

# TIẾNG ANH CHUYÊN NGÀNH SỬ HỌC

KHOA NGỮ VĂN ANH  
Trường ĐHQG và NY  
ĐHQG TP HCM

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ENGLISH FOR  
HISTORY

Text book 1



NHÀ XUẤT BẢN  
ĐẠI HỌC QUỐC GIA TP HỒ CHÍ MINH

## LỜI GIỚI THIỆU

Giáo trình này được biên soạn nhằm vào nhu cầu thực sự cấp thiết của một bộ phận sinh viên thuộc chuyên ngành SỬ HỌC Trường Đại học Khoa học Xã hội và Nhân văn – Đại học Quốc gia thành phố Hồ Chí Minh, những người chọn tiếng Anh làm ngoại ngữ, một công cụ giao tiếp và đọc sách tham khảo cho ngành của mình. Ngoài ra, môn Anh Văn còn là một môn học bắt buộc trong chương trình học ở cấp Đại học.

Tập giáo trình này sử dụng sau khi các sinh viên Khoa Sử đã qua 4 học kỳ học tiếng Anh cơ bản ở năm thứ nhất và năm thứ hai. Một cách cụ thể hơn, người học sẽ được cung cấp các khái niệm chuyên ngành qua các từ, đặc ngữ chứa bên trong bài đọc mang nội dung sát thực với thực tế công tác sau này.

Các chương và các bài được chọn và sắp xếp theo chủ đề để sinh viên lần lượt tiếp cận với những nội dung khác nhau thuộc chuyên ngành sử học với số lượng từ xấp xỉ 300 từ. Thời lượng cho mỗi bài là 10 tiết, trong đó có 2 tiết kiểm tra giữa học kỳ, 6 tiết ôn tập và 2 tiết dự phòng.

Do đó, các từ vựng (*Vocabulary*) cần yếu sẽ được giảng viên triệt để khai thác hướng dẫn trong giờ học. Giáo viên sẽ chú trọng kỹ thuật đoán nghĩa của từ lạ qua ngữ cảnh được minh họa bằng lời giảng và các câu nằm trong bài tập có hàm chứa ngữ cảnh đặc thù. Hình thức là *Gap-filling* hoặc *Matching exercises*.

Lẽ dĩ nhiên ngữ pháp sẽ xuất hiện trong các bài mặc dù tập giáo trình đi theo hướng chủ đề. Nói cách khác, ngữ pháp sẽ được trình bày dưới hình thức giải thích trọng điểm (*Grammar Review*) và kèm theo bài tập.

Nói chung, từ vựng và ngữ pháp nhằm phục vụ cho nhu cầu đọc hiểu và tăng cường khả năng và kỹ năng đọc cho sinh viên. Câu hỏi về nội dung bài (*Comprehension Check*) với các dạng: *True-False questions, Multiple choice questions, Short answers to questions, Matching, Reorganizing the order of the ideas in the text* ..... nhằm kiểm tra người học về mức độ nắm ý chính, ý chi tiết, ý tổng thể toàn bài và cơ cấu bố cục ý tưởng sắp xếp ra sao.

Phần câu hỏi nâng cao (*Follow-up Questions*) sẽ củng cố hơn nữa kỹ năng sử dụng tiếng Anh qua việc thảo luận trong giờ học để sinh viên có niềm hứng thú hơn đối với môn tiếng Anh chuyên ngành. Phần này có thể không bắt buộc giáo viên phải thực hiện vì tùy thuộc vào quỹ thời gian của lớp. Nếu thời gian không cho phép, đây có thể xem như bài tập ở nhà.

Phần dịch (*Translation*) gồm dịch câu theo các mẫu câu, dịch đoạn văn hoặc dịch một bài theo ngữ cảnh. Trong các bài đầu, các câu dịch ngắn có từ ngữ tương tự với chủ đề vừa học. Các chương về sau có kèm những bài dịch dài hơn hoặc những bài đòi hỏi vốn từ mở rộng theo hướng những chủ đề thời sự hơn. Giáo viên có thể triển khai tại lớp cho những phần dịch từng câu và đoạn ngắn; phần về sau đòi hỏi sự chuẩn bị của sinh viên ở nhà và có sự hướng dẫn trước của giáo viên. Giống như phần câu hỏi nâng cao, bài tập dịch có thể xem như bài tập về nhà của sinh viên.

Đây là lần đầu tiên cuốn sách được biên soạn, hẳn không tránh khỏi có thiếu sót mặc dù nhóm biên soạn đã rất nỗ lực. Chúng tôi rất mong nhận được các ý kiến đóng góp của đồng nghiệp và bạn đọc.

Ý kiến đóng góp xin gửi về: Hội đồng Khoa học và Đào tạo, Khoa Ngữ Văn Anh, Trường Đại học Khoa học Xã hội và Nhân văn – Đại học Quốc gia thành phố Hồ Chí Minh, 10 – 12 Đinh Tiên Hoàng – Q.1. Điện Thoại: 824 3328.

**Nhóm biên soạn**

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Unit	Topic	Skill focus	Grammar
Unit 1: Canberra's History	City history	Reading for details  Time sequence of events  Describing places geographically	Noun Formation  Special Passive Voice Forms  SHOULD HAVE BEEN + PAST PARTICIPLE  BE SUPPOSED + THOUGHT... + To- INFINITIVE  THERE + BE + (PRO) NOUN + TO BE + PAST PARTICIPLE
Unit 2: The Capitulation of the Monarchy and the Setting up of the Colonial Regime	Army troops and battles in invasion wars  Patriotism and  Nationalism	Reading for Gist & for specific information  Describing past events and time sequence  Dealing with unfamiliar words	Passive Voice  Relative Clauses  (Restrictive & Non-restrictive)

## CONTENTS MAP

Unit 3: Abraham Lincoln	Prominent character	Describing personality traits and physical features Discussing values found in a famous character Understanding the writer's style	Reflexive Pronouns (Emphasis – Object – Without help – with effort of the doer) Adverbs of intensifier (TOO) with negative implications
Unit 4: Vietnamese Economy under French Domination	Economy and relevant issues in the colony times	Reading for specific details Inferring Reacting to the text Discussing views	Adverb Clause of REASON Inverted Structures ONLY AFTER HARDLY NOT UNTIL NOT ONLY BUT...
Unit 5: Martin Luther King, Prophet and Leader	Human rights & fights for equality Famous character Racial discrimination	Dealing with unfamiliar words Inferring Discussion about violent and non- violent methods of fighting	SAY and TELL Homophone Conjunction Prefix NON-

Unit 6: Ayutthaya	Cities and historic names through periods of time History of wiping out foreign invasion	Extracting the main ideas Text organization	Gerund and Infinitive Expressing Purpose with TO, IN ORDER TO, FOR, SO THAT
Unit 7: The Europeans	Foreign penetration into Indonesia – the Dutch and their deliberate schemes	Predicting Dealing with unfamiliar words Synonyms	Synonyms Pattern: Noun + Infinitive Adjective + Infinitive Parallelism
Unit 8: Gandhi's Impact on South African Foreign Policy	Famous personalities and direct influences (of Gandhi on Mandela) on different lands	Reading for gist & for details Discussion and writing up an outline	Prefixes: RE- , PRO – Nominal Clause Relative Clause

## Organization of Each Unit:

Each unit contains several following parts:

1. **Reading passage**
2. **Vocabulary**
  - Matching
  - Gap-filling
  - Finding the words from the explanation
  - Multiple choice
3. **Grammar review** (only the salient and essential-to-comprehension points)
  - Sentence Transformation
  - Making a sentence by combining two or more sentences into one
  - Gap-filling
  - Multiple choice
4. **Comprehension Questions**
  - Questions for short answers
  - TRUE/FALSE statements
  - Multiple choice questions
4. **Text organization** (identification of the topic sentences , picking out supporting ideas ...)
6. **Follow-up activities** (optional)
  - Discussion (2 or 3 questions related to the topic of the reading passage)
  - Summary writing or sentence building (writing by developing the given key words or summing up the text)

7. **Translation** (sentence translation and translation of short passages; English-Vietnamese and Vietnamese into English)

## Unit 1

### CANBERRA'S HISTORY

The history of Canberra does not belong to the early pioneering days of sweat and toil, nor did it evolve and grow from a shanty town-of the gold-rush period. It is essentially a 20<sup>th</sup> century city in all respects.

The seat of government originally was located in Melbourne, but in 1901 the Commonwealth Constitution Act specified it must be in federal territory and not in any of the States. This historic piece of legislation forged one nation from six separate colonies.

The search for a suitable location for a National Capital began. In 1910, an area of the Canberry Plains near Yass was chosen by a Parliamentary ballot against the competing claims of 22 other areas.

The following year, an area of 2,366 sq km was transferred from New South Wales to the Federal Government. The extensive limestone plains, with their backdrop of the Australian Alps, were grazing lands and were virtually treeless, but the area was well sited between the two major State capitals and was near to large towns.

More than 25 years after passing of the Commonwealth Constitution Act, the Parliament House opened, and it was then intended to be only the temporary seat of Parliament. This was officially opened by the Duke of York (later King George VI) on 9<sup>th</sup> May 1927, thus enabling Federal Parliament to finally move from Melbourne to Canberra.

Among the special exhibits of the old Parliament House was one of only three exemplars of the Inspeximus Issue of Magna Carta of 1297, the form in which the great charter is found in the Statutes of Britain today. Sections of this are still part of Australian law.

For years after the opening of Parliament, the progress of Canberra was very slow and the argument persisted that other more settled areas such as Albury should have been chosen for the national Capital. However, the past few decades have certainly put that argument to rest forever. Today, among all that is new in Canberra, there are many charming examples of early days to be seen. Such as Blundell's Farmhouse and the Church of St. John - the Baptist, both strong links with Canberra's history.

### VOCABULARY

#### 1. Gap filling

*Choose the best given word or phrase to complete for each of the following sentences.*

Parliament

pioneer

virtual

statute

respect exemplar

grazing

persist

law

colony

1. In what \_\_\_\_\_ do you think the film is blazed?
2. Every country has their own \_\_\_\_\_ to manage their society.
3. He will \_\_\_\_\_ in riding that dreadful bicycle.
4. The main source of British \_\_\_\_\_ are common law, legislation.
5. She is the \_\_\_\_\_ of the delicate writers.
6. The British \_\_\_\_\_ makes the law of the country and consist of two chambers: the House of commons, where most of the power lies, and the House of Lords. Its official head is the monarch.
7. A person who is among the first to go into an area or a country to settle or work there is the \_\_\_\_\_.
8. A country or an area settled or conquered by people from another country and controlled by that country is a \_\_\_\_\_.
9. Cattle are \_\_\_\_\_ growing grass in the field.
10. A \_\_\_\_\_ state of war exists between the two countries.

## 2. Noun formation

Some nouns derive from a verb based on a certain rule:

- a verb ends with ‘-ate’ can form its noun by leaving out the letter ‘e’ and adding the suffix ‘- action’, e.g. *locate* – *location*.

- a verb ends with ‘-fy’ or ‘-y’ can form its noun by leaving out the letter ‘y’ and adding the suffix ‘-ication’, e.g. *modify* – *modification*.

***Find out from the text all the verb (or the noun) that follow these rules. If they are used in the text as a noun change them into their verbs and vice versa. Then put them into the suitable blanks below.***

1. New \_\_\_\_\_ is to be introduced to help single parent family.
2. A new factory is to be \_\_\_\_\_ in the city center.
3. Violent prisoners are kept \_\_\_\_\_ from each other.
4. The contract \_\_\_\_\_ red tiles, slates, for the roof.
5. It is the job of Parliament to \_\_\_\_\_.
6. I am trying to find a suitable \_\_\_\_\_ for my new house.
7. \_\_\_\_\_ from his friend makes him sad.
8. The engineer is exposing the technical \_\_\_\_\_ of a new car.

## GRAMMAR

### SPECIAL PASSIVE VOICE

#### ***Should have + past participle***

- Active form: Subject + should have + past participle

For the past we use ‘someone should have done something’ to say that someone did the wrong thing. It means that doing something was a good idea but he / she didn’t do it and made a mistake.

Example: I had a test this morning, I didn't do well on the test because I didn't study for it last night. I should have studied last night. (It means I made a mistake when I didn't study last night, now I regret this.)

- **Passive form:** Subject + should have been + past participle

Something should have been done in order not to make mistake but in fact it was not done.

Example: Albury should have been chosen for the National Capital.

**1. Make some sentences based on the following situations. Use 'should have + past participle' and then change them into passive voice:**

1. Yesterday, Tom left the door to his house open, and a bird flew in. He had a terrible time catching the bird.

.....  
.....

2. There was an important meeting yesterday afternoon. It was very interesting and useful for your study, but you decided not to go.

.....  
.....

3. Ann didn't feel good a couple of days ago. I told her to see the doctor, but she didn't. Now she is seriously sick.

.....  
.....

4. The driver in front stopped suddenly without warning and I drove into the back of his car.

.....  
.....

5. The accident happened because Tim was driving on the wrong side of the road.

.....  
.....

6. Jack discovered that ten dollars in his wallet had lost. He confronted his two sons, Mark and John, and found a ten dollar bill in Jackson's shirt pocket. Jack became angry, sent John to his room, and ground him for a week. Mark simply walked outside, but felt very bad because he was the one who had taken the money. Jackson had found out this and was trying to return it to his father's wallet so that Mark wouldn't get in trouble.

.....  
.....

***Some sentence structure which is used in passive form can have changes.***

Verbs 'believe, claim, consider, find, say, think'; and the structures 'be supposed', 'there + be' when used in the passive can be followed by an infinitive.

Example: We suppose they will come there.

→ They ***are supposed to come there.***

People can see many charming examples of early days among the new things in Canberra today.



→ Today, among all that is new in Canberra, **there are many charming examples of early days to be seen.**

**2. Put the following sentences into the passive (using an infinitive - construction).**

1. We added up the money and found that it was correct.  
.....
2. Someone seems to have made a terrible mistake.  
.....
3. It is your duty to make tea at eleven o'clock.  
.....
4. People know that he is armed.  
.....
5. Someone saw him pick up the gun.  
.....
6. We believe that he has special knowledge which may be useful to the police.  
.....
7. He likes people to call him 'sir'.  
.....
8. You have to see it to believe it. (2 passives).  
.....
9. The president will visit many universities. (Use there + be)  
.....

10. The teacher will easily find out many mistakes. (Use there + be)

.....

**COMPREHENSION CHECK**

**1. True-false quiz**

**Read the passage and write T if the statements below are True (T), F if they are False. Give evidence to support your chosen answers.**

1. \_\_\_\_\_ Melbourne was the area that belonged to the Federal Government.  
.....
2. \_\_\_\_\_ The choice of the Canberry plains was supported by 22 other areas.  
.....
3. \_\_\_\_\_ Up to now, the Parliament House has opened for 25 years.  
.....
4. \_\_\_\_\_ The two people that opened the Parliament House were the Duke of York and King George VI.  
.....
5. \_\_\_\_\_ Both of the Australian law and the statues of Britain today took off from the Inspeximus of Magna Carta of 1279.  
.....
6. The Magna Carta treaty was concluded in 1297.  
.....

7. \_\_\_\_\_ Albury used to be the National Capital before Canberra was chosen.  
.....
8. \_\_\_\_\_ Even though Canberra was chosen the National Capital, there was many opinions objecting to this decision.  
.....
9. \_\_\_\_\_ Until now the opinions objecting to this decision have still existed.  
.....
10. \_\_\_\_\_ Blundell’s Farmhouse and the Church of St. John - the Baptist have just been built to memorize the Canberra’s History.  
.....

**2. Multiple choice questions:**

• *Read the following questions and choose the best answers to them.*

1. What does the word ‘it’ in line 2 refer to?
  - a. the early pioneering days.
  - b. the shanty town
  - c. the history of Canberra
  - d. Canberra
2. Which of the following sentences has the same meaning as the idea ‘The history of Canberra ..... gold-rush period.’?

- a. Canberra evolved and grew neither from the early pioneering days of sweat and toil nor from the shanty town of the gold-rush period.
  - b. Canberra evolved and grew either from the early pioneering days of sweat and toil or from the shanty town of the gold-rush period.
  - c. Canberra evolved and grew both from the early pioneering days of sweat and toil and from the shanty town of the gold-rush period.
  - d. Canberra evolved and grew not only from the early pioneering days of sweat and toil but also from the shanty town of the gold-rush period.
3. The phrase ‘a 20<sup>th</sup> century city in all respects’ in line 3 means that
    - a. Everything in Canberra is new.
    - b. Nothing that was built in the past exists in 20<sup>th</sup> century.
    - c. Canberra was chosen to be the National Capital in 20<sup>th</sup> century
    - d. The most prosperous period of Canberra was 20<sup>th</sup> century.
  4. Which of the following is not the one of the movers pushing up Canberra to become the National Capital?
    - a. The site of Canberra
    - b. Canberra was in Federal
    - c. Canberra plain was fertile
    - d. Melbourne wasn’t in Federal territory
  5. What does the word ‘it’ in line 5 refer to?
    - a. Melbourne
    - b. The history of Canberra
    - c. The gold-rush period
    - d. The seat of government



*Translate the following passage into English.*

### SỰ HIỆN DIỆN CỦA HÀN QUỐC TẠI VIỆT NAM

Khắp nơi chúng ta đều thấy xuất hiện biểu tượng của những tòa nhà thương mại đồ sộ Hàn Quốc. Không thể đi dọc đường phố của thành phố Hồ Chí Minh và Hà Nội mà không thấy những dấu hiệu của quan hệ giữa Cộng hòa Triều Tiên với Việt Nam đang ngày càng gắn bó mật thiết.

Tại thành phố Hồ Chí Minh, những chiếc xe buýt đồ nổi tiếng với biểu tượng của Samsung bên hông xe đã trở thành một minh chứng ngày càng có nhiều công ty Hàn Quốc hiện diện ở Việt Nam.

Bảng hiệu của các công ty Goldstar, Daewoo, Sunkyong, Asiana Airlines và Korean Airline vẫn đập vào mắt người đi đường dù họ đi giữa những dòng xích lô, loại xe đạp bằng chân của Việt Nam, chạy lộn xộn trên đường phố đông đúc cùng những người bán hàng rong đang lôi kéo khách ngoại quốc mua hàng bên vệ đường ...

New words:

*Cộng hòa Triều Tiên* (The Republic of Korea) = **Nam**

*Triều Tiên* (South Korea) = Hàn Quốc

*Biểu tượng* = symbol (n), logo (n), e.g. Sư tử là biểu tượng của lòng can đảm = The lion is the symbol of courage.

*Tòa nhà thương mại* = trading houses; commercial buildings

*Đi dọc* = go along, move along, walk

*Gắn bó mật thiết* = grow closely attached to

*Minh chứng* = a proof, an evidence, a token, a witness

*Bảng hiệu* = sign

*Đập vào mắt* = to attract / fascinate one's eyes; to attract attention

*Xe xích lô* = cyclo; pedicab

*Người bán hàng rong* = street vendor; hawker; peddler, cheapieack

## Unit 2:

### THE CAPITULATION OF THE MONARCHY AND THE SETTING UP OF THE COLONIAL REGIME

In the last two decades of the nineteenth century, the Western capitalist economy rapidly developed, the European powers swooped on the other continents, and carried out a partition of the world. France's colonial policy, at times hesitant, began to be conducted in a more energetic and systematic way. The conquest of Burma by Britain speeded up the execution of French plans against Viet Nam.

Violating the 1874 treaty, in 1882 France sent to Tonkin new military units under the command of Henry Riviere. Declaring himself threatened by the 'bellicose preparations' of the Vietnamese, he sent an ultimatum to the Governor of Hanoi, demanding the destruction of the defence works, and the evacuation of the Vietnamese forces from the town. On April 25, 1882, the French troops attacked and seized Hanoi. Governor Hoang Dieu committed suicide. The mandarins in Tonkin wanted to counter attack, but King Tu Duc still believed he could recover Hanoi through negotiation. Meanwhile, the French occupied the coal districts of Hon Gai and Cam Pha, then Nam Dinh. King Tu Duc, who had little confidence in his own troops, called for help from the Court of Peking. The latter dispatched 10,000 men who came and camped northeast of Hanoi, but did not move any further.

As in 1873, the Vietnamese forces, encircling Hanoi, defeated the French troops in a battle near the town, killing Henry Riviere right at the place where Francis Garnier had died. Paris dispatched 4,000 reinforcement troops, but King Tu Duc kept sounding out of France

for negotiations, and dismissed those mandarins who advocated the armed struggle.

In July 1883, our King died without leaving an heir. In Hue, clans and factions scrambled for power. Within a few months, three kings were successively enthroned, while the high dignitaries were divided over what policy to adopt towards France. Some were partisans of armed resistance, others of negotiation, some openly planned betrayal and collaboration with the aggressors. The court was not even aware of the military successes recorded in Tonkin by the Vietnamese forces.

#### Notes:

**Capitulate** (v) surrender to somebody on agreed conditions

**Ultimatum** (n) final statement of terms to be accepted without discussion

**Bellicose** (n) eagerness to fight

**Clans and factions:** groups of members showing little interest in other people.

#### Questions:

#### A. VOCABULARY:

#### 1/ Choose the best word or phrase for each sentence:

economy	conquest	suicides
policy	violates	sound out
at times	treaty	dismissed
hesitant	evacuation	successive

a) We ..... the cook because her cooking was too poor.

- b) How long do you think our ..... of space will take?
  - c) ..... I wish I had never come here.
  - d) I don't know what he thinks about your suggestion, but I'll ..... her .....
  - e) The state of the ..... is very worrying.
  - f) I'm rather ..... about signing this.
  - g) The ..... of thousands of people after the flood took two days.
  - h) It has rained for three ..... days.
  - i) What is the Labour Party's ..... on education?
  - j) The peace ..... was signed in Paris.
  - k) A country isn't respected if it ..... an international agreement.
  - l) There have been nine ..... from this bridge this year.
- 2/ The prefix **con-** means 'together' or 'with'. It becomes **co-** before a vowel, h or gn (coexist, cohesion, cognate); **col-** before l (collaboration); **com-** before m, b or p (common, combine, compassion); and **cor-** before r (correlated).

Study these words, which contain the above prefix, and choose the best one for each sentence.

conspired	collaboration	compatible
coexist	combine	correlated
colleague's		compassion

- a) Is it possible for these different groups to ..... peacefully?
- b) Some clans and factions ..... to overthrow the government.

- c) David and I are ..... . We both work for Sony.
- d) She felt great ..... for the homeless children.
- e) The criminals ..... to rob a bank.
- f) Smoking and lung cancer are closely .....
- g) The couple got divorced because they were not .....
- h) Hydrogen and oxygen ..... to form water.

**B. GRAMMAR:**

**1. PASSIVE VOICE:**

We use an active verb to say *what the subject does*:

- Governor Hoang Dieu committed suicide.
- In 1873, the Vietnamese forces, encircling Hanoi, defeated the French troops.

We use a passive to say *what happens to the subject*:

- France's colonial policy began to be conducted in a more energetic and systematic way.
- Within a few months, three kings were successively enthroned, while the high dignitaries were divided over what policy to adopt towards France.

**Rewrite the following sentences, using passive voice:**

1. The European powers carried out a partition of the world.
2. In 1882 France sent to Tonkin new military units under the command of Henri Riviere.
3. Paris dispatched 4,000 reinforcement troops.
4. France returned the conquered towns.

5. On April 25, 1882, the French troops attacked and seized Hanoi.

***Change the following sentences into the active voice.***

1. Why don't you have your eyes tested?
2. This speed limit is to be introduced gradually.
3. My paintings are exhibited for the first time by New Arts Gallery.
4. Your money could be put to good use instead of being left idle in the bank.
5. Why wasn't the car either looked or put into the garage?

## ***2. RELATIVE CLAUSES:***

There are two types of relative clauses:

- + **Defining relative clauses** tell you which person or thing the speaker means and you do not use commas (,) with them:
  - The latter dispatched 10,000 men who came and camped northeast of Hanoi, but did not move any further.
  - Tu Duc dismissed those mandarins who advocated armed struggle.
- + **Non-defining relative clauses** do not tell you which person or thing the speaker means, and just give you extra information about them. You already know which person or thing is meant. You use **commas** (,) in these clauses:
  - King Tu Duc, who had little confidence in his own troops, called for help from the Court of Peking.

- The chopsticks, which are common in a number of Asians' meals, are not manageable in the hands of the Western diners.

***Combine the following sentences, using relative pronouns.***

1. Faraday received the training from a famous scientist. It enabled him to become a great scientist.
2. The Mississippi River is the major commercial river. It flows south from Minnesota to the Gulf of Mexico.
3. I'll introduce you to the man. His support is necessary to your project.
4. Margaret Mitchell was a famous American writer. She wrote 'Gone with the Wind'.
5. Please write down the song. You are listening to it on the radio.
6. Will you lend me the book? You borrowed it from the library last Monday.
7. Mr. Smith is my old teacher. I have lost touch with him for a long time.
8. Elizabeth Taylor was born in England. She appeared in the film 'Cleopatra'.
9. I like the composition. You wrote it.
10. 'Titanic' is very interesting. You are writing about that film
11. Those workers have returned to work. Their demands were satisfied by the manager.
12. I would like to introduce my son. He has won a lot of progress on mathematics.

13. Was the soccer game exciting? You went to that soccer game yesterday afternoon.
14. Tri An hydro – electric plant is the biggest in South Vietnam. It was the joint work of Soviet and Vietnamese engineers and workers.
15. Romeo and Juliet were lovers. Their parents hated each other.
16. There isn't any directory in the telephone box. I was phoning from this box.
17. Mr. Smith said he was too busy to speak to me. I had come specially to see him.
18. His girlfriend turned out to be an enemy spy. He trusted her absolutely.
19. A man brought in a small girl. Her husband has been cut by glass.
20. This is feared to not just be a matter of giving extra powers to Brussels.

### C. COMPREHENSION CHECK:

#### I. TRUE - FALSE QUIZ:

1. In the period between 1870 — 1900, the western capitalists gained a lot of success in economy.
2. That Burma seized Britain hastened the speed of the execution of French plan against Vietnam.
3. Being afraid of the resistance of Vietnam, Henri Riviere tried by all means to avoid the Vietnamese Army.
4. Governor Hoang Dieu showed the patriotism through his heroic death.

5. King Tu-Duc succeeded in deciding on the foreign policy.
6. Two French colonialist leaders paid for their sins at the same place.
7. After the breakdown in 1873, the French colonialists recognized their wrong doing in Vietnam.
8. Realizing that his negotiating policy was mistaken, King Tu-Duc changed his mind and sacked the mandarins advocating the negotiating policy.
9. No one had been chosen as Prince to be the successor of King Tu-Duc.
10. After the death of King Tu-Duc, everybody became resolute to protest the foreign aggression.

#### II. MULTIPLE CHOICE QUESTIONS:

1. The western capitalist economy rapidly developed. As a result, ..... Which statement isn't related to the text?
  - a) the sphere of influence of European power became larger.
  - b) the colonial policy was entirely carried on.
  - c) Vietnam became the colony of France all the faster.
  - d) Vietnam received the voluntary help from China.
2. Who was in charge of directing the military units sent to the North of Vietnam after the 1874 treaty had been violated?
  - a) Governor Hoang-Dieu.
  - b) Tonkin.
  - c) Henri Riviere.
  - d) Francis Garnier.



3. Why did Riviere order the Vietnamese defense works to be destroyed?
  - a) Because he planned to threaten the Vietnamese court.
  - b) Because he was threatened by patriotism of Vietnamese people.
  - c) Because he was frightened by the reply to his ultimatum sent to Hanoi.
  - d) Because he was threatened by the heroic death of Governor Hoang Dieu.
  
4. The ultimatum sent to the governor of Hanoi might be .....
  - a) The strategies of the French colonialists in their attempt to execute the aggression into Vietnam more quickly.
  - b) The first step to seize Hanoi.
  - c) The evacuation of Vietnamese forces from the town.
  - d) a and b are correct.
  
5. King Tu-Duc wanted to recover Hanoi through negotiation because .....
  - a) he was excellent at negotiating
  - b) all the mandarins in the North of Vietnam didn't dare to launch a counter-offensive
  - c) he was not self-confident
  - d) b and c are correct.
  
6. After the victory in April, 1882, the French aggressors .....
  - a) were only content with occupying and controlling Hanoi
  - b) expanded their domination in order to annex Vietnam

- c) was defeated by the troops coming from Peking
  - d) withdrew due to the successful negotiations of King Tu Duc
  
7. In 1873 Vietnamese forces gained the victory from .....
  - a) negotiations
  - b) armed struggles
  - c) Counter-attacking
  - d) b and c are correct
  
8. Which of the following sentences is **NOT true**?
  - a) King Tu-Duc had three sons who would successively be enthroned.
  - b) There were many different standpoints arising during the chaotic period after the death of King Tu-Duc.
  - c) The standpoints of opposing to the colonialist occupation, compromising and betraying the country contradicted to one another.
  - d) The court was just the spectators of the war waged by the Vietnamese patriots against the foreign aggression.

**D. TRANSLATION:**

- *Translate the following sentences into Vietnamese:*
  1. The colonialists were challenging one another's forces in order to gain the supremacy in Asia.
  2. We are always undefeated people in our patriotic wars against foreign domination.
  3. The strong weapons can only suppress the surges of the nationalists and patriots for a while.

4. The Kings with a high sense of patriotism were able to encourage people of all walks of life to unite in the wars for national salvation.
5. Navigation in the old days at sea was full of danger, so there used to be isolated lands and islands having no footsteps of civilization.

**E. FOLLOW-UP QUESTIONS:**

1. Based on your knowledge about Vietnamese history, please name some Kings who were real patriots.
2. Briefly tell what those Kings did to prepare for the schemes to wage the resistance for national salvation and what happened to them in the end.

## Unit 3

### ABRAHAM LINCOLN

Abraham Lincoln grew up in rural Indiana and Illinois. He was a frontiersman and had all the frontiersman's skills. He could split rails-that is, cut logs so they could be used to make fences. He could tell a good story or joke and liked going to county fairs, where he'd 'stand backs' with other men to see who was taller. (At 6'4', Lincoln often won.)

But Lincoln also had ambitions. He educated himself, studied laws and became a lawyer in Springfield, Illinois. In 1834, at the age of 15, he was elected to the Illinois House of Representatives.

His political career began at a time when Americans were becoming divided over the issue of slavery. Lincoln's speeches revealed his insight and his simple eloquence. Running in 1858 for US Senator from Illinois, he said, quoting from the Bible: 'A house divided against itself cannot stand.' I believe this government cannot endure permanently, half slave and half free.'

Lincoln lost this election, but his 'House Divided' speech brought him national recognition. In 1860, he became the Republican candidate for president. There was an unusual election with four candidates. Lincoln won, although he had almost no support in the South. Soon Lincoln stood on the Springfield train platform, waving well-wishers goodbye. His trunks were labeled simply 'A. Lincoln. White House. Washington D.C.'

Within months of Lincoln election, the house divided against itself fell. The Southern states seceded from the Union. Despite his lack of

experience, Lincoln was a very capable political and military leader. He brought the country through four years of civil war.

Lincoln never lost touch with the people. He visited soldiers in hospitals and in battlefields. He often opened the White House to ordinary citizens, meeting with them and listening to their problems.

The war greatly affected Lincoln. Friends noticed how much he aged. Once, after a battle in which many were killed, Lincoln was telling one of his jokes, when a congressman interrupted him, pointing out that jokes were not appropriate at such a time. Lincoln broke into tears. His body shaking, he explained that if he did not tell jokes, his sorrow became too much to bear.

As the war neared its end, Lincoln showed his compassion for those on the other side-those who had been and would again be part of the nation. He stated clearly: 'With malice toward none, with charity for all ..., let us strive on to finish the work we are in, to bind up the nation's wound.'

Could Lincoln lead the country successfully in this process of healing? Peace would bring problems almost as difficult as war. The Southern states had to be readmitted and former slaves had to be incorporated into the society.

Unfortunately, the answer to this question would never be known. On April 14, 1865, Lincoln went to the theater to see a comedy. John Wilkes Booth, a Southern sympathizer, slipped into Lincoln's theater box and assassinated him.

All along the route as Lincoln made in final trip home to Springfield, Illinois, 7 million Americans went down to the train tracks to pay their last respects. The nation was in shock and mourning.

Notes:

*Secede:* withdraw from membership of an organization or a state.

*Malice:* desire to harm others

*Compassion:* pity for the sufferings of others

**Questions:**

**1. VOCABULARY:**

1/ Choose the best word or phrase for each sentence.

that is (= that is to say)

despite

reveal battles assassinate

process

permanent (adj)

interrupt

- a) The government cannot avoid the unemployment ..... any longer.
- b) Changing the education system will be a difficult .....
- c) I'm sorry to ..... but there's a phone call for you.
- d) Are you looking for a/an ..... or a temporary job?
- e) There were many fierce ..... before our final victory in 1975.
- f) The bus fare is reduced for children, ..... anyone under 15 years old.
- g) The novel is about a long ..... in China.
- h) They planned to ..... the leader.
- i) Do you promise not to ..... my secret?

- j) Sports clothes are not ..... for a formal wedding.
- k) Only he wasn't in ..... at the funeral.
- l) They had a wonderful holiday..... the bad weather.

2/ Study these nouns and their corresponding adjectives. Choose the best word for each sentence.

Nouns

Adjectives

eloquence

eloquent

confidence

confident

intelligence

intelligent

indifference

indifferent

consequence

consequent

absence

absent

importance

important

tolerance

tolerant

issue

civil war

- a) This is a/an ..... new book about American history.
- b) His manner was cold and .....
- c) She's a good student but she lacks .....
- d) Caroline will be in charge of the office during my .....
- e) The chairman was really a/an ..... speaker.
- f) Everyone admires his .....

g) I'm a/an ..... man but your behaviour is more than I can bear.

h) The ..... of his fall was a broken leg.

## A. GRAMMAR:

### 1. REFLEXIVE PRONOUNS:

They are *myself, yourself, himself, herself, itself, ourselves, yourselves, them selves*.

They function as **direct objects** of the verbs when subjects and objects in the sentences are the same. We often use the reflexive pronouns with these verbs: **amuse, blame, cut, kill, hurt, educate, teach, enjoy, pride, absent**.

There are also some other verbs that can be followed by reflexive pronouns such as **dress, hide, shave, wash, hide, wash, sit down, get married, get engaged, get wet, get ready**. We use them to emphasize that the action has been taken by the subject with efforts.

#### a. Direct objects:

- In despair, the young man killed himself.
- I didn't think my friends were mistaken: I just blamed myself for the failure last year.
- Lincoln was an ambitious person: he educated himself, studied law, and then managed to be a lawyer.
- The students tried to assure us that they taught themselves Vietnamese and Thai.
- The blind man living next to my grandparents' house lived alone. He could amuse himself playing the flute all day.

#### b. The action is done with an effort:

- We didn't know where to hide ourselves.
- That kitten now washes itself everyday!
- We sat ourselves down and waited.
- Polly now is learning how to dress herself.
- Barry has just got himself engaged!

#### c. The reflexive pronouns can be used after prepositions to create an emphasis:

- She's very certain of herself.
- Take care of yourself!
- A house divided against itself cannot stand.
- Try to take pride in ourselves!

#### d. Besides, the reflexive pronouns are used to emphasize the nouns, subject pronouns or object pronouns in the statements.

- Lincoln himself visited soldiers in battlefields.
- The master got angry and whipped the naughty dog itself.
- The mother herself preferred to write to a son of hers in Canada.
- King Tu Duc himself advocated peaceful negotiations with France.
- North Korea itself is now home to 22.5 million people.

## II. ADVERB OF INTENSIFIERS:

**TOO** goes before adjectives and adverbs and mean more than is desirable. TOO and adjectives are followed by a TO- INFINITIVE to convey negative ideas. (THAT CANNOT DO, THAT CANNOT BE DONE).

- His body shaking, he explained that if he did not tell jokes, his sorrow became **too much to bear**.
- The picture cost too much for me to buy.
- I will take a coat with me. It's too cold to wear light clothes when we are outside.
- The kitchen was too narrow for three of us to stand together!
- The weather was too wet for the explorers to get ahead.
- The vases are too fragile to be transported by ship.
- The orator spoke too fast for the audience to catch up.
- We found the arguments he presented too ambiguous to be able to convince the participants at the meeting.

### C. COMPREHENSION CHECK:

#### I. TRUE-FALSE QUIZ:

1. Abraham Lincoln was brought up in the North of America.
2. Indiana is a coastal state, where Abraham Lincoln passed through his childhood.
3. Abraham Lincoln was an arduous person, who had a strong desire to achieve any objectives he had set.
4. Being in favour of the Racial Discrimination, Abraham Lincoln became widely popular.
5. Abraham Lincoln came a clear first out of the 4 candidates for presidency in 1860 without any support from the residents who

were in favour of the Racial Discrimination.

6. Abraham Lincoln was very successful in leading the country even though he didn't have enough experience.
7. Being too busy with the national affairs, Abraham Lincoln did not have enough time to care for the residents.
8. The civil war in America is the war in which the North fought with the South for liberating the slaves.
9. Abraham Lincoln took care of not only the residents being loyal to the Union but also the residents who used to secede from the Union.
10. Because of the failure in readmitting the Southern states, Abraham Lincoln committed suicide to show his deep regret.

#### II. MULTIPLE CHOICE QUESTIONS:

1. The action that Abraham Lincoln liked to 'stand back' with other man to see who was taller showed his .....
  - a) ambitious character
  - b) extraordinary height
  - c) desire to be the tallest
  - d) supposition that the taller the better
2. He started his political life at the time when .....
  - a) The racial discrimination was initiated in America.
  - b) The slaves were sold into every white family.
  - c) Americans were becoming slaves.
  - d) Americans were divided over slavery issue.
3. As a proverb from the Bible goes: 'A house divided against itself cannot stand', Abraham Lincoln wanted to mean

.....

- a) The house will collapse if you divided it into too many rooms
- b) The house will collapse if there are too many families living in it.
- c) People can't stand living in the house with many rooms in it.
- d) The national union undoubtedly leads to enormous strength.

4. Who was in favour of the Racial Discrimination?

- a) Every Northerner as well as the central government.
- b) Abraham Lincoln.
- c) The authorities and people in the South of America.
- d) The people in both the North and the South of America.

5. Why did the southern states want to maintain the Racial Discrimination?

- a) Because those states needed the productive labour of the slaves.
- b) The south did not want Abraham Lincoln to become president.
- c) The South wanted to support the election of Abraham Lincoln.
- d) a and b are correct

6. The quotation derived from Lincoln's speech: 'I believe this government can not . . . . . half free' can be interpreted like

this:

- a) The racial discrimination had to be speeded up.
- b) The racial discrimination was supposed not to last long.
- c) Union among the Americans in the North and the South is the best solution.
- d) Freedom can't have been complete without any strict disciplines.

7. The '*house divided*' spoken by Abraham Lincoln helped him .....

- a) become the president of USA
- b) be elected to the Illinois House Representatives
- c) be well-known and highly respected
- d) a and c are correct

8. '*The house divided against itself fell*' means .....

- a) Abraham Lincoln's speech wasn't successful.
- b) The racial discrimination in USA collapsed.
- c) The civil war between the North and the South ended in victory of the North
- d) b and c are correct.

9. The phrase '*his body shaking*' (line 50) showed .....

- a) the gesture denying the conclusion that he didn't feel sorry for the death of the soldiers.
- b) the signs of his strong emotion: great distress
- c) the change in his mind is from great joys to deep sorrows.
- d) a and b are correct

10. *'Let us strive on to finish the work we are in'*. What does **'the work'** refer to?
- The job of all the residents
  - The struggle against the Racial Discrimination.
  - The responsibilities of the President
  - The charity for all the poor and unlucky.

- It's one of the dirty traces in mankind history that the Negroes used to be the property of the Whites in the USA.
- Who advocated the freedom for the slaves were very much respected for such a progressive view.

### C. FOLLOW-UP QUESTIONS:

- One other adjective is specially associated with Lincoln: **HONEST**. Throughout his political career, Abraham Lincoln was known for his honesty. His nickname, in fact, was 'Honest Abe.' Do you feel honesty is an important quality in a leader? What personal qualities do you think are most important for leaders?
- The reading implies that Lincoln helped shape American history- that he helped end the Civil War and that if he hadn't been killed, the period following the war might have been different. Do you think a single leader can shape history? Why or why not?

### D. TRANSLATION:

- He was the core of the resistance war thanks to his talents and convincing manner in gathering the people.
- Slavery has left a lot of bad consequences on the society.
- The Blacks are organizing a lot of demonstrations to ask for compensations for the losses they have had to bear now due to evil slavery practices by the whites on them in the past.



## Unit 4

### VIETNAMESE ECONOMY UNDER FRENCH DOMINATION

To cope with the crisis, the colonial administration took a series of measures aimed chiefly at making up for the drop in tax revenue, the result of the general impoverishment of the population, and rescuing the major colonial firms; all of these new burdens fell on a population already suffering from heavy taxation and unemployment. Customs duties on imported goods were increased.

Important credits were granted to the rubber plantations-100 million francs a year to 14 companies grouping 1,005 planters, chiefly Frenchmen, who received a subvention of 3-4 francs for every kilogram of rubber produced. The indebted rice growers also received loans; but since no loans amounted to less than 5,000 piastres and none could be granted without mortgage of land, the money went mostly to the big landowners. The ta dien- the landless peasants who suffered the most from the crisis-received neither subsidy nor relief. In a word, the administration took money away from the most destitute strata to give to the big companies. Never had colonial exploitation taken such a naked form.

The Indochinese economy was bound even more tightly to that of France; the piastre was tied to the franc and to gold, the rate being fixed at 10 francs to one piastre. Bringing into play 'imperial preference,' France considerably increased her share in the foreign trade of her colonies. The Vietnamese economy was therefore more and more cut off from its geographical environment and tied to France; loans voted in Paris placed new credits at the disposal of the colonial administration, but the population would have to pay the

interests, and the French industrialists would try all the harder to prevent the industrialization of Indochina. Therefore, the big colonial companies sailed through the crisis without any major damage while smaller societies, mostly founded by Vietnamese, disappeared one after another. All dreams of 'autonomous' economic development were shattered.

It might seem at first that the fall in rice exports would lead to a lessening of hunger in the countryside. Nothing of the kind happened. In order to pay their taxes, the poor farmers had to sell three or four times more rice to get the necessary money; whereas before 1930, 15 workdays would get them enough money for the head-tax, two to three months of work would not suffice during the crisis years. Food shortage appeared even in the richest provinces of Cochinchina, Bac Lieu, for instance, while famine occurred in the northern provinces of Annam. The price of land dropped considerably, and indebted farmers had to sell their plots to the big landowners. The latter in their turn mortgaged their land to the Gredit frontier (Land Credit Bank). Thus, the concentration of land and pauperization of the peasantry were more and more accentuated.

#### Notes:

*Tax revenue:* the total annual income coming from collecting taxes.

*Subvention:* grant of money to support an industry; subsidy

*Mortgage of land:* the land of the money borrower is used to secure a loan.

*Relief:* assistance given to people in need or to a disaster area

*Destitute:* without money, food, ... and other things necessary life

*Shatter:* cause something to break suddenly and violently

**Questions:**

**A. VOCABULARY:**

1/ Choose the best word or phrase for each sentence.

cope with	credits (=loans)	considerably
crisis ( <i>pl</i> crises)	granted (v)	Indochina
measure (n)	peasants	major (adj)
make up for	stratum ( <i>pl</i> strata)	founded
customs duties	exploit (v)	impoverish (v)

- a) Shipping used to be one of our ..... industries.
- b) Hard work can ..... a lack of intelligence.
- c) The sudden rise in oil prices led to an economic .....
- d) The rich man ..... a hospital and a school.
- e) It's ..... colder today than yesterday.
- f) There was too much work for our computer to .....
- g) Our lives would have been greatly ..... if we had not known our dear friends.
- h) ..... are paid on goods entering the country.
- i) ..... consists of Laos, Cambodia and Vietnam.
- j) Nations used to ..... their colonies.

- k) The bank refused further ..... to the company.
- l) Vietnamese ..... work very hard but earn very little.
- m) As a temporary ....., the road will have to be closed.
- n) A visa has been ..... to one of our journalists.
- o) Beggars are from the lowest ..... of society.

2/ The suffix **-less** is used to form adjectives from nouns or verbs. It has three meanings:

- (after a noun) **'without + N'**: landless (land, n), meaningless (meaning, n), worthless (worth, n = value)
- (after a verb) **'that does not +V'**: tireless (tire, v = make ..... tired), reckless (-reck, v = care/mind, v)
- (after a verb) **'that cannot be V-ed'**: countless (count, v)

**Choose the best adjective from above for each sentence.**

- a) It was ..... of him to leave his job before he had another one.
- b) he now found life .....
- c) I've tried to telephone him .....times.
- d) It looked like gold, but in fact it was .....
- e) He was a ..... fighter against injustice.
- f) There are no .....peasants in Vietnam now.

**B. GRAMMAR:**

**1. ADVERBIAL CLAUSES OF REASON (OR CAUSE):**

Adverbial clauses of **reason (or cause)** may begin with the conjunctions *because, since, as*.

- Since no loans amounted to less than 5,000 piastres and none could be granted without mortgage of land, the money went mostly to the big landowners.
- As no loans amounted to less than 5,000 piastres and none could be granted without mortgage of land, the money went mostly to the big landowners.
- The money went mostly to the big landowners because no loans amounted to less than 5,000 piastres and none could be granted without mortgage of land.

*As, Since* usually come first in a sentence.

*Because* seldom comes first in a sentence.

*Combine each of these pairs of sentences by using the conjunction supplied in parentheses.*

1. We can't expect to succeed. We don't work hard (since).
2. There wasn't much time. They decided to take a taxi (as).
3. Our teachers have asked us to be punctual. We ought to start now (because).
4. There had been no rain. The crops failed (because).
5. I promised to be at the station to meet my friend. I must go now (as).
6. The children have finished their work. They can go out and play (since).
7. Candidates have to be under 21 years of age. You are obviously not eligible (because).

8. George and John have worked hard. They will probably be promoted (as).
9. He decided to go without her. He was tired of waiting (since).
10. There was no other business to discuss, the men left the secret room (because).

## ***2. INVERSION OF SUBJECT AND VERB WITH AN ADVERB:***

An adverb may have front position usually for emphasis. In this case, inversion of subject and verb occurs:

- Never had colonial exploitation taken such a naked form.
- Not only did the old woman complain about the food, but she also refused to pay for it.
- Here comes the bus.

*Rewrite these sentences beginning with underlined word(s) making any slight changes that may be necessary.*

1. Such a popular singer has seldom been in this small town.
2. The girl was not only rude to us but she was also impolite with everybody there.
3. We hardly slept when the neighbors began quarreling.
4. The young man quickly ran away when shouts were heard from everywhere.
5. My sister succeeded on persuading her husband to come with her to the fair only after several hours of heated argument.
6. They foolishly drove into the desert without any extra water.
7. We rarely saw such a beautiful girl.
8. That dress fits her perfectly.

9. The workers come there.  
He has never said to his father

### C. COMPREHENSION CHECK:

#### I. TRUE - FALSE QUIZ:

1. The measures taken by colonial administration to cope with the crisis was really exploitation.
2. There were only 14 plantations granted the loans of 100 million francs a year.
3. The stipulation for the loans amounted to less than 5,000 plasters was the mortgage of estate.
4. The measure to cope with the crisis was taking money from the richest to help the poorest peasants.
5. That was the cruelest measure of exploitation that the French colonialists had ever used.
6. It was impossible for Vietnamese traders to get in touch with the neighboring countries for improvement except France.
7. One of the ways of impoverishing the Vietnamese was to burden those miserable with paying interests for the loans granted to French people.
8. The smaller societies and indebted farmers became pauperized quickly.
9. During those critical times, the peasants had to work four to six times as much as they had done to get money for increased taxes.
10. In the crisis time, taxes were reduced but the rice and land became the most expensive goods.

### II. MULTIPLE CHOICE QUESTIONS:

1. The colonial administration, in dealing with the crisis, had to make up for the fall in tax revenue in order to .....
  - a) rescue the big colonial firms.
  - b) help the landless peasants
  - c) grant loans to the poor farmers
  - d) give subsidies to the indebted rice-growers
2. Why was the loan program not achievable in terms of helping the needy and the smaller landowners in Annam?
  - a) Because the big landowners were French
  - b) Because the smaller landowners didn't have enough lands to mortgage
  - c) Because the rice-growers were too indebted
  - d) Because the landless peasants didn't have enough patience to apply for it.
3. What benefits could the Ta dien get from that subsidy policy of the French administration?
  - a) Subvention.
  - b) Subsidy.
  - c) Relief.
  - d) Nothing.
4. The French prevented Indochinese industrialization from developing because .....
  - a) being backward, Indochina would have to depend completely on the French economy
  - b) The French helped Indochina avoid facing challenges in

the industrialization process

- c) The French wanted the French companies in Annam to overcome the crisis and survive without any major damage
  - d) a and c are correct.
5. ‘Autonomous’ economic development has the closest meaning to .....
- a) the economic development of the smaller societies
  - b) the economy developing independently
  - c) the economy developing in the crisis time
  - d) A and b are correct
6. Due to the fall in rice exports, .....
- a) the poor were able to make both ends meet
  - b) the rice price dropped considerably
  - c) the destitute Vietnamese had to sell a lot more rice to afford the heavy taxes
  - d) a and c are correct.
7. What was the immediate consequence of poor farmers’ selling three or four times more rice to get necessary money?
- a) Hunger wouldn’t become lessened at all.
  - b) Other goods were getting more necessary than rice
  - c) Food shortage quickly became widespread in Cochinchina
  - d) a and c are correct
8. Cochinchina consisted of \_\_\_\_\_
- a) BacLieu

- b) Northern provinces of Annam
- c) Southern provinces of Annam
- d) Southern provinces of Indochina

9. ‘The latter in their turn mortgaged their land . . . .’ What does ‘The latter in their turn’ refer to?
- a) the descendant of the indebted farmers
  - b) other indebted farmers
  - c) the big landowners
  - d) a and b are correct
10. Which of the following Vietnamese groups was the victims of the French measures to cope with the economic crisis at that time?
- a) The landless peasants.
  - b) The indebted farmers.
  - c) Not only the poor but also the middle class.
  - d) Poor farmers

**C. FOLLOW-UP QUESTIONS:**

1. Describe how severe was the economic depression in the world at that time.
2. Why did the peasants become more and more impoverished? Make some illustrations.

**D. TRANSLATION:**

**LOCAL ADMINISTRATION**

Government is basically centralized in the capital, Manila, but greater autonomy is now being given to the 15 local governments. At least, two regions, the Cordillera and southern Mindanao, have been given full autonomy. The highest, local unit is the province, which is run by a governor. Each province and city consists of several districts, each of which has a representative in Congress. Each district, in turn, is divided into municipalities headed by mayors and these municipalities consist of “*barangay*” administered by the “*barangay*” captain. Cities are autonomous and run by mayors.

### GRASSROOTS GOVERNANCE

The word “*barangay*” refers to the sea vessels in which the early settlers came, but it also connotes the kinship group to which every individual belonged. The modern “*barangay*” is no different, except that in the urban areas, communities are not arranged by blood relations. The old “*barangay*” was headed by a “*datu*”, the most prominent or wealthiest man in the village. He was assisted by a council of elders who saw to it that the ancient laws were followed. When the Spaniards came, the “*barangay*” chief became the tax collector and eventually the representative of the civil government on a local level. Today, the “*barangay*” captain does not collect taxes. With his councilmen, he settles petty quarrels between neighbors, screens newcomers to the “*barangay*”, maintains peace and order and supervises social activities such as fiestas. Politicians court him for he can bring in the votes come election time.

#### Notes:

**Autocratic rule** (n): sự cai trị độc đoán.

**Constitution** (n): hiến pháp.

**Prolonged** (a): kéo dài.

Example: a prolonged visit

**Tyranny** (n): bạo quyền, chuyên chế.

Example: The tyranny of the military rule.

**Administer** (n): điều hành, quản lý, cai quản.

Example: They could administer the affairs of the state very well.

**Enact** (v): thông qua.

**Senate** (n): thượng viện.

Example: a senate committee.

**House of Representatives** (n): hạ viện.

**Term** (n): nhiệm kỳ.

Example: a term of imprisonment.

**Judiciary** (n)(a): tư pháp.

**Chief Justice**: chánh án.

**Municipal** (a): thuộc chính quyền địa phương.

Example: a municipal council.

**Municipality** (n): chính quyền địa phương.

**Autonomous** (a): tự trị.

Example: an autonomous territory.

**Grassroots** (pl, n): dân chúng, thường dân.

**Prominent** (a): sáng chói, nổi bật.

Example: a prominent political figure.

**Petty** (a): nhỏ, lật vặt.

Example: We have had some petty troubles.

**Screen** ..... **To** ..... (v): ngăn chặn không cho ..... vào.

**Fiesta** (n): lễ hội tôn giáo.

### MELAKA

The foundation of the first powerful state on the Melaka Straits is shrouded in legend. A princeling called Parameswara, exiled from his native Sumatra, founded a pirate base on Temasek (Singapore). Being a less than popular ruler, he was later expelled and fled to the fishing village of Melaka where he made himself master.

Geography and the trade patterns of the day assisted Parameswara's undoubted abilities; Melaka grew into a trading center important enough to attract the jealousy of the Siamese, and the protection of China, the distant overlord of most of Southeast Asia then.

Numerous Indian traders settled in Melaka. They brought Islam to the Straits in the early 15<sup>th</sup> century. The history of Melaka under its Indianized Malay court is a tale of intrigue and heroism.

Malaka's last chief minister, Tun Mutahir, made the fatal mistake of trying to fool the Portuguese when they sailed into the Straits in 1509. He launched a sneak attack on the foreign vessels in port. Most of the intruders escaped, only to return with reinforcements, to take revenge on the treacherous 'Moors', as they called all Moslems.

### WESTERN CONTACTS

The Portuguese were the first western nation to raise their flag in the Straits. They took Malaka in 1511 and built a fort, church and a customs house. They did not live happily ever after. The exiled Sultan had established himself in Johor on the southern tip of the Peninsula. From there, he tried to regain his domination. Other powerful Malay states in the region resented the Christian intruders' attempts at creating a trade monopoly. Sea rovers and pirates were encouraged to attack foreign shipping. Legitimate trade declined as bigger, better equipped vessels chose to sail west of Sumatra on their way to Batavia, rather than risk running the pirate gauntlet of the Melaka Straits. The Dutch who had established themselves in West Java in the early 17<sup>th</sup> took Melaka in 1641, after which the town's importance declined rapidly. The Island of Penang, acquired by the British in 1786, became the only important foreign trading base in the Straits.

**Notes:**

**Entrepot** (n): nơi trung chuyển hàng hoá

**Surmise** (n)(v): giả định, phỏng đoán.

Example: You're right in your surmise.

**Artefact** (n): đồ vật do người tự tạo.

**Be shrouded in**: che phủ bởi cái gì.

**Expel** (v): trục xuất.

Example: The naughty boys are expelled from the school.

**Flee – fled** (v): chạy trốn, đào tẩu.

**Jealousy** (n): sự ganh tị.

**Intrigue** (n): âm mưu, mưu lược.

**Sneak** (v): trộm lén, không quang minh chính đại.

Example: He sneaked a chocolate from the box.

**Intruder** (n): kẻ xâm nhập.

**Treacherous** (a): quỷ quyệt, ma mãnh.

Example: a treacherous man.

**Fort** (n): **thành** lũy, pháo đài.

Example: to hold the fort (cố thủ).

**Domination** (n): sự thống trị.

**Trade monopoly**: độc quyền về thương mại.

**Pirate** (n): cướp biển.

**Legitimate** (a): hợp pháp, chính đáng.

**Gauntlet** (n): sự cam go, thách thức; bao găng tay sắt (đeo khi chiến đấu).



## Unit 5

### MARTIN LUTHER KING, PHOPHET AND LEADER

Although blacks were making again in civil rights and in economic opportunities in the middle years of this century, many felt that their progress was far too slow. Among these was the Reverend Dr. Martin Luther King, a follower of the nonviolent principles of Mahatma Gandhi.

In 1955 the Southern custom of segregating blacks of public vehicles triggered a widespread protest. Under the leadership Dr. King, a boycott of all city buses was organized in Montgomery, Alabama. Old and young blacks walked for miles, refusing to ride a bus. As the boycott continued, the bus company



suffered serious financial loss. And so did local merchants, whose black customers had stopped traveling to their stores.

Finally the United States Supreme Court settled the issue by ruling that such segregation violates the Constitution of the United States. As a result, the bus company ended its practice of having blacks sit only at the back of a bus. It also began to hire some blacks as drivers.

After this experience, King and other leaders used nonviolent methods in various anti-segregation efforts in the South. White sympathizers joined blacks in sit-ins in restaurant and other

segregated facilities. There were also protest marches; the most impressive of these was a civil-rights march in Washington, D.C. in August in 1963, in which hundreds of thousands of blacks and whites participated. People came from far and near to take part in this as well as in other such demonstrations.

These protests called to the attention of Americans on the unfairness of treating blacks differently because of their race. They helped to bring about further laws abolishing various aspects of racial segregation.

In 1964, Martin Luther King was greatly honored by being awarded the Nobel peace prize for his contribution to the cause of human rights. However, on April 4, 1968, his career suddenly ended. On that day the whole country was shocked by the news of his murder by a sniper. Although King had always preached and practiced nonviolence, he himself met a violent end. Furthermore, his death set off a wave of rioting in Washington, D.C., and several other cities.

### VOCABULARY

#### 1. Guess word meaning:

*Read the above passage quickly and find the words or expressions in the passage which mean:*

- a. In \_\_\_\_\_ addition
- b. In spite of what has been said before  
\_\_\_\_\_
- c. As \_\_\_\_\_ a \_\_\_\_\_ result  
\_\_\_\_\_

- d. From \_\_\_\_\_ many \_\_\_\_\_ places
- e. Make \_\_\_\_\_ somebody \_\_\_\_\_ aware
- f. Was \_\_\_\_\_ killed
- g. Resolved \_\_\_\_\_ the \_\_\_\_\_ conflict, \_\_\_\_\_ made \_\_\_\_\_ a \_\_\_\_\_ decision

- | A     | B       |
|-------|---------|
| peace | right   |
| to    | high    |
| by    | too     |
| write | they're |
| so    | sew     |
| there | piece   |
| hi    | buy     |

## 2. Using SAY / SAID and TELL / TOLD

*Fill in the blank in each of the following sentences with 'said' or 'told'.*

Example: He said (that) he was at school yesterday.

He told the teacher (that) he was at school yesterday.

- She ..... that she was tired.
- They ..... 'We must go home now.'
- Jim ..... us all about the accident.
- We ..... them the important facts.
- He ..... that he will come back tomorrow.
- What did Mary ..... about the wedding party.
- Tony didn't ..... them his address.
- Why did you ..... that ?

## 3. Homophone

*Match each word in column A with its homophone in column B.*

## GRAMMAR

### CONJUNCTIONS

Here are some sentences from the passage. Study them carefully.

***Although*** blacks were making gain in civil rights and in economic opportunities in the middle years of this century, many felt that their progress was far too slow.

***As a result,*** the bus company ended its practice of having blacks sit only at the back of a bus.

***After*** this experience, King and other leaders used nonviolent methods in various anti-segregated facilities.

***However,*** on April 4, 1972, his career suddenly ended.

***Furthermore,*** his death set off a wave of rioting in Washington, D.C., and several other cities.

The above bold italic words and phrases are conjunctions used to link tow clauses into one sentence and to indicate the relationship between them.

*Here are some conjunctions that are frequently used in subordinate clauses:*

TIME	CAUSE & EFFECT
after	because (of)
before	since
when	now that
while	as
as	as/so long as
since	in as much as
until	so (that)
as soon as	in order that
once	as a result
as/so long as	

OPPOSITION	CONDITION
even though	if
although	unless
though	only if
whereas	whether or not
while	even if
however	providing (that)
	provided (that)
	incase (that)

	in the event (that)
--	---------------------

**1. Choose the best completion for the following sentences.**

- Mr. Brown hopes to avoid surgery. He will not agree to the operation \_\_\_\_\_ he is convinces that it is absolutely necessary.  
A. in the event that      B. unless      C. if      D. only if
- Some English words have the same pronunciation \_\_\_\_\_ they are spelled differently, for example, *dear* and *deer*.  
A. unless      B. even though      C. since  
D. only if
- I couldn't use the pay phone, \_\_\_\_\_ I didn't have any coins with me.  
A. yet      B. despite      C. for  
D. even though
- I have to eat breakfast in the morning. \_\_\_\_\_, I get grouchy and hungry before my lunch.  
A. Consequently      B. Furthermore      C. Otherwise  
D. However
- \_\_\_\_\_ want to take a train trip across western Canada, but my traveling companion wants to fly to Mexico City for our vacation.  
A. Although      B. Even if      C. I  
D. Nevertheless I

2. Write out the sentences, completing them with your own words. Some punctuation is given; add other punctuation as necessary.

Example: I have trouble \_\_\_\_\_, so I \_\_\_\_\_ when I \_\_\_\_\_.

→ I have trouble *remembering people's names*, so I *have to concentrate* when I *first meet someone*.

1. \_\_\_\_\_ sore throat. Nevertheless, \_\_\_\_\_.
2. I \_\_\_\_\_. My \_\_\_\_\_, on the other hand, \_\_\_\_\_.
3. When a small black insect \_\_\_\_\_, I \_\_\_\_\_ because \_\_\_\_\_.
4. Even though I told \_\_\_\_\_ that \_\_\_\_\_, \_\_\_\_\_.
5. According to the newspaper, now that \_\_\_\_\_. Therefore, \_\_\_\_\_.
6. Since neither the man who \_\_\_\_\_ nor \_\_\_\_\_, I \_\_\_\_\_.
7. \_\_\_\_\_, but in the event that \_\_\_\_\_, \_\_\_\_\_.
8. When people who \_\_\_\_\_, \_\_\_\_\_ because \_\_\_\_\_.
9. Since I didn't know whose \_\_\_\_\_, I \_\_\_\_\_.
10. I \_\_\_\_\_ because \_\_\_\_\_. However, \_\_\_\_\_.

COMPREHENSION CHECK

1. True – false quiz

Read the passage and decide whether each of these statements is true or false. Give evidence to support your chosen answers.

1. \_\_\_\_\_ Mahatma Gandhi was a follower of Dr. Martin Luther King.
2. \_\_\_\_\_ The income of the bus company, local merchants decreased a lot when the boycott went on.
3. \_\_\_\_\_ The United States Supreme Court ignored the boycott.
4. \_\_\_\_\_ The boycott was an initiation to help bring further laws abolishing aspects of racial segregation.
5. \_\_\_\_\_ Martin Luther died in 1964.

2. Short answer

Read the passage again and answer the following questions.

1. Why did the blacks of Montgomery, Alabama boycott the bus line?  
.....  
.....
2. What was the Supreme Court's decision?  
.....  
.....
3. What were Martin Luther King's nonviolent methods?  
.....  
.....  
What was the greatest honor he received?

- .....
- .....
4. How did he die?
- .....
- .....

**DISCUSSION**

*Group work:*

*Discuss the following issues with your classmate(s). Write some short sentences to support your ideas.*

1. Do you think that nonviolent methods are good? Why?
- .....
- .....
2. Why do you suppose many whites joined blacks in civil rights demonstrations?
- .....
- .....
3. If people feel that they are being treated unjustly, is it better to complain and to be angry, or to demonstrate and to call attention to their problems?
- .....
- .....

**TRANSLATION**

*Translate the following passage into Vietnamese:*

**THE PHILIPPINES SINCE INDEPENDENCE**

Since independence, the Philippines have maintained a **democratic** government broken only by Marco's **autocratic rule**. Since Marco's abuse of power, the **constitution** was revised in 1987 to prevent **prolonged tyranny** from reoccurring. The Philippines government now has three independent branches: the executive, which **administers** the government; the legislative, which **enacts** laws; and the judicial, which enforces justice. Executive power is vested in a president, who is head of state and commander-in chief of the defense forces. The president, who is assisted by a cabinet, serves no more than one six-year term and can approve or veto bills passed by Congress. Legislative power rests on a Congress that has two houses, the **Senate** (24 members) and the **House of Representatives** (up to 250 members), whose members are elected for six-year and three-years **terms** respectively. The **judiciary** is headed by a supreme Court, consisting of a **chief justice** and several associate justices...

**New words:**

- Democratic** (a): thuộc về dân chủ.
- Autocratic rule** (n): sự cai trị độc đoán.
- Constitution** (n): hiến pháp.
- Prolonged** (a): kéo dài; e.g. *a prolonged visit.*
- Tyranny** (n): bạo quyền, chuyên chế; e.g. *the tyranny of the military rule.*
- Administer** (n): điều hành, quản lý, cai quản; e.g. *they could administer the affairs of the state very well.*

*Enact* (v): thông qua.

*Senate* (n): thượng viện; e.g. *a senate committee*

*House of representatives* (n): hạ viện.

*Term* (n): nhiệm kỳ; e.g. *a term of imprisonment*

*Judiciary* (n)(a): tư pháp.

*Chief justice*: chánh án.

## Unit 6

### AYUTTHAYA



Ayutthaya was a state where the king was lord over all life. A royal language was even used when talking to him and his family. Ayutthayan society was organized under King Trailok (1448 – 88). Nobles of different grades were ranked and given titles according to how much land they had; commoners were not allowed to have ordinary relationships with them. Slavery was common, the victims were usually prisoners of wars.

Expansion and war with its neighbors characterized Ayutthaya's first two centuries. Having eliminated Sukhothai, the kingdom of Ayutthaya, also known as Siam, began conquering the South.

In 1431, King Boromaraja II sacked the Khmer city of Angkor Thom, forcing the Khmers to move to Phnom Penh. This put an end to the Khmer's power in the region. But Siam was not as successful against the northern kingdom of Chiang Mai. Under the reign of King Tilokaraja, Chiang Mai withstood all of Siam's attacks.

Meanwhile a new threat emerged on Siam's western flank when ambitious Burmese began marching into the land. Even Chiang Mai

fell into the invaders in 1557. Ayutthaya itself surrendered in 1569.

Siam became Burmese territory until 1584 when Prince Naresuan, taking advantage of a war in Burma, declared independence. Naresuan became king in 1590, and in three years, drove the Burmese completely out of the region. He became ruler of a vast region, including all the land to the North and parts of Laos.

In the next century, Siam found itself involved with the West. Dutch merchants set up trade in the south at Pattani in 1601, and English traders came to Ayutthaya in 1612. European rivalry for trade and port privileges peaked under Narai de Great (1656 – 88). Siam sent ambassadors to France and the French king, Louis XIV, sent one to Narai in return.

But upon Narai's death, the Europeans suddenly found themselves out of favor, while rebellions broke out all over Siam. The Burmese immediately took the opportunities to occupy the North. A weakened Siam was now no match for the Burmese. While Ayutthaya enjoyed one last period of stability under Boromakot (1733 – 58). In April 1767 Burmese soldiers put the capital to flames.

### VOCABULARY

#### 1. Word family

*Complete the following sentences with the appropriate form of the given words.*

1. These people belong to a group. They have some things in :  
..... (commoner)
2. He was a great man. He devoted all his life to struggle for the freedom of ..... (slavery).

3. The police have ..... two suspects from their enquiry. (elimination)
4. She has ..... the hearts of many men. (conquer)
5. They are filled with ..... to become movie stars. (ambitious)
6. Alexander the Great ..... India with a large army. (invader)

**2. Gap filling**

*Fill the following words in the appropriate blanks.*

<i>title</i>	<i>privilege</i>	<i>peak</i>	<i>favor</i>
<i>kingdom emerges</i>	<i>soldiersrivalry</i>		

1. Parking in the street is the ..... of the residents
2. The children were playing at .....
3. There used to be a severe ..... between Hung and Son.
4. Please do me a ..... and keep quiet while I am sleeping
5. I like the moment when the moon ..... from the behind clouds.
6. We got lost and seemed to be in the wonderful animal .....
7. Have you got any ..... to your new restaurant?
8. My sister at the ..... of her career.

**GRAMMAR**

**GERUND AND INFINITIVE**

**Examples:**

Commoners were not allowed **to have** ordinary relationships with them.

Having eliminated Sukhothai, the kingdom of Ayutthaya, also known as Siam, began **conquering** the South.

**• GERUND**

A gerund is the **-ing form** of the verb used as a noun. Like nouns, gerunds can be subjects or objects:

**Subject:** Playing golf is fun.

**Object:** We're used to having a lot of fun.

In the second example, the gerund *having* is the object of the preposition *to*. This pattern is fairly frequent in English.

***Here are a number of common verbs followed by gerunds:***

**finish** e.g. They finished working at 6 p.m.

**stop** e.g. I stopped calling you at midnight.

**quite** e.g. They quit eating for 24 hours.

**avoid** e.g. You can't avoid answering the question.

**keep (on)** e.g. They will keep on studying.

**enjoy** e.g. My neighbor enjoys walking his dog.

**Appreciate** e.g. She would appreciate hearing from you.

**mind** e.g. Do they mind selling their car?

**• INFINITIVE**



**Here is list of common verbs that are usually followed immediately by an infinitive:**

hope	offer	seem
agree	forget	appear
remember	expect	want
promise	decide	need
ask	refuse	

**Examples:** She hopes to leave soon. They want to buy a car.

**Verbs that are followed by a pronoun (or noun) + infinitive are:**

tell	warn	force
remind	permit	order
advise	allow	expect
encourage	require	want

**1. Complete the following sentences with the correct form of given verbs**

- Whenever we met, Jack avoided..... at me. (look).
- Most people enjoy ..... to different part of the world. (travel)
- Mary needs ..... another job. Her present company is going out of business. (find).
- May I change the TV channel, or do you want ..... more of this program? (watch).

- Joan is considering ..... her major from pre-med studies to psychology. (change).
- Although Joe slammed on his brakes, he couldn't avoid..... the small dog that suddenly dared out in front of his car. (run over)
- I hope ..... my autobiography before I die. Do you think to have would read it? (write).
- Joyce thanked us for ..... them to dinner and said that they wanted to have us over for dinner next week. (invite).
- If you delay ..... your bill, you will only incur more and more interest charges. (pay).
- My lawyer advised me not ..... anything further about the accident. (say)

**2. Complete the sentences. Each sentence should contain a GERUND or INFINITIVE:**

Example : You are required .....  
 →You are required to stop at the border when entering another country.

- It's important for .....
- I'll never forget .....
- Jack advised not .....
- I'm not willing .....
- My apartment needs .....
- in order to save .....

**Expressing Purposes with TO – IN ORDER TO – FOR –  
SO THAT**

**Example:**

The Burmese immediately took the opportunities *to occupy the North*.

The Burmese immediately took the opportunities *in order to occupy the North*.

The Burmese immediately took the opportunities *so that they could occupy the North*.

The Burmese immediately took the opportunities *for the occupation of the North*.

**1. Complete the sentences. Each sentence should contain an infinitive of purpose (To-infinitive / In order to infinitive).**

- 1... I shouted .....
- 2... She had to go.....
- 3... We are saving money .....
- 4... He's wearing two pullovers .....

**2. Put in TO or For.**

- 1. I'm going to Spain ..... a holiday.
- 2. You need a lot of experience ..... do this job.
- 3. We' need more time ..... make a decision.
- 4. Do you wear glasses ..... reading?

**3. Write sentences with SO THAT**

- 1. I hurried. I didn't want to be late.  
.....
- 2... We wore warm clothes. We didn't want to get cold.

- .....
- 3... The man spoke slowly. He wanted me to understand what he said.  
.....
- 4... Please arrive early. We want to be able to start the meeting on time.  
.....

**COMPREHENSION CHECK**

**1. True – False Quiz**

*Read the passage and decide the following statements and write T if the statements below are True (T), F if they are False. Give evidence to support your chosen answers.*

- 1. \_\_\_\_\_Ayutthaya was an anarchic state.....
- 2. \_\_\_\_\_People's society status depends on their estate.....
- 3. \_\_\_\_\_All slaves were freed .....
- 4. \_\_\_\_\_In 1431, King Boromaraja drove the Khmers from Phnom Penh to Angkor Thom. ....
- 5. \_\_\_\_\_In 1953, Naresuan seized the government from the Burmese.....
- 6. \_\_\_\_\_Under The Narai Great rule, the economy was prosperous.....
- 7. \_\_\_\_\_After Narai's death, his successor controlled the country unsuccessfully .....
- 8. \_\_\_\_\_The capital was put to flames by the Europeans.....

**2. Main ideas**

1. What sentence is the main idea for the first paragraph?

.....

2. Write the main idea of the fourth paragraph?

.....

**DISCUSSION**

1. *Use your own words and write a summary of about 100 words for the passage, and exchange with your partner.*

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

2. *Group work:*

*Do the changes in the history of Ayutthaya remind you of any violent historical period in that of Vietnam? Write some ideas to support your opinion and talk to each other.*

.....  
.....  
.....  
.....

**TRANSLATION**

*Translate the following passage into English*

Haø Noäi laø nô ghi daáu ngaøn naêm lòch sôu. Ba möôi saùu phóá phöông cuô Haø Noäi maø kháép nô ñeàu bieát tieáng, trong ñoù phóá Haøng Baïc chæ laø möät ñieån hình, haõy coøn soáng ñoäng vaø röïc rôõ. Tuy nhieân, khung caùnh ñaéc bieät cuô vuøng ñaát xöa coã mang tính caùch lòch sôu naøy ñang bò pháùt trieån xoã boà möät caùch ñe doaï. Nhöõng saân trong coã loã nhöng ñaày haáp daãn, nhöõng maûnh vöøøn hieån hoaø, nhöõng loái nhuõ quanh co vaø ngay caù ñeàn ñaøi laêng mieáu coù töø thôøi xa xöa ñeàu bò caùc toaø nhaø loãn xoãn xaâm laán.

*Notes*

- *Ghi dấu* = to indicate, to speak of, to show, to suggest, to mention.
- *Phố phường* = street (n).
- *Sống động* = alive(a), exciting(a), lively(a), vivid(a).
- *Rực rỡ* = vibrant (a), full of color, splendid (a).
- *Khung cảnh* = ambiance (n), atmosphere (n).
- *Xô bồ* = chaotic (a), disordered (a)
- *Đe dọa* = to threaten, to alarm, to warn

- **Sân trong** = courtyard (n)
- **Quanh co** = to meander
- **Xâm lấn** = to encroach, to conquer.

## Unit 7

### THE EUROPEANS

Attracted by the spices of the Far East, the Portuguese found their way to the spice islands of Maluku in 1509 and established trading posts. Their profits encouraged other European traders to come to the region. While the English explored the Malayan peninsula and the Spanish the Philippines, the Dutch arrived in Indonesia.



In 1596, four Dutch ships arrived at Banten in Maluku after a difficult 14-month voyage during which more than half of the crew members died. The few spices they took back to Europe caused so much excitement that, over the next 10 years, 65 more Dutch ships came to Indonesia in search of the spice trade.

The Dutch soon established a strong foothold in Jayakarta (modern Jakarta), which they renamed Batavia. They started sinking the ships of any other countries found in Indonesian waters, forcibly took over the spice island of Banda, after more bitter, bloody fighting, controlled clove – producing Celebes Island, known as Sulawesi today.

By the end of the 17<sup>th</sup> century, they not only controlled the spices but also monopolized the production of coffee, sugar, indigo, pepper, tea, and cotton on several islands. The powerful Dutch East India Company (VOC in Dutch initials) was established to manage this trade and the huge profits made.

In the 17<sup>th</sup> and 18<sup>th</sup> centuries, the Dutch expanded their control over all of Indonesia, which became known as the Dutch East Indies. The entire island of Java was run as a forced-labor camp, much like the 19<sup>th</sup> century slave plantations of the Southern United States. However, this domination was achieved at great military expense, and the constant resistance from the local people that the Dutch army experienced finally proved too costly. By 1799, the VOC went bankrupt, which was perhaps the largest commercial collapse in history.

For a short time between 1811 and 1888, Indonesia came under British rule, but then reverted to the Dutch.

### VOCABULARY

#### 1. Guess word meaning

*Match the words with their meaning. Write the letter and the definition from the second column in the correct blank.*

- |             |       |   |
|-------------|-------|---|
| 1. spice    | _____ | a. travel into or through a place in order to learn about it.                               |
| 2. explore  | _____ | b. cost; charge.  |
| 3. profit   | _____ | c. secure position in a business, possession, etc. from which further progress may be made. |
| 4. foothold | _____ | d. return to former condition or practice.  |

- |               |       |  |
|---------------|-------|--|
| 5. Indigo     | _____ | e. opposition.   |
| 6. plantation | _____ | f. number of growing plant; colony.  |
| 7. resistance | _____ | g. any various types of substance<br>obtained from plants with a strong<br>taste and/or smell, used, esp. in<br>powder form, for favouring food. |
| 8. collapse   | _____ | h. fall to ruin.   |
| 9. expense    | _____ | i. deep violet-blue.   |
| 10. revert    | _____ | j. advantage; benefit.   |

## 2. Synonyms

*Find the synonyms of the following words in your dictionary and makes sentences with them:*

establishment	voyage	explore	sinking
expanded	entire	military	bankrupt
collapse	commercial	domination	proved

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....

10. ....
11. ....
12. ....

## GRAMMAR

### NOUN PATTERN : NOUN – TO INFINITIVE

#### Examples :

Attracted by the spices of the Far East, the Portuguese found ***their way to***

***the spice islands of Maluku*** in 1509 and established trading posts.

I have ***some letters to write***.

1. ***Change ‘V – to-infinitive’ or ‘Adj – to-infinitive’ to ‘N – to-infinitive’. Make any necessary changes.***

#### Examples:

You promised to ***write to me***, but you didn't do it.

→ You didn't keep ***your promise to write to me***.

He was obviously ***anxious to go***

→ ***His anxiety to go*** was obvious.

1. He decided to buy that house.  
.....
2. Tom was very curious to know where we had been.  
.....
3. She desired to please her mother-in-law.  
.....

4. Miss Hoa is able to do the work.  
.....
5. We intend to retire.  
.....
6. They were ambitious to become famous.  
.....
7. You don't need to hurry.  
.....
8. They agreed to go there.  
.....
9. Mr Nam refused to help us.  
.....
10. My parents don't plan to live abroad.  
.....

2. **Complete the sentences using the pattern 'noun + to-infinitive', then change the 'noun + to-infinitive' to a relative clause.**

Example:

This is the best book .....

→ This is **the best book to read.**

→ This is **the best book that you should read.**

1. The local authority has announced new measures .....
2. We have no garden .....
3. There are many difficulties .....

- .....
- .....
4. He is not a man .....
- .....
- .....
5. The next man ..... was Grey.  
.....
- .....

**PARALLELISM**

Examples:

They not only **controlled** the spices but also **monopolized** the production of **coffee, indigo, tea,** and **cotton** on several islands.  
She is **beautiful** and **intelligent.**

**Correct the following sentences.**

1. When he was a college student, he learned to play tennis, to golf, and swimming.
2. We enjoyed the perfect weather and seeing sights in Norway.
3. After years of dealing with the public, she developed great charm, wit, and intelligent.
4. The bellhop took my bags to my room, open the door, and puts them at the foot of the bed.
5. Jogging is more vigorous exercise than to play golf.

**COMPREHENSION CHECK**

**1. Short answer**

*Read the whole passage again and answer the following questions.*

- 1. When did the Portuguese find their way to Maluku?  
.....  
.....
- 2. Why did they come there?  
.....  
.....
- 3. How many Dutch ships had come to Indonesia by 1606?  
.....  
.....
- 4. What did the Dutch do in order not to share their benefit in Jakarta with the others?  
.....  
.....
- 5. How great was the Dutch's expansion in trade by the end of 17<sup>th</sup> century?  
.....  
.....
- 6. Why did the VOC (Dutch India Company) go bankrupt by 1799?  
.....  
.....

- 7. How long did the British govern Indonesia?  
.....  
.....

**DISCUSSION**

*Pair work:*

*Is it good news that the trade in Vietnam has developed turbulently with goods from many foreign countries, especially Thailand, Chinese, Japan, America in Vietnam? Discuss it with your classmates and write some evidence to support your ideas.*

.....  
.....  
.....

**WRITING**

*Rewrite the following sentences as directed without changing their meaning.*

Example: He hasn't returned to his hometown for five years.

→ It's five years since he last returned to his hometown.

- 1. He was ill, so he could not attend the meeting.  
Because of .....
- 2. The city government has decided to build a hospital for the poor.  
The city government has made .....



3. The Mississippi River flows south from Minnesota to the Gulf of Mexico. It is the major commercial river in the United States.

The Mississippi River.....

4. Madras is the biggest one of Indian towns.

No other towns .....

5. I had to spend the whole evening to finish the homework.

It.....

6. I didn't arrive in time to see her.

I wasn't .....

7. Roses can't possibly grow in such poor land.

It is .....

8. They haven't seen their parents for ten years.

It's .....

## Unit 8

### GANDHI'S IMPACT ON SOUTH AFRICAN FOREIGN POLICY

From the Mahatma to Mandela has indeed been a long journey for South Africa. Yet, the two great men in recent history inspire fresh confidence in human destiny. The 1894–1994 period briefly sums up South Africa's trials and tribulations culminating in the indomitable triumph of human spirit when South Africa finally emerged from the shadows of darkness into the broad daylight of democratic stirrings, free from the racial bigotry of deeply entrenched White-Black divisions.

It was in 1894 that Mohandas Karamchand Gandhi, who landed in South Africa in 1893, set up the Natal Indian Congress (NIC) to challenge the 'racial discrimination' as the basis of state policy. Since then, things have never been the same in South Africa. The African National Congress, formed in 1913, matured into a formidable Opposition of black African population, and by 1994 all was settled when Nelson Mandela was installed as the 'New' South Africa's President. If Gandhi had struck the first nail in the racist coffin, it was Mandela who had the last laugh.

Walking on the Gandhi trail of peaceful negotiations and spirit of reconciliation, Mandela settled for a democratic South African without much ado about racial acrimony. The peaceful resolution of South African racial conflict was hailed worldwide. It was a great victory – a living testimony to the principle of 'Satya Meva Jayate' (Truth Always Triumphs).

With the return of South Africa to the comity of nations as a member of the United Nations, Mandela's moral stature as a messiah of peace and racial camaraderie touched new heights. A notable point in this transformation process is Mandela's firm preference for 'proactive' policy initiative rather than 'reactive' response to the surrounding violent outburst. This marks a fundamental departure from the earlier reactive politics of the white to Mandela's broad world vision – with a firm commitment to human rights, secular principles and democratic world order. South Africa's foreign policy perceptions take off from this premise.

The author emphasizes that in the New World Order, South Africa can play an effective role in promoting peace and cooperation in the company of like-minded countries such as India with which it has proclaimed 'strategic partnership'.

#### VOCABULARY:

##### 1. Gap filling

*Choose the best given word or phrase to complete for each of the following sentences.*

*triumph            impact    Messiah            sum up*  
*negotiation      trail    reconciled        resolution*  
*emphasized      democratic*

1. He collapsed under the full \_\_\_\_\_ of the blow.
2. She \_\_\_\_\_ the situation at a glance.
3. The winning team returned home in \_\_\_\_\_ .
4. A settlement was reached after lengthy \_\_\_\_\_ .
5. He believe in every political \_\_\_\_\_ .

6. He \_\_\_\_\_ that careful driving was important.
7. We were finally \_\_\_\_\_ when he apologized.
8. A man lacking in \_\_\_\_\_ can't become a good one.
9. Every on in the world wants to reach to the \_\_\_\_\_ society.
10. The hurricane left a \_\_\_\_\_ of destruction behind it.

**2. Word formation : PREFIXES RE- and PRO-**

**A. The prefix 're-'** (used widely with verbs, and related nouns, adjectives, adverbs, with the meaning '*again*' or '*back*', e.g. *reread*, *repeat*, *rewrite* etc.

*In many verbs beginning with the prefix 're-', it is pronounced /ri/ or /re/ and it may lost its original meaning of 'again' or 'back'. There are few verbs.*

**1. Use IPA to write the pronunciation of the prefix 're-' in the following words and distinguish their meanings.**

redecorate	re-enter	reassure
recall	repair	represent
reopen	recreate	recount
re-count	recover	re-cover

**2. Choose the best from the above given words with the prefix 're-' to fill the blanks in the following sentences.**

1. I try to \_\_\_\_\_ exactly what happened.
2. The play \_\_\_\_\_ life before the war.

3. After fainting, I'm slowly recovering my strength after a bout of flu.
4. He \_\_\_\_\_ how he had short the lion.
5. I dropped some water on my notebook so I have to \_\_\_\_\_ it.
6. The unsuccessful candidate demanded a \_\_\_\_\_.
7. Can the damage to international relation \_\_\_\_\_?
8. The picture \_\_\_\_\_ a hunting scene.
9. Forgetting my bag, I had to his room.
10. The police reassured her about her child's safety.
11. After ten years, my family had enough money to \_\_\_\_\_ my house
12. We \_\_\_\_\_ a shop under a new name.

**B. The prefix 'pro-'** (used with nouns or adjectives) with the meaning : 'in favour of' or 'supporting', e.g. *pro-Russian*, *prolong* etc.

**Find some words (at least 5) that contain prefix 'pro-' and make sentences using those words.**

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

## GRAMMAR

### NOMINAL CLAUSE

A nominal clause functions the same as a noun or a noun phrase, so it can be used as a subject or an object. There are four types: two finite and two non-finite.

#### *Finite nominal clauses:*

1. ‘*that* clause’ begins with ‘that’, functions as a conjunction.

Example: The fact ***that he won’t come*** makes her sad.

2. ‘*wh-* clause’ begins with ‘what, where, why, who, whom, whether, how’ etc. , functions as a question word.

Example: I don’t know ***what has happened with them.***

#### *Non-finite nominal clauses:*

1. ‘infinitive clause’

Example: I need ***to write some letters.***

2. ‘participle clause’

Example: ***Ashton being dead,*** the whole affair must now be laid before Colonel Browse.

**Use ‘that clause’ or ‘wh- clause’ to combine the two sentences into one.**

1. People throw away money on gambling. This never ceases to amaze me.

.....

2. How could the mistake have happened? I can’t imagine it.

.....

3. Who will be his successor? We don’t know.

.....

4. Tom can’t come to our party. It is disappointing.

.....

5. I’m a little tired. I feel fine except for that.

.....

6. Is there life on other planets. I often wonder this.

.....

### RELATIVE CLAUSE

A relative clause functions as a post-modification in a noun phrase to make clear the antecedent (the noun before it), or to give extra-information. There are two types :

#### *Definite relative clause:*

It makes clear the antecedent, we do not use any comma(s) with it.

Example: The women ***who are sitting over there*** are new comers.

#### *Non-definite relative clause:*

It gives extra-information to the antecedent, we must use comma(s) with it.

Example: Ronaldo, ***who was one of the best players in the last world cup,*** has just been transferred to a famous Italian football club.

Relative pronouns are *that, who, which, whom*

Relative adverbs are *where, when, why* etc.

**1. Use an appropriate relative pronoun to combine the two sentences into one.**

1. The policeman sticks to his principles. I admire him most.  
.....  
.....
2. The book cost more than I would want to say. I was speaking about it.  
.....  
.....
3. I love New York. I was born in New York.  
.....  
.....
4. You sent me a present. Thank you very much for it.  
.....  
.....
5. The roads were crowded with refugees. Many of them were wounded.  
.....  
.....
6. There was a time. Dinosaurs dominated the earth then.  
.....

7. She usually came to work late. That upset her boss.  
.....  
.....
8. We visited Belgrade. It is the capital city of Yugoslavia.  
.....  
.....
9. People may be come anxious and worried. They are forced to retire in their middle or late sixties.  
.....  
.....
10. Tom is very brilliant. We have just met his parents in the supermarket.  
.....  
.....

**2. 'That' is used in many ways with many functions. Write the function of 'that' in the following situations.**

1. The news *that* frightened me was the one *that* the most dangerous criminal escaped from the orison this morning.  
\_\_\_\_\_.
2. The news *that* I got this morning makes everyone *that* had been waiting for it for along time very happy.  
\_\_\_\_\_.

3. The girl **that** I love always thinks **that** I am the laziest man **that** makes her so bored **that** she never want to meet again.  
\_\_\_\_\_.
4. Do you think **that** the trousers **that** you gave me yesterday are suitable for the woman **that**'s just lost all of her clothes.  
\_\_\_\_\_.

**COMPREHENSION CHECK**

**1. True – false quiz**

*Read the passage and write T if the statements below are True (T), F if they are False. Give evidence to support your chosen answers.*

1. \_\_\_\_\_Mahatma is very from Mandela.  
.....
2. \_\_\_\_\_The period from 1894 to 1994 was the gold period of South Africa.  
.....
3. \_\_\_\_\_'... the shadow of darkness ..... stirring' (line 5) means there was no electricity in the period from 1894 to 1994.  
.....  
.....
4. \_\_\_\_\_The Natal Indian Congress (NIC) was set up by Mohandas. K. Gandhi in 1893.  
.....
5. \_\_\_\_\_Mr. Nelson Mandela is the Chief of the 'New South Africa'.  
.....

6. \_\_\_\_\_Gandhi's strategy was considered as a good mirror in over the world.  
.....
7. \_\_\_\_\_Mr. Mandela chose the negotiation and cooperation process and limited the existence of opposition.  
.....
8. \_\_\_\_\_South Africa can encourage the countries that have the same opinion to search to and keep the peace and cooperation.  
.....

**2. Multiple - choice**

*Read the following questions and choose the best answers to them.*

1. Which triumph the South African got does the word 'triumph' in line 4 refer to?
  - a. They got the electricity
  - b. They escaped from the darkness to the light of electricity
  - c. They had got the day light after along time living in the darkness of night.
  - d. They gained the democratic and wiped out the racial discrimination.
2. When was the African National Congress established?
  - a. 1893      b. 1894      c. 1913      d.1994
3. 'If Gandhi had struck the first nail ..... last laugh' (line 14,15) means that

- a. Gandhi had struck the nail in the coffin of the one that died in the struggle against racial discrimination.
  - b. Gandhi had struck the nail in the coffin of Mandela who had the last laugh before dying.
  - c. If Gandhi struck the nail, Mandela would have died.
  - d. Gandhi was the one who started the struggle against racial discrimination and Mandela was the one who led this to success.
4. 'Walking on the Gandhi trail ..... acrimony' (lines 16,17) means that
- a. Mandela and Gandhi usually went walking with each other
  - b. Mandela usually walked on the way Gandhi walked everyday
  - c. walking is the hobby of not only Gandhi but also Mandela
  - d. using strategy of Gandhi, Mandela brought the democratic to the South African without many difficulties
5. What does the word 'it' in line 19 refer to?
- a. The peaceful resolution.
  - b. The racial conflict.
  - c. The racial acrimony.
  - d. The ad.
6. Which isn't related to what Mr. Mandela has gained according to the passage?
- a. Wiping out the racial discrimination.
  - b. Having the appearance of the messiah of peace.
  - c. Becoming a member of the United Nations Organization.
  - d. Being considered as the God of Peace.
7. Which doesn't the 'premise' (line 28) refer to?

- a. The firm preference for 'proactive' policy.
  - b. The firm commitment to human rights.
  - c. The firm commitment to secular principles and democratic world order.
  - d. The firm preference for 'reactive' policy.
8. The author emphasizes that .....
- a. the New World Order is just a play in which South Africa is a good character.
  - b. South Africa will get the high promotion in the world society.
  - c. With its success, South Africa will be a good mirror encouraging the peace and cooperation of the comrade-countries
  - d. South Africa can form the World order based on their promotion

**DISCUSSION**

*Write an outline based on the following suggestive questions. Then make a short speech about the racial discrimination and present in front of the class.*

- 1. Are you in favor of the racial discrimination?  
.....  
.....

2. If not, have you ever thought of the way to wipe out the racial discrimination?

.....  
.....

3. Do you know anyone who spent their lives opposing to the racial discrimination? Tell something about them and what has happened to them until now?

.....  
.....

### TRANSLATION

*Translate the following passage into Vietnamese.*

#### THE KINGS' GARMENTS OF THE NGUYEN DYNASTY

In the Nguyen dynasty (1802 – 1945), the king's and mandarins' ritual garments were determined by the Ministry of Protocol. Under Gia Long's reign, all kinds of cloth were produced such as white silk, colored silk, velvet, in order to make garments for the imperial court and for the presents given by the king to ambassadors.

King Gia Long wore a crown with a tube shape, knitted, with brass thread. It was covered by black silk and laid inside by the red one. In the front of the crown were twelve golden dragons, six golden flames shaped in lotus flowers, and a cloud made by 256 gold grains. At the back were 24 gold chains with 300 precious corals and pearls and 400 gold grains. At the top *Van Tho* (*longevity*) was embroidered with thread. Before putting on the crown, the king's forehead should be wound with yellow silk and his hair bound by brooch made with emerald and pearls. The king should wear an imperial gown

embroidered with flying dragons made of blue satin. Its collar was made of precious green silk with the white one inside. The body of the gown was embroidered with the sun, moon, stars, mountains, sea waves and dragons. The sleeves were embroidered with two dragons, too. The underwear was a simple white. The king wore a bright golden muslin overcoat embroidered by brocade with the details of flame, rice grains and pinned with all kinds of precious stones. The majesty's belt was made by a square white leather and 392 pearls. It was covered by black silk and a red one inside. Dragons were embroidered and emeralds and diamonds were pinned around. The king held an insignia of authority made of precious stone.

### New words:

***dynasty***: triều đại

e.g. brilliant dynasties in the Vietnamese history = những triều đại vẻ vang trong lịch sử Việt Nam.

***mandarin***: quan lại

***ritual*** (adj) (n): nghi lễ, nghi thức

e.g. some religions employ more rituals than others: một số tôn giáo tiến hành nhiều lễ nghi hơn những tôn giáo khác

***imperial*** (adj): thuộc về vương triều

***imperialism*** (n): chủ nghĩa đế quốc; sự thống trị của hoàng tộc

***imperial court***: buổi lâm triều, thiết triều

***flame*** (n): ngọn lửa

***coral*** (n): san hô

e.g. *a necklace made of coral*: chuỗi hạt san hô; *true coral needs no painter's brush*: hữu xạ tự nhiên hương

***pearl*** (n): ngọc trai



e.g. a string of pearl: chuỗi ngọc trai; *pearls of wisdom*: những kiến thức quý giá

**brocade** (n): vải thêu hoa văn

**majesty**: hoàng đế

e.g. Your majesty: tâu bệ hạ

**insignia**: ấn của nhà vua, biểu tượng quyền lực.

e.g. insignia of office : những dấu hiệu của địa vị cao.

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