door before going to school,” my sister said.

My sister reminded _____.

8. “You should go home and rest for a while,” said the boss.

His boss advised _____.

Exercise 2. Write the following sentences in reported speech, using the right form of the words given in the brackets.

Example:

“Be careful of strangers and don’t go out at night.” (WARN)

– *He warned us to be careful of strangers and not to go out at night.*

1. “You should not drink too much beer.” (ADVISE)

2. “Come and see me whenever you want.” (INVITE)

3. “Please don’t smoke in my car.” (ASK)

4. “ Sue, give me your phone number.” (TELL)

5. “Don’t forget to give the book back to Joe.” (REMIND)

6. “I’ll never do it again.” (PROMISE)

7. “All right, I’ll wait for you.” (AGREE)

8. “Please, lend me some money.” (ASK)
