BỘ GIÁO DỤC VÀ ĐÀO TẠO

GLOBAL SUCCESS

TIẾNG ANH 6

SÁCH HỌC SINH TẬP HAI







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NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

Pearson

HOÀNG VĂN VÂN (Tổng Chủ biên) – NGUYỄN THỊ CHI (Chủ biên)
LÊ KIM DUNG – PHAN CHÍ NGHĨA – VŨ MAI TRANG
LƯƠNG QUỲNH TRANG – NGUYỄN QUỐC TUẤN

GLOBAL SUCCESS

TIẾNG ANH 6

SÁCH HỌC SINH

TẬP HAI

(Tái bản lần thứ năm)



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

Pearson

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LỜI NÓI ĐẦU

Tiếng Anh 6, tập hai được Nhà xuất bản Giáo dục Việt Nam tổ chức biên soạn theo Chương trình Giáo dục phổ thông: Chương trình môn Tiếng Anh theo Thông tư số 32/2018/TT-BGDĐT ngày 26 tháng 12 năm 2018 của Bộ trưởng Bộ Giáo dục và Đào tạo, tiếp theo Tiếng Anh 3, Tiếng Anh 4 và Tiếng Anh 5. Sách được biên soạn theo đường hướng giao tiếp, giúp học sinh sử dụng ngữ liệu (ngữ âm, từ vựng, ngữ pháp) để phát triển năng lực giao tiếp bằng tiếng Anh thông qua bốn kĩ năng nghe, nói, đọc và viết. **Tiếng Anh 6, tập hai** lấy hoạt động học là trung tâm, học sinh là chủ thể của quá trình dạy học, trong đó tâm lí lứa tuổi của học sinh trung học cơ sở, các đặc điểm văn hoá của Việt Nam và của các nước trên thế giới, đặc biệt là của các nước nói tiếng Anh, được coi trọng.

Tiếng Anh 6, tập hai được biên soạn xoay quanh hai chủ điểm (Theme) gần gũi với học sinh: *Our World* và *Visions of the Future*. Mỗi chủ điểm được chia thành ba đơn vị bài học (Unit) tương ứng với ba chủ đề (Topic) của Chương trình. Sau mỗi chủ điểm là một bài ôn tập (Review) tập trung vào kiến thức ngôn ngữ và kĩ năng ngôn ngữ học sinh đã được học và rèn luyện.

Tiếng Anh 6, tập hai được biên soạn trên cơ sở những kinh nghiệm thực tiễn của việc dạy tiếng Anh cấp trung học cơ sở ở Việt Nam với sự hợp tác chặt chẽ về chuyên môn và kĩ thuật của Tập đoàn Xuất bản Giáo dục Pearson.

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

Các tác giả

Hãy bảo quản, giữ gìn sách giáo khoa để dành tặng các em học sinh lớp sau!

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BOOK MAP

	Reading	Speaking
Unit 7: **TELEVISION**	Reading for general and specific information about a TV guide	Talking about a favourite TV programme
Unit 8: **SPORTS AND GAMES**	Reading for general and specific information about a sports star	Talking about famous sportspeople
Unit 9: **CITIES OF THE WORLD**	Reading for general and specific information about a holiday postcard	Talking about a city
REVIEW 3		
Unit 10: **OUR HOUSES IN THE FUTURE**	Reading for specific information about houses and appliances in the future	Talking about different houses in the future
Unit 11: **OUR GREENER WORLD**	Reading for general and specific information about ways to go green	Talking about tips for going green
Unit 12: **ROBOTS**	Reading for specific information about an international robot show	Talking about what robots can do
REVIEW 4		

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	Listening	Writing	Language Focus
	Listening for specific information about different TV programmes	Writing a paragraph about TV-viewing habits	**Vocabulary:** TV programmes **Pronunciation:** Sounds: /θ/ and /ð/ **Grammar:** - *Wh*-question words - Conjunctions in compound sentences: *and, but, so*
	Listening for general and specific information about sports and games	Writing a paragraph about a sport / game	**Vocabulary:** Sports and games **Pronunciation:** Sounds: /e/ and /æ/ **Grammar:** - Past simple - Imperatives
	Listening for specific information about a description of a city	Writing a holiday postcard	**Vocabulary:** Cities and landmarks **Pronunciation:** Sounds: /əʊ/ and /aʊ/ **Grammar:** - Possessive adjectives - Possessive pronouns
	Listening for specific information about dream houses	Writing a paragraph about a dream house	**Vocabulary:** Types of houses and appliances **Pronunciation:** Stress in two-syllable words **Grammar:** - Future simple - *Might* for possibility
	Listening for details about ideas for a green club	Writing a paragraph about ideas for a green club	**Vocabulary:** Things that can be reduced, reused and recycled **Pronunciation:** Rhythm in sentences **Grammar:** - Articles - First conditional
	Listening for specific information about what robots can do	Writing a paragraph about a robot one would like to have	**Vocabulary:** Daily activities **Pronunciation:** Falling tone in statements **Grammar:** Superlative adjectives (short adjectives)

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Unit 7 TELEVISION

THIS UNIT INCLUDES:

Vocabulary
TV programmes

Pronunciation
Sounds: /θ/ and /ð/

Grammar
- *Wh*-question words
- Conjunctions in compound sentences: *and, but, so*

Skills
- Reading a TV guide
- Talking about a favourite TV programme
- Listening about different TV programmes
- Writing a paragraph about TV-viewing habits

Everyday English
Asking for and giving information about TV programmes

GETTING STARTED

What's on today?

1 Listen and read. Track 2

Phong: What are you watching, Hung?

Hung: *The Voice Kids.*

Phong: That music talent show is very interesting.

Hung: It is. What programme do you often watch, Phong?

Phong: Films. I like animated films like *The Lion King.*

Hung: I love them, too. They're wonderful.

Phong: I often watch them with my little brother, but he prefers cartoons.

Hung: *Tom and Jerry?*

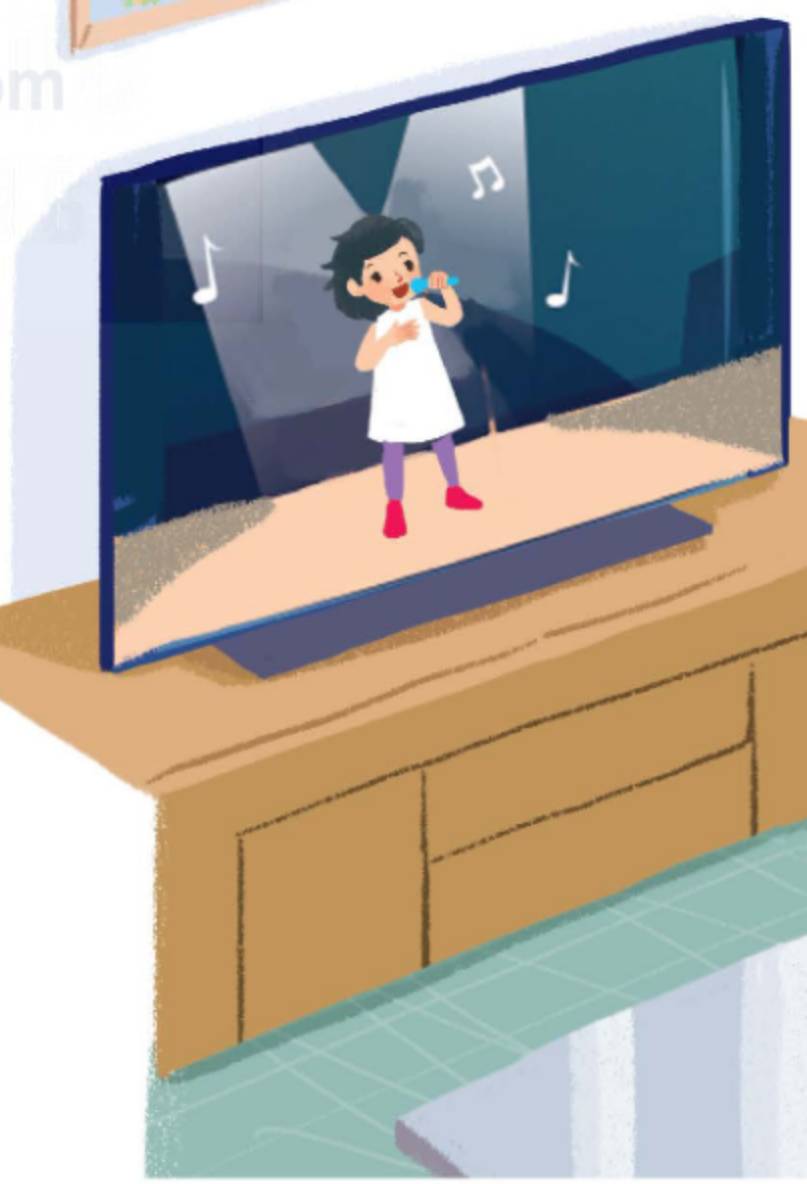
Phong: Ha ... ha ... Yes, he loves Jerry the mouse.

Hung: Jerry's a clever character. Do you know any English programmes for children?

Phong: Yes. I watch *English in a Minute* on *VTV7.* This channel has many educational programmes.

Hung: Great. I'll watch it, too.





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2 Choose the correct answer A, B, or C.

1. Phong and Hung are talking about _____.
   - A. *The Voice Kids* programme
   - B. *English in a Minute* programme
   - C. different TV programmes
2. Phong likes _____.
   - A. animated films
   - B. cartoons
   - C. talent shows
3. When you're viewing a TV programme, you say: "I'm _____ TV."
   - A. watching B. seeing C. looking
4. When a programme teaches you something, it's _____.
   - A. educational B. funny C. clever

3 Read the conversation again and match 1-5 with a-e.

1. *The Voice Kids*	a. animated film
2. *The Lion King*	b. channel
3. *Tom and Jerry*	c. music talent show
4. *VTV7*	d. educational programme
5. *English in a Minute*	e. cartoon

4 Find and write the adjectives in the conversation which describe the programmes and character below.

1. *The Voice Kids* _____
2. animated films _____
3. Jerry the mouse _____
4. programmes on *VTV7* _____

5 Work in groups. Interview your partners about their favourite TV programmes and report to the class.

Example:

In our group, Mai likes sports programmes on TV. Binh likes ...



A CLOSER LOOK 1

Vocabulary

1 Write the words / phrases in the box next to the definitions.

talent show	viewer
comedy	character
educational programme	

1. an animal or a person in a film _____
2. a programme which teaches maths, English, etc. _____
3. a film / show which makes people laugh _____
4. a competition to choose the best performer _____
5. a person who watches TV _____

2 Complete the sentences with the words / phrases in the box.

character	animated films
viewers	comedies
game show	channel

1. Do you watch *Bibi*, the popular _____ for children?
2. Which _____ do you prefer: Jerry the mouse or Tom the cat?
3. I love _____ like *Happy Feet* and *Coco*.
4. I love *Children are Always Right*, a _____ for kids.
5. My father often watches _____. They're so funny.
6. A popular programme has a lot of _____.

3 Complete the sentences with the adjectives in the box.

popular	cute	live
educational	boring	funny

1. The most _____ channel for children is the *Cartoon Network*.
2. This film is very _____. I don't want to watch it.
3. Cat Kitty is a very _____ character. Children love her.
4. You can watch this programme at the same time it happens. It's _____.
5. Comedies are _____. People laugh a lot when they watch them.
6. We learn a lot from *Discovery Channel*. This channel is _____.

Pronunciation

/θ/ and /ð/

4 Listen and repeat the words. 3

/θ/	/ð/
theatre	there
earth	them
anything	neither
both	weather
through	than

5 Tongue Twister
Take turns to read the sentences quickly and correctly.

1. They are thinking about the weather there.
2. The new theatre opens on Thursday the third.



A CLOSER LOOK 2

Grammar

Wh-question words

1 **Read the conversation and underline the question words.**



2 **Match each question word with the information it needs.**

Question word	The information it needs
When	thing
How many	time
How often	person
What	reason
Where	repetition
Who	number
Why	place

Remember!

Each question word is used for a specific piece of information.

3 **Use the question words in the box to complete the conversations. Then listen and check your answers.** 4

When	Who	
What	Where	How often



Conversation 1

A: _____ do you watch TV?

B: Not very often. Two or three times a week.

A: _____ do you watch?

B: It depends. But I like talent shows the most.

Conversation 2

A: _____ do you like the most in *Doraemon*?

B: Nobita. He's so funny.

Conversation 3

A: _____ do you play football?

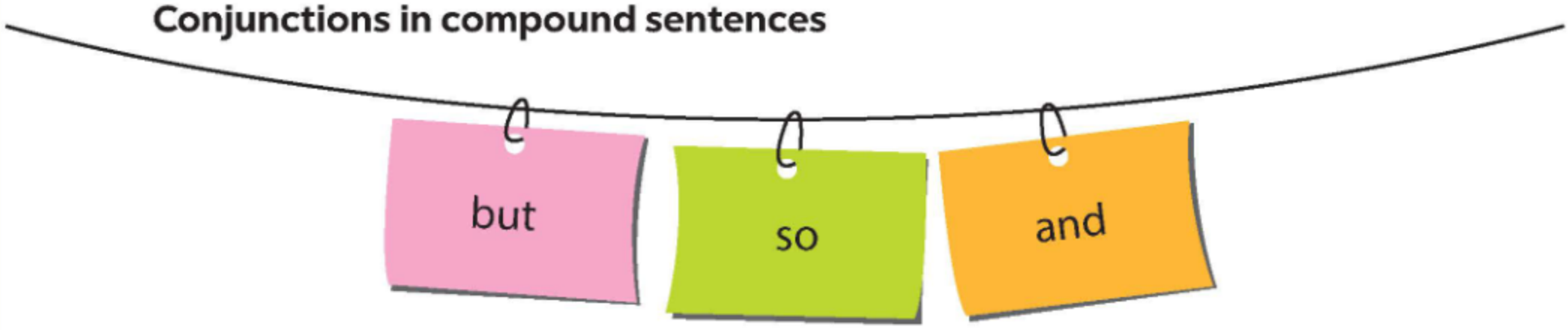
B: Usually on Saturday or Sunday.

A: _____ do you play?

B: In the yard.



Conjunctions in compound sentences



Remember!

We use a conjunction to combine two clauses into a compound sentence.

Example:

I like watching cartoons, **but** my brother likes watching sports.

I enjoy sports, **so** I spend a lot of time outdoors.

I'm helping decorate the house, **and** my brother is busy cooking.

4 Match the beginnings with the endings.

Beginnings	Endings
1. I like animal programmes,	a. **so** I can be at the stadium on time.
2. I'll get up early tomorrow,	b. **but** he can't draw.
3. Sometimes we read books,	c. **and** my brother likes them, too.
4. My little brother can colour pictures,	d. **so** we spend every Saturday playing sports.
5. We love outdoor activities,	e. **and** sometimes we play sports.

5 Use *and*, *but* or *so* to complete the sentences.

1. I'm tired, _____ I'll go to bed early.
2. My sister is good at school, _____ I'm not.
3. We trained hard, _____ we won the game.
4. The programme is interesting, _____ it's too long.
5. I'll write him some instructions, _____ I hope he'll follow them.

COMMUNICATION

Everyday English

Asking for and giving information about TV programmes

1 **Listen and read the conversation. Pay attention to the highlighted words.** Track 5

A: What's your favourite TV programme?

B: The animal programme.

A: Why do you like it?

B: Because I can see the animals in their real life.

2 **Work in pairs. Make a similar conversation about your favourite TV programme.**

TV programmes

3 **Work in groups. Discuss and complete the facts with the countries in the box.**

the USA Viet Nam Japan Iceland

Facts

1. *Pokémon* cartoons are from _____.
2. *Bibi* in _____ shows international and Vietnamese cartoons.
3. In _____, there was no TV on Thursdays before 1986.
4. *Discovery Channel* makes education fun for children in _____.

4 **Read about the two TV programmes and tick (✓) the correct programme in the table. You may tick both.**

Let's Learn is an educational TV programme. It makes learning fun. Children love it. It has cute characters and fun songs. People in 80 countries watch it today. Both children and their parents like it.



Hello Fatty is a popular TV cartoon. It's about a clever fox called Fatty and his friend. Together they go to different places. Children around the world enjoy this programme. It's funny and educational.



	Let's Learn	Hello Fatty
1. It's educational.		
2. It has viewers from 80 countries.		
3. Its main character is a clever fox.		
4. Both parents and children enjoy it.		
5. It's a cartoon.		

5 **Work in groups. Tell your group which programme in 4 you prefer and why.**

Example:

I like *Let's Learn* because it has cute characters and fun songs.

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SKILLS 1

Reading

1 **Read the first two columns of the TV guide and answer the questions.**

TIME	PROGRAMME	DESCRIPTION
8.00	**Wildlife:** *Cuc Phuong Forest*	Watch the colourful world of plants, flowers, and animals in their real life.
9.00	**Comedy:** *The Fox Teacher*	Have a lot of fun with a fox teacher and his students on their first day at school.
10.30	**Sports:** *The Pig Race*	Watch the cute pigs compete in the most exciting races. Who wins?
11.00	**Game show:** *Children are Always Right*	Join this game show today and try to answer interesting questions about pets.
12.15	**Science:** *The Dolphins*	Watch funny and interesting clips of intelligent dolphins in their natural life - the sea.

1. What's in the *Wildlife* programme?
2. Is *The Fox Teacher* a comedy?
3. What time is the *Sports* programme?
4. Can we watch a game show at 10.30?
5. What is the topic of the *Science* programme?

2 **Read the TV guide in 1 and write the programmes that these people may choose to watch.**

People	Programmes
1. Phong wants to know more about dogs and cats.	
2. Bob likes programmes that make him laugh.	
3. Nga loves learning about plants and animals.	
4. Minh likes watching races.	
5. Linh is interested in sea animals.	

Speaking

3 **Work in groups. Share your table in 2 with your group and see if they agree with you.**

Example:

A: I think the best programme for Phong is the game show *Children are Always Right*.

B: I agree. He wants to know more about pets.

4 **Work in groups. Tell your group about your favourite TV programme. Your talk should include:**

- the name of the programme
- the channel it is on
- the content of the programme
- the reason you like it

You can use these suggestions.

- My favourite programme is ...
- It's on ...
- It's about ...
- I like it because it ...

SKILLS 2

Listening

1 **Listen and tick (✓) the correct channel for each programme.** 6

PROGRAMMES	CHANNEL 1	CHANNEL 2	CHANNEL 3
Green Summer			
My Childhood			
Harry Potter			
English and Fun			

2 **Listen again and tick (✓) T (True) or F (False).** 7

	T	F
1. *Green Summer* is a music programme.		
2. *My Childhood* is the story of a girl and her dog.		
3. Children love *Harry Potter*.		
4. *English and Fun* is at five o'clock.		

Writing

3 **Read the questions and circle the right answers for yourself.**

1. How much do you like watching TV?
   A. A lot. B. So so. C. Not much.
2. How many hours a day do you watch TV?
   A. 1 hour. B. 2–3 hours.
   C. Less than one hour.
3. When do you watch TV the most?
   A. In the morning.
   B. In the afternoon.
   C. In the evening.
4. Do you watch TV when you are eating?
   A. Always. B. Sometimes. C. Never.
5. What TV programme do you watch the most?
   A. Cartoons. B. Sports. C. Science.

4 **Write a paragraph of about 50 words about your TV-viewing habits. Use your answers in 3.**

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LOOKING BACK

Vocabulary

1 Put the words / phrases in the box in the correct column. Add more words if you can.

educational	*English in a Minute*
interesting	animated films
sports	popular
wildlife	funny

Programmes	Adjectives describing programmes

2 Use the words in the box to complete the text.

viewers funny educational sports animal

VTV1 is a popular TV channel in Viet Nam. It attracts many (1) _____ because it has interesting programmes. The (2) _____ programmes show tigers and giraffes in nature. People watch races or football matches on (3) _____ programmes. Comedies make people laugh because they are (4) _____. Game shows are both fun and (5) _____.

Grammar

3 Complete each question with a suitable question word.

1. – _____ days a week do you go to class?
   – I go to class five days a week.
2. – _____ did you watch on TV last night?
   – I watched *The Fox Teacher*.
3. – _____ do you like the *Wildlife* programme?
   – Because I love animals.
4. – _____ is your favourite person on TV?
   – I like Minh Phong in *The Gift of Music*.
5. – _____ hours a day do you watch TV?
   – About half an hour a day. I watch more at the weekend.

4 Use the conjunctions provided to connect the sentences.

1. *Ocean Life* is on at 7.30. *Laughing out Loud* comes next at 8.00. (and)
   → _____
2. I like *The Seven Kitties* very much. I watch it every day. (so)
   → _____
3. *BBC One* is a British channel. *VTV1* is a Vietnamese channel. (but)
   → _____
4. *Along the Coast* is a famous TV series. I don't like it. (but)
   → _____
5. I have a lot of homework tonight. I can't watch *Eight Feet Below*. (so)
   → _____

PROJECT

How important is TV to you?

Work in groups. Interview your friends, using the questions below. Take notes of their answers and then report the results to the class.

1. What do you do in your free time?

   A. Going out.
   B. Reading books.
   C. Watching TV.
   D. Other: _____

2. Where do you prefer to get information from?

   A. Books.
   B. Friends.
   C. Television.
   D. Other: _____

3. How many hours a day do you watch TV?

   A. One hour.
   B. Two hours.
   C. More than two hours.
   D. Other: _____

4. Why do you watch TV?

   A. Because I have nothing else to do.
   B. Because my parents want me to.
   C. Because I like it.
   D. Other: _____

5. How long do you think you can live without TV?

   A. Just one day.
   B. Up to a week.
   C. Up to a month.
   D. Other: _____



Now I can ...	✓	✓✓	✓✓✓
• use the words related to TV programmes and characters. • pronounce the sounds /θ/ and /ð/ correctly. • use *wh*-question words to make questions. • use conjunctions to connect clauses in compound sentences. • ask for and give information about TV programmes. • read a TV guide. • talk about a favourite TV programme. • listen about different TV programmes. • write a paragraph about TV-viewing habits.			

Unit 8 SPORTS AND GAMES

THIS UNIT INCLUDES:

Vocabulary
Sports and games

Pronunciation
Sounds: /e/ and /æ/

Grammar
- Past simple
- Imperatives

Skills
- Reading about a sports star
- Talking about favourite sportspeople
- Listening about sports and games
- Writing a paragraph about a sport / game

Everyday English
Expressing and responding to congratulations

GETTING STARTED

At the gym

1 Listen and read. 8

Duong: Wow! This gym is big!

Mai: Yeah. The equipment is great. What sports do you do, Duong?

Duong: Well, I do karate, and I play table tennis. Yesterday I played with Duy, and I won!

Mai: Congratulations! You look fit! I'm not good at sports.

Duong: I have an idea – you can go to the karate club with me.

Mai: No, I can't do karate.

Duong: But you can learn! You'll love it.

Mai: Well ... OK.

Duong: Great! I'll meet you there at 10 a.m. on Sunday.

Mai: Where's the club?

Duong: It's Superfit Club, in Pham Hung Road. You can cycle there.

Mai: OK. See you then.



2 Put a word from the conversation in each gap.

1. Duong looks _____. He often does karate.
2. Mai likes coming to the _____. The equipment there is great.
3. Duong played _____ with Duy yesterday, and he won.
4. Mai and Duong will meet at Superfit _____ on Sunday.
5. Mai will _____ to Superfit Club.

3 Name these sports and games, using the words from the box.

chess	aerobics	table tennis
cycling	swimming	volleyball



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

What is the difference between a sport and a game?

4 Work in pairs. Ask your partners these questions to find out how sporty they are.

1. Can you swim?
   A. Yes. **B.** No.
2. Do you play outdoors every day?
   A. Yes. **B.** No.
3. Do you usually do morning exercise?
   A. Yes. **B.** No.
4. What do you usually do at break time at school?
   A. Play in the schoolyard.
   B. Sit in the classroom.
5. What do you think of sports and games?
   A. Very good. **B.** Not useful.

If your answers to the questions are mostly "A", you are sporty. If they are mostly "B", do more sport and try to be more active.

A CLOSER LOOK 1

Vocabulary

1 **Write the right words / phrase under the pictures.**

ball
boat
racket
goggles
sports shoes



1. _____



2. _____



3. _____



4. _____



5. _____

2 **What sports are these things for? Match each thing in column A with a sport in column B.**

A	B
1. bicycle	a. boating
2. ball	b. swimming
3. boat	c. cycling
4. goggles	d. ball games
5. racket	e. badminton

3 **Fill each blank with one of the words from the box.**

champion competition sporty
marathon congratulations

1. She won an international sports _____.
2. He became the world tennis _____ when he was very young.
3. "Can you send my _____ to the winner of the contest?"
4. My friend David is very _____. He does exercise every day.
5. The first _____ took place in 1896.

Pronunciation

/e/ and /æ/

4 **Listen and repeat. Pay attention to the sounds /e/ and /æ/.** Track 9

1. **/e/**: chess tennis exercise contest
2. **/æ/**: racket match marathon active

5 **Listen and repeat. Underline the words having the sounds /e/ and /æ/.** Track 10

1. They cannot take part in this contest.
2. They began the match very late.
3. Please get the racket for me.
4. We play chess every Saturday.
5. My grandpa is old, but he's active.

A CLOSER LOOK 2

Grammar

The past simple

Remember!

We use the past simple to talk about something that happened in the past.

Example:

I **played** badminton with Phong yesterday.

1 Choose the correct answer A, B, or C.

1. There _____ an interesting match on TV last night.
   A. is
   B. were
   C. was
2. My dad _____ a lot of tennis some years ago.
   A. plays
   B. played
   C. is playing
3. I was at the gym last Sunday, but I _____ you there.
   A. not saw
   B. don't see
   C. didn't see
4. The teacher _____ us about our homework this morning.
   A. didn't ask
   B. not asking
   C. doesn't ask
5. _____ sleep well last night?
   A. Do you
   B. Did you
   C. Were you

2 Write the correct form of the verbs to complete the conversation.

Nick: Hi, there.

Sonny: Hello, Nick. Did you have a nice weekend?

Nick: Yeah, it was OK. On Sunday, I (1. go) _____ fishing with my dad. How about you?

Sonny: Oh, I (2. have) _____ a good weekend, too.

Nick: Really? What _____ you (3. do) _____?

Sonny: I (4. visit) _____ the museum with my family, then we (5. eat) _____ at my favourite restaurant.

Nick: Did you watch football last Sunday?

Sonny: Oh, yeah! My favourite team (6. score) _____ a fantastic goal!

3 Work in groups. Ask and answer questions about your last weekend.

Example:

A: Did you do any sport last weekend?

B: Oh yes, and I was exhausted.

C: Really? What did you do?

...



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Imperatives

Remember!

We use imperatives to tell someone to do something, or to give a direct order.

It's a chewing gum.

Chew it.

Don't swallow it.



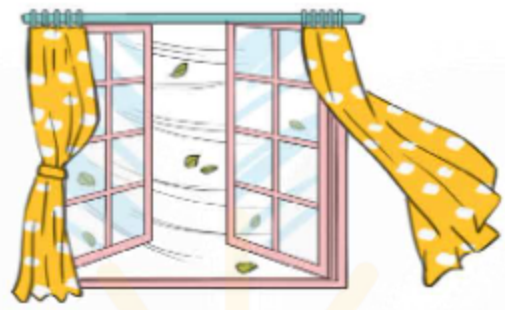
Positive: V

Negative: Don't + V

4 **Look at each picture and choose the correct answer.**



1. (Park / Don't park) here.



2. (Close / Open) the window. It's windy outside.



3. (Tidy up / Don't tidy up) your room.



4. (Use / Don't use) the lift when there is fire.



5. (Try / Don't try) to get up early to do some exercise.

5 **Tell your friends what to do and what not to do at the gym.**

GYM RULES



Example: – Change your clothes.

– Don't speak loudly.

– _____

– _____

– _____

COMMUNICATION

Everyday English

Expressing and responding to congratulations

1 **Listen and read the short conversation below, paying attention to the highlighted parts.**

Duong: Last week I played table tennis with Duy, and I won for the first time.

Mai: Congratulations!

Duong: Thank you, Mai.

Mai: So you're our class champion now.

2 **Work in pairs. Student A has won a prize in the school's singing contest / sports competition. Student B congratulates him / her. Make a similar dialogue. Remember to use the highlighted parts in 1. Then change roles.**

The sport / game you like

3 QUIZ

Work in pairs. Do the quiz.

1. How many players are there in a football match?
2. How long does a football match last?
3. How often do the Olympic Games take place?
4. How long is a marathon?
5. Where did the first Olympic Games take place?

4 **Work in groups. Interview your partners using the following questions. You may ask for more information.**

1. What sports / games do you play in your free time? Do you play them well? When and how often do you play them?
2. Which sport / game do you like watching on TV?
3. Did you join any clubs?
4. If you don't play sport, what do you often do in your spare time?

Report your interviews to the class.







SKILLS 1

Reading

1 **Work in pairs. Discuss the questions.**

1. What do you know about Pelé?
2. What is special about him?

2 **Read the dialogue quickly to check your ideas in 1.**

The PE teacher is talking to her students about Pelé.



Teacher: Today we're going to talk about Pelé. Do you know him?

Nick: Yes, I think he's the best footballer of all time.

Teacher: Right. He was born in 1940 in Brazil. His father taught him to play football at a very young age.

Susan: Oh. When did he begin his career in football?

Teacher: At 15, when he started playing for Santos Football Club. In 1958, he won his first World Cup.

Nick: How many goals did he score in his career?

Teacher: 1,281 goals in total, I think.

Nick and Susan: Wow! Amazing!

Teacher: And he became "Football Player of the Century" in 1999.

Michael: Surely Pelé's a national hero in Brazil.

Teacher: Yes, and he's known around the world as "The King of Football".

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

1. When was Pelé born?
2. Who first taught him to play football?
3. How many goals did he score in total?
4. When did he become "Football Player of the Century"?
5. What do people call him?

Speaking

4 **Read the following facts about two famous sportspeople.**

Hoang Giang – No. 1 sportsman in shooting

- Born: 1978 in Viet Nam
- 1995: finished sports school
- 1996: took part in a shooting competition
- 2001: won a gold medal for shooting

Jenny Green – one of the best female golfers in history

- Born: 1972 in Greenland
- 1987: became a member of local golf club
- 1994: took part in a female golf tournament
- 2002: became the female golf champion

5 **Choose one sportsperson in 4. Talk about him / her. Use the following cues.**

- His / Her name
- The sport he / she plays
- Why he / she is famous
- You like him / her or not
  Explain why

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SKILLS 2

Listening

1 **Listen to the passages. Who are they about?** Track 12

2 **Listen to the passages again. Then tick (✓) T (True) or F (False) for each sentence.** Track 13

	T	F
1. The passages are about two sportsmen.		
2. Hai goes cycling at the weekend.		
3. Hai's favourite sport is karate.		
4. Alice doesn't like doing sport very much.		
5. Alice plays computer games every day.		

3 **Listen again and fill each blank with a word to complete each sentence.** Track 14

1. Hai plays _____ at school.
2. Hai practises karate at the club _____ times a week.
3. _____ likes watching sport on TV.
4. Alice plays _____ every Saturday.

Writing

4 **Work in pairs. Talk about the sport / game you like. Use the following questions as cues.**

- What is the name of the sport / game?
- How many players are there?
- How often do you play it?
- What equipment does it need?
- Why do you like it?

5 **Write a paragraph of 40-50 words about the sport / game you talked about in 4. You can also refer to the listening passages.**











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LOOKING BACK

Vocabulary

1 Find one odd word / phrase in each question.

1. A. volleyball B. badminton C. bicycle
2. A. playground B. ball C. racket
3. A. running B. cycling C. driving
4. A. sports shoes B. winter sports C. goggles
5. A. sporty B. intelligent C. fit

2 Put the correct form of the verbs *play, do* or *go* in the blanks.

1. Duong can _____ karate.
2. Duy isn't reading now. He _____ table tennis with his friend.
3. Michael _____ swimming nearly every day.
4. Phong didn't play football yesterday. He _____ fishing.
5. Khang _____ volleyball last Saturday.
6. The girls _____ aerobics in the playground now.

Grammar

3 Put the verbs in brackets in the correct form.

1. The first Olympic Games (take) _____ place in Greece in 776 BC.
2. People (start) _____ to use computers about 50 years ago.
3. My brother (not like) _____ to play games when he was small.
4. – What _____ you (do) _____ last weekend?
   – I (cycle) _____ round the lake with my friends. Then I (watch) _____ TV in the afternoon.

4 What do you say in these situations?

1. Your friends are making a lot of noise.
   → Please, stop _____.
2. The boy is watching TV for too long.
   → _____ to play with your friends.
3. Some children are feeding the animals at the zoo, but it is not allowed.
   → _____ the animals.
4. The teacher wants the boys to stand in line.
   → _____
5. Your mother tells you not to touch the dog.
   → _____

5 Fill each blank with ONE word to complete the passage.

Sports and games are very important in our lives. We all can (1) _____ a sport or a game, or watch sports events on TV or at the stadium. When you listen to the radio every day, you can always (2) _____ sports news. When you open a newspaper, you will always find an article about your (3) _____ kind of game. Television programmes about (4) _____ are also very popular, and you can watch something interesting every day. Stories about (5) _____ sports stars are often very interesting.

PROJECT

1 Read the information about a traditional game.

- **Name of the game:** blind man's buff
- **Number of players:** five or more
- **Equipment:** a blindfold, and open space
- **How to play:**

1. Players stand in a circle; one person blindfolded (the seeker) stands in the middle.
2. The seeker tries to catch others who are trying not to be caught.
3. When the seeker catches a player, he / she tries to guess who it is by touching that player's face and hair.
4. When the seeker says that player's name correctly, he / she becomes the new seeker.

2 Choose one of the following games and write about it.

- Tug of war (rope pulling)
- Skipping
- Wrestling

Cues:

- Name of the game:
- Number of players:
- Equipment:
- How to play:

3 Work in groups. Take turns to give presentation.



Now I can ...	✓	✓✓	✓✓✓
• use the words related to the topic 'Sports and Games'. • pronounce the sounds /e/ and /æ/ correctly. • use the past simple. • use imperatives to tell someone to do something. • express and respond to congratulations. • read about a sports star. • talk about famous sportspeople. • listen about sports and games. • write a paragraph about a sport / game.			

Unit 9 CITIES OF THE WORLD

THIS UNIT INCLUDES:

Vocabulary

Cities and landmarks

Pronunciation

Sounds: /əʊ/ and /aʊ/

Grammar

- Possessive adjectives
- Possessive pronouns

Skills

- Reading about a holiday postcard
- Talking about a city
- Listening to a description of a city
- Writing a holiday postcard

Everyday English

Expressing exclamations with *What*

GETTING STARTED

What nice photos!

1 Listen and read. 15

Mai: Tom, are these photos from your holidays?

Tom: Yes, they are. This is Sydney, a city in Australia.

Mai: What's it like?

Tom: It's exciting with a lot of beaches.

Mai: What a beautiful place!

Tom: Yes, its beaches are very clean.

Mai: Wonderful. Oh, this is London. Isn't it raining? What bad weather!

Tom: Yes, it rains all the time. Can you see Big Ben?

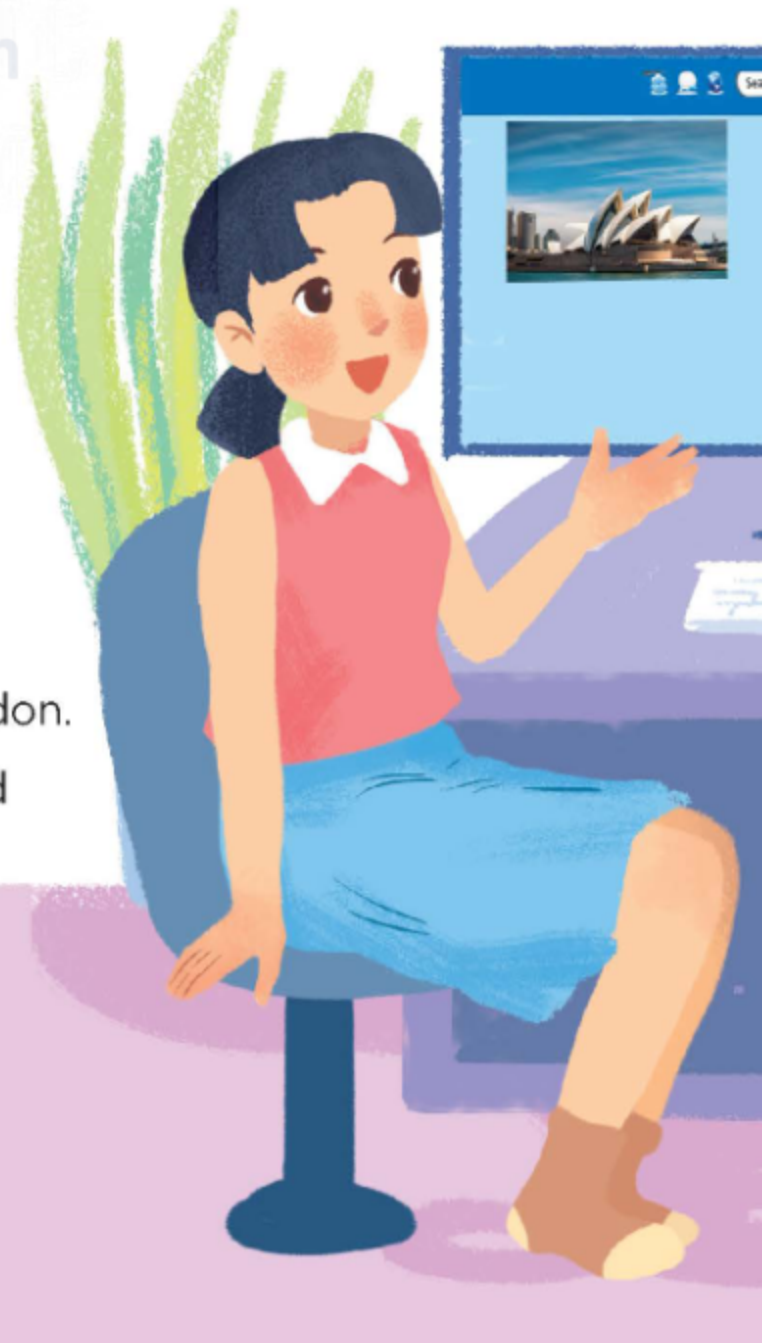
Mai: Yeah ... on the River Thames. It's a landmark of London.

Tom: It is. And this is Times Square in New York, crowded but interesting.

Mai: You're lucky to visit many places.

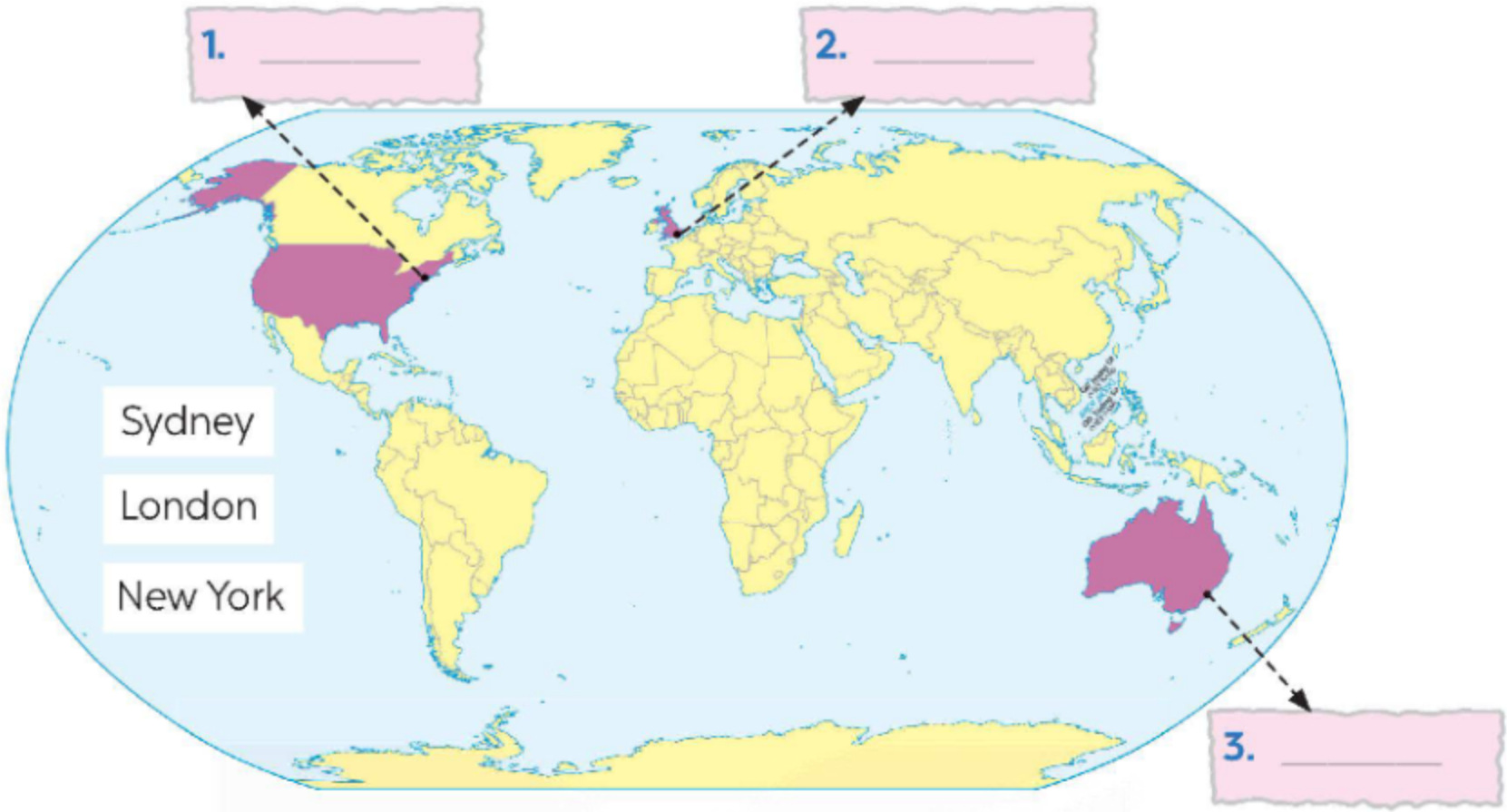
Tom: I am. What about your holidays?

Mai: Here are some photos of mine. This is ...



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2 Write the names of the cities in the correct place.



3 Read the conversation again and match the cities with the adjectives describing them.

1. Sydney	a. rainy
2. London	b. crowded
3. New York	c. exciting
	d. beautiful
	e. interesting



4 Match the cities with their landmarks.

1. Ha Noi
2. London
3. New York
4. Sydney









5 GAME What city is it?

Example:

A: What's it like?

B: It has beautiful beaches.

C: Is it in Australia?

B: Yes, it is.

A: It's Sydney.

B: Right.

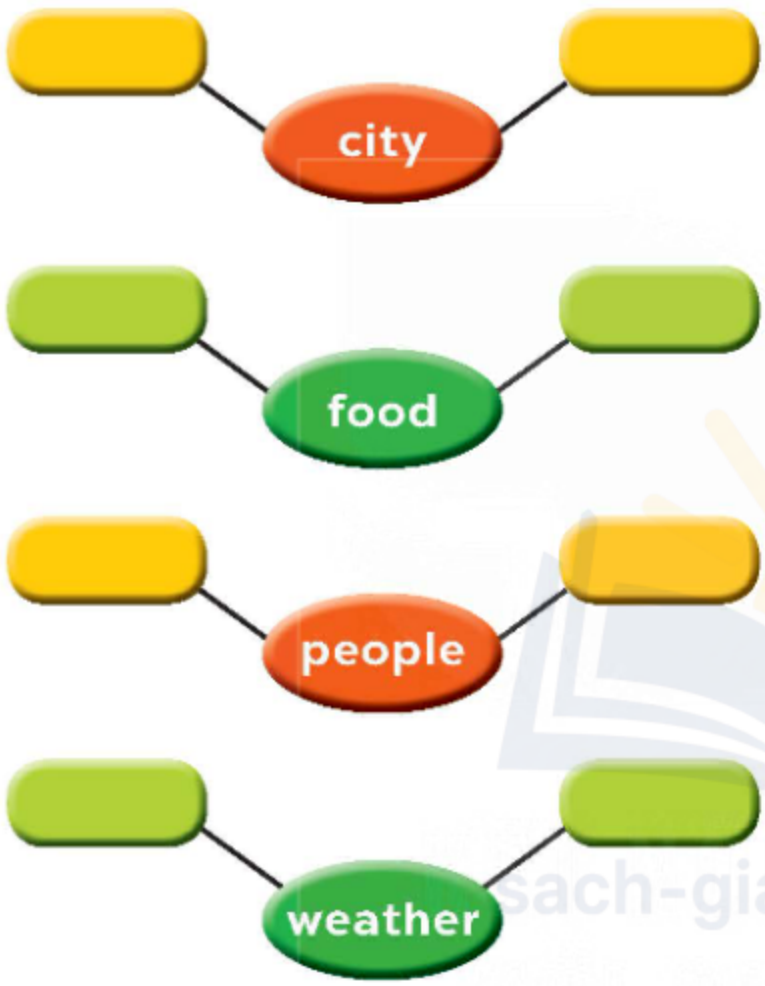
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A CLOSER LOOK 1

Vocabulary

1 **Fill each box with an adjective.**

rainy	friendly	tasty
old	exciting	helpful
delicious	sunny	



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

1. – What's the weather like in Sydney in summer?
   – It's _____ and dry.
2. I love the _____ buildings in Edinburgh. I feel that they can tell stories.
3. There are so many things to do in New York. It's very _____.
4. The people in my city are _____ and helpful.
5. Ha Noi is famous for its _____ street food.

3 **Write the words / phrases below under the correct pictures.**

stall	street food
palace	floating market



1. _____



2. _____



3. _____



4. _____

Pronunciation

/əʊ/ and /aʊ/

4 **Listen and write the words in the correct column. Then listen and repeat.** 16

boat	house	town	tower
postcard	crowded	coast	pagoda

/əʊ/	/aʊ/

5 **Listen and repeat. Pay attention to the underlined words.** 17

1. The town is crowded at the weekend.
2. There's lots of snow in Tokyo in winter.
3. It's very cold on the boat.
4. He's running around the house.

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A CLOSER LOOK 2

Grammar

Possessive adjectives

Remember!

A possessive adjective is used only when there's a noun following it.

Example:

I have a pen. → This is **my** pen.

1 **Match the sentences with the pictures, paying attention to the underlined part in each sentence.**

1. Sue doesn't like her new dress.
2. Billy is riding his bicycle.
3. The cat is playing with its ball.
4. We love our school.
5. They are painting their room pink.

a



b



c



d



e



2 **Complete the sentences with the correct possessive adjectives.**

1. I love cartoons. _____ favourite cartoon is *Dragon Balls*.
2. This book has your name on it. Is it _____ book?
3. The lion has three cubs. _____ cubs are playing under a big tree.
4. Do you know my friend Anna? _____ house is close to the park.
5. We are from Switzerland. _____ country is famous for chocolate.

Possessive pronouns

Remember!

A possessive pronoun is used alone, without a noun following it.

Example:

This book is **my book**, not **your book**.

→ This book is **mine**, not **yours**.

3 **Complete the sentences with the correct possessive pronouns.**

1. I have a new bike. The bike is _____.
2. These are Mai's and Lan's maps. These maps are _____.
3. This is a present for you. It's _____.
4. My father has new shoes. They're _____.
5. This is our new house. The house is _____.

4 **Underline the correct word in brackets to complete each sentence.**

1. Australia is a strange country. All of (it's / its) big cities are along the coast.
2. Our city is very crowded. How about (your / yours)?
3. I love my football club. Does Phong like (his / him)?
4. (Our / Ours) street is short and narrow.
5. They cannot find (their / theirs) city map anywhere.

5 **Choose the correct word to complete each sentence.**

1. The book is _____, but you are welcome to read it.

   A. my B. mine C. yours

2. _____ bike is dirty, and I can't tell what colour it is.

   A. Your B. Yours C. You

3. Your country is much bigger than _____.

   A. our B. ours C. their

4. _____ dog is so friendly. It never barks.

   A. They B. Their C. Theirs

5. _____ not easy to find your way in a strange city.

   A. It B. It's C. Its

COMMUNICATION

Everyday English

Expressing exclamations with *What*

1 **Look at the picture. Listen and read the exclamations.** 18



2 **Work in pairs. Look at the picture below and say what you think by using exclamations with *What*. You may use the suggestions below.**

- happy / beautiful children
- colourful / nice picture
- sunny / beautiful weather
- small / cute boy
- beautiful / colourful apple trees



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City landmarks

3 **Work in pairs. Write the names of the landmarks under the correct pictures.**

Eiffel Tower — Big Ben
Sydney Opera House — Merlion



1. _____



2. _____



3. _____



4. _____

4 **Write the names of the landmarks in 3 for the descriptions.**

1. _____

This tower is on the bank of the River Thames in London. In the tower, there's a big clock and a bell.

2. _____

It's a theatre on Sydney Harbour. Its roofs are white and look like shells. Visitors from all over the world come to see it.

3. _____

This famous tower is in Paris. Every year, millions of visitors climb to its top to see the whole view of Paris.

4. _____

It has the head of a lion and the body of a fish. It's a famous landmark in Singapore.

5 QUIZ

Work in pairs. Read the questions and circle the correct answers.

1. Which city is nearer to Ha Noi than the others?
   A. Berlin.
   B. Bangkok.
   C. Tokyo.

2. The people of Da Nang are proud of their ancient town, _____.
   A. Hoi An
   B. Sa Pa
   C. Bach Ma

3. Phnom Penh is the capital city of _____.
   A. Indonesia
   B. the Philippines
   C. Cambodia

4. For children, California is famous for its _____.
   A. Disneyland Park
   B. Golden Gate Bridge
   C. national parks



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SKILLS 1

Reading

Love from Sweden

1 **Work in groups. Look at the postcard and discuss.**

1. When do people write a postcard?
2. What do they often write on a postcard?



2 **Read the postcard and choose the correct answer to each of the questions.**



September 6

Dear Grandpa and Grandma,

Stockholm is fantastic!
Its weather is perfect, sunny all the time! Our hotel is good. It has a swimming pool and a gym. It offers delicious breakfast. Yesterday Mum, Dad and I rented three bikes and cycled to the Old Town. My parents wore their helmets and I wore mine. We visited the Royal Palace first. What a beautiful place! Mum loved it. She said, "Swedish art is amazing." After that, we had "fika", a coffee break, in a traditional café. Everything is so wonderful!

Wish you were here!
Love,
Mai

1. This postcard is about _____ in Stockholm.

A. the weather B. a holiday
C. landscapes

2. Guests can _____ in the hotel.

A. exercise B. cycle
C. see Swedish art

3. Mai and her parents rented bikes to _____.

A. cycle around the hotel
B. visit the Old Town
C. go shopping

4. "Fika" is a _____.

A. traditional café B. palace
C. coffee break

3 **Read the text and match the places with the things they have.**

1. The hotel in Stockholm	a. the Royal Palace
2. The Old Town	b. delicious breakfast
	c. swimming pool
	d. 'fika'
	e. Swedish art

Speaking

4 **Work in groups. Choose a city you know. Discuss and answer the questions below.**

- What city is it?
- What is it like? (the weather, the food ...)
- What can you see and do there?
- How do you feel about it?

5 **Share the information you have collected in 4 with your class.**

You may start your talk with:

We're going to tell you about ...

SKILLS 2

Listening

1 **Work in groups. Discuss and answer the questions.**

1. Where is Bangkok?
2. What is Bangkok famous for?





2 **Listen and tick (✓) T (True) or F (False).** 19

	T	F
1. Bangkok is famous for palaces.		
2. Things at Chatuchak market are expensive.		
3. The floating market is on the sea.		
4. You can find food stalls all around Bangkok.		

3 **Listen again and fill each gap with ONE word / number.** 20

1. Chatuchak market has over _____ stalls.
2. Chatuchak market is about _____ minutes' walk from the station.
3. You can see part of Thai people's _____ at the market.
4. Street food in Bangkok is _____.

Writing

4 **Work in groups. Talk about a city in your country, using the questions below as a guide.**

- What city is it?
- What is it like? (the weather, the people, the food)
- What can you see and do there?

5 **Write a postcard of about 50 words about your holiday in a city. Use the information in 4.**

Dear Mum and Dad,

To: _____

Love,
Trang

LOOKING BACK

Vocabulary

1 Choose the best two options to complete the sentences.

1. The city is _____.
   A. exciting B. amazing C. long
2. The weather is _____.
   A. cold B. quiet C. sunny
3. The people are _____.
   A. friendly B. wide C. helpful
4. The buildings are _____.
   A. tall B. beautiful C. fast
5. The food is _____.
   A. cute B. delicious C. good

2 Write the words / phrases in the box under their pictures.

towers beach river bank
postcard palace night market



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Grammar

3 Complete the sentences with the correct possessive pronouns in the box.

theirs hers yours mine ours

1. Hey Phong. You're wearing my hat. It's not _____.
2. We're looking for Mr and Mrs Smith's house. Is that _____?
3. This is my drawing. It's _____.
4. This is your room. _____ is next door. So call us if you need anything.
5. Sue doesn't need to borrow my pen. She's got _____.

4 Read the sentences and correct the underlined words.

1. Bangkok is an exciting city. I love <u>it's</u> people.
2. We are watching the sunrise at Angkor Wat with <u>ours</u> local friends.
3. Discover Beijing and Shanghai through <u>theirs</u> food tours.
4. Visit Hue and try <u>it</u> food.
5. Venice is your city and Jakarta is <u>our</u>.

PROJECT

Work in groups.

- **Choose one city in the world you would like to visit.**
- **Find necessary information for your visit.**

Suggestions:

- What city is it?
- Where is it?
- How can you go there?
- What's the weather like there?
- What would you like to see and do there?

My journey around the world!

Make a report of your findings and present it to the class.



Now I can ...	✓	✓✓	✓✓✓
• use the words related to cities and landmarks. • pronounce the sounds /əʊ/ and /aʊ/ correctly. • use possessive adjectives and possessive pronouns. • express exclamations with *What*. • read about a holiday postcard. • talk about a city. • listen to a description of a city. • write a holiday postcard.			

REVIEW 3 (UNITS 7 - 8 - 9)

LANGUAGE

Pronunciation

1 **Circle the word with the different underlined sound. Listen and check.** 21

1. A. tower B. how C. snow
2. A. symbol B. opening C. postcard
3. A. farther B. earth C. both
4. A. Saturday B. racket C. game
5. A. tennis B. prepare C. chess

Vocabulary

2 **Choose A, B, or C to fill the gaps in the passage.**

Most children love (1) _____ activities when the weather is good. They play football, go skateboarding or go (2) _____. In countries with a lot of snow like (3) _____, children go skiing with their parents to practise skiing. When they are not skiing, they can stay at home and watch interesting (4) _____ on TV or visit (5) _____ in the area.

1. A. outdoor B. indoor C. school
2. A. tennis B. karate C. swimming
3. A. Sweden B. India C. Brazil
4. A. characters B. viewers C. programmes
5. A. sports B. city C. landmarks

3 **Complete the sentences with the words / phrase in the box.**

football	city	landmark
television	summer sports	

1. The Eiffel Tower is a famous _____ in Paris.
2. Pelé is a great _____ player from Brazil.
3. There are many educational programmes on _____.
4. I think no other _____ in the world is more interesting than Los Angeles.
5. _____ are very popular in countries with a lot of sunshine like Australia.

Grammar

4 **Choose the correct answer A, B, or C.**

1. John, you are late. The match _____ ten minutes ago.
   A. starts B. started C. is starting
2. Ben wrote his parents a postcard _____ he was on holiday.
   A. because B. and C. while
3. Hong Kong is famous for _____ double-decker buses.
   A. its B. it C. it's
4. Sports and games _____ an important part in our lives.
   A. play B. plays C. played
5. The USA first _____ colour TV in 1953.
   A. has B. have C. had
6. We are now in the city museum. _____ any objects on display.
   A. Not touch B. Don't touch
   C. Don't touching

5 **Correct the underlined question word(s) if needed.**

1. Who sports do you like?
2. What time do you have English classes?
3. What do you like Hoi An?
4. What tall are the Twin Towers in Kuala Lumpur?
5. When is the Great Wall: in China or in Korea?

SKILLS

Reading

STRANGE SPORTS

1 **Read the two descriptions of strange sports and choose titles for them.**



A. Toe Wrestling



B. Cheese Rolling

1. _____

It's a simple sport. Competitors roll a big round piece of cheese from the top of a hill. Competitors run after it and try to catch it. Very few people can catch it because it goes very fast, about 112 km an hour.

2. _____

It's a popular sport for children. This game started in Derbyshire in the North of England. Two children lock their toes together and try to push the other's foot to the ground. It's similar to arm wrestling.

2 **Use the information from the passages above to tick (✓) the correct box.**

	Toe Wrestling	Cheese Rolling
1. You need a hill to play this sport.		
2. You use the lower part of the body for this sport.		
3. It travels at about 112 km/h.		
4. Not many people can catch it.		
5. It first started in England.		

Speaking

3 **Work in groups. Interview your classmates about their likes. Take notes of their answers and report to the class.**

Questions	Person 1	Person 2
1. What city would you like to visit?		
2. What sports do you like playing?		
3. What TV programme do you like watching?		

Listening

4 **Listen to a talk about Singapore and fill the missing information.** 22





Merlion Park | Hop-on hop-off bus

Singapore attracts millions of (1) _____ every year.

A hop-on hop-off bus goes (2) _____ around the city.

The cost of the tour is (3) _____ dollars.

The bus comes every (4) _____ minutes.

This tour is good for people with (5) _____ time.

Writing

5 **Look at the information on Mark's visit to India last summer. Write a paragraph of about 50 words about his visit.**

You can start with:

Last summer, Mark visited Delhi in India.

He _____.

Country	India
Time	7 days
City	Delhi
Activities	– watch a snake performance – visit temples – eat street food
People	friendly
Weather	hot

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Unit 10 OUR HOUSES IN THE FUTURE

THIS UNIT INCLUDES:

Vocabulary

Types of houses and appliances in the house

Pronunciation

Stress in two-syllable words

Grammar

- Future simple
- *Might* for future possibility

Skills

- Reading about houses and appliances in the future
- Talking about different houses in the future
- Listening about dream houses
- Writing a paragraph about a dream house

Everyday English

Expressing surprise

GETTING STARTED

My future house

1 Listen and read. 123

Nick: What are you doing, Phong?

Phong: I'm painting a picture of my house.

Nick: Your house! That's a UFO.

Phong: It looks like a UFO but it's my house in the future.

Nick: Where will it be?

Phong: It'll be in the mountains.

Nick: What will it be like?

Phong: It'll be a large house. It'll have twenty rooms.

Nick: Twenty rooms!

Phong: Yes, and it'll have solar energy.

Nick: Fantastic! Which room will you like best?

Phong: My bedroom, of course.

Nick: What appliances might the house have?

Phong: My house might have some smart TVs and ten robots.

Nick: Sounds great! And how much will ...



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2 Read the conversation again. Find and write down the words or phrases that show:

Type of house: _____

Location: _____

Appliances in the house: _____

3 Read the conversation again. Tick (✓) T (True) or F (False).

	T	F
1. Phong's house will be in the mountains.		
2. His house will be large.		
3. There'll be a lot of rooms in his house.		
4. He might have a smart TV and five robots.		



4 Order the words to make a phrase about a place. Each group has one extra word.

Example: ocean / in / on / the
→ in the ocean

1. sea / a / by / the

_____

2. on / in / the / city

_____

3. the / in / at / town

_____

4. the / on / in / mountains

_____

5. countryside / a / the / in

_____

6. Moon / in / the / on

_____

7. in / at / the / sky

_____

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5 In groups, describe to your classmates what you can see outside the window of your future house. Your group tries to guess where your house is.

Example:

A: Outside my window I can see the beach and the water. Where's my house?

B: It's by the sea.

A: Correct!

A CLOSER LOOK 1

Vocabulary

1 **Listen and repeat the words / phrases in the box. Then put them in the appropriate columns. You may use some more than once.** Track 24

electric cooker	dishwasher
washing machine	wireless TV
fridge	electric fan
computer	smart clock

living room	bedroom	kitchen

2 **Match the appliances in A with what they can help us to do in B.**

A
1. electric cooker
2. dishwasher
3. fridge
4. washing machine
5. computer

B
a. receive and send emails
b. keep food fresh
c. cook rice
d. wash and dry dishes
e. wash and dry clothes

3 **Work in pairs. Ask and answer questions about appliances, using the information in 2.**

Example:

A: What can an electric cooker help us to do?

B: It can help us to cook rice.

Pronunciation

Stress in two-syllable words

4 **Listen and repeat the words.** Track 25

'picture	'robot	'bedroom
'kitchen	'housework	'palace
'village	'mountains	

5 **Listen and repeat the sentences. Pay attention to the stress of the underlined words.** Track 26

1. The picture is on the wall of the bedroom.
2. The robot helps me to do the housework.
3. There's a very big kitchen in the palace.
4. Their village is in the mountains.



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A CLOSER LOOK 2



Grammar

The future simple

Remember!

We use the future simple to talk about an action that happens in the future.

Example:

- My father **will travel** on the Moon in a super car in the future.
- We**'ll live** in that cottage next year. (**'ll** is the short form of **will**)
- We **won't live** in that cottage anytime soon. (**won't** is the short form of **will not**)
- **Will** they **live** on the Moon?
  Yes, they **will**.
  No, they **won't**.

1 Fill the blanks with *will ('ll)* or *won't* to make the sentences true for you.

Example:

I think I'll listen to music in the afternoon.

1. I think I _____ stay at home tonight.
2. My friends _____ go to the library this afternoon.
3. My mum _____ make a cake today.
4. I _____ have an English test tomorrow.
5. Our family _____ move to the new house next week.

2 Complete the conversation with *will ('ll)* or *won't*.

A: Oh, no. The dog ran away again!

B: Don't worry – he (1) _____ come back.

A: Are you sure he (2) _____?

B: OK, he might not come back today. But I'm sure he (3) _____ come back tomorrow.

A: I don't believe you! He (4) _____ come back. We (5) _____ never see him again. I'm sure.

B: Oh, look ... Here he is!

3 Write sentences, using *will ('ll)* or *won't* and the words / phrases given.

1. computer / do / housework
   _____
2. robot / water / flowers
   _____
3. smart TV / cook / meals
   _____
4. washing machine / iron / clothes
   _____
5. smartphone / take care / children
   _____

Might for future possibility

Remember!

We use ***might + V*** to talk about actions that are possible in the future (we are not sure if they will happen or not).

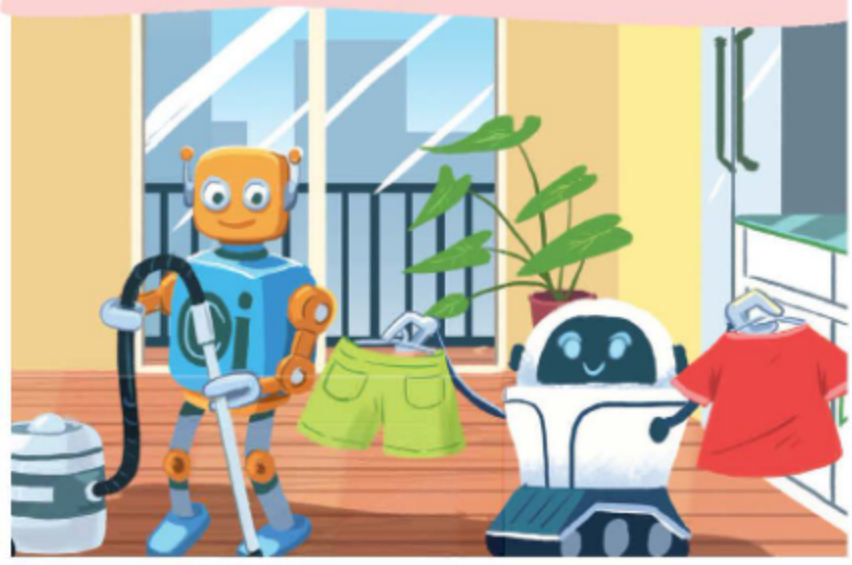
Example:

- We **might live** in a UFO.
- They **might not travel** in cars.

In the future

We might live with robots.
They might clean our houses.
They might wash our clothes.
They might not talk to us.

Jenny, aged 12



4 Read the two poems. Tick (✓) T (True) or F (False).



In the future

We might go on holiday to the Moon.
We might stay there for a long time.
We might have a great time.
We might come home soon.

Henry, aged 11

	T	F
1. Jenny thinks we might live with robots.		
2. Henry thinks we might travel to the Moon.		
3. Jenny thinks robots might not clean our houses.		
4. Henry thinks we will stay on the Moon for a short time.		
5. Jenny thinks robots might help us to do the housework.		
6. Henry thinks we might not have a great time on the Moon.		

5 Work in groups. Think about what you might do or have in the future. Share your ideas with your classmates.

Example:

I might have a smartphone to surf the internet.

COMMUNICATION

Everyday English

Expressing surprise

1 **Listen and read the conversation. Pay attention to the highlighted sentences.** 27

David: John! Hello!

John: Oh, hi, David. Wow! Is that your computer? It looks great!

David: Yes, it's my new computer. My parents gave it to me for my birthday.

2 **Work in pairs. Express your surprise when you see your partner's new watch, TV, mobile phone, etc.**

Houses and appliances in the future

3 **Read the questions in the class survey below. Tick (✓) Y (Yes) or N (No).**

	Y	N
1. Will you live in a hi-tech house?		
2. Will your house be in space?		
3. Will you have a lot of trees and flowers around your house?		
4. Will you have a fridge that can cook your meals?		
5. Will you have a robot that can look after your children?		
6. Will you have a car that can fly?		

4 **Work in pairs. Use the questions in 3 to interview your partner.**

Example:

You: Hi, Nam. Will you live in a hi-tech house in the future?
Nam: Yes, I will.
You: Will your house be in space?
Nam: Oh, no. It won't.
You: So where will it be?
Nam: I'm not sure. It might be by the sea.

5 **Tell the class about your interview.**

Example:

In the future, Nam will live in a hi-tech house.
It won't be in space. It might be by the sea.
He might have a robot to help him with his housework.



SKILLS 1

Reading



1 **Look at the picture and discuss the questions with a partner.**

1. What type of house do you think it is?
2. Where do you think the house is?

2 **Read the text and match the beginnings in A with the endings in B.**

My future house will be on an island. It will be surrounded by tall trees and the blue sea. There will be a swimming pool in front of the house. There will be a helicopter on the roof. I can fly to school in it.

There will be some robots in the house. They will help me to clean the floors, cook meals, wash clothes and water the flowers. They will also help me to feed the dogs and cats.

There will be a super smart TV. It will help me to send and receive emails, and contact my friends on other planets. It will also help me to buy food from the supermarket.

A	B
1. The house will have robots to	a. clean the floors. b. contact my friends. c. wash clothes. d. buy food from the supermarket. e. cook meals. f. send and receive emails. g. feed the dogs and cats. h. water the flowers.
2. The house will have a super smart TV to	

3 **Read the text again and circle the option (A, B, or C) to complete the sentences.**

1. The house will be _____.
   A. in the mountains
   B. on an island C. on the Moon
2. There will be a _____ in front of the house.
   A. garden B. pond
   C. swimming pool
3. The house will have _____ robots.
   A. many B. some C. a lot of
4. The _____ will help me to feed the dogs and cats.
   A. helicopter B. robot C. super smart TV

Speaking

4 **Work in pairs. Ask your partner about his / her future house. Use the suggested questions.**

1. What type of future house do you think it will be?
2. Where will it be?
3. What will it look like?
4. How many rooms will it have?
5. What appliances will it have and what will they help you to do?

Example:

A: What type of future house do you think it will be?
B: It'll be a palace.

5 **Work in groups. Tell your partners about your future house. You can use the information in 4.**

Example:

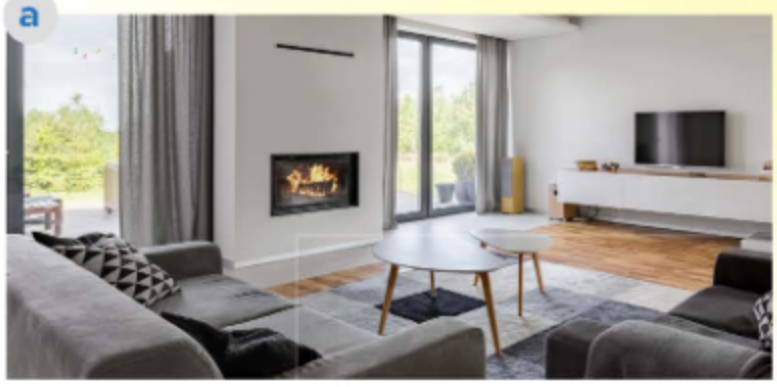
My future house will be a palace.
It'll be on the Moon.
There'll be a super smart TV in the house.
It'll help me to talk to my friends on other planets.

SKILLS 2

Listening

1 **Listen to Nick and Linda talking about their dream houses. Which house would each prefer? Write their names under the correct pictures.** 128

a



b



c



2 **Listen to the conversation again. What is important to Linda? What is important to Nick? Tick (✓) the columns.** 129

	Linda	Nick
1. park view		
2. city view		
3. sea view		
4. swimming pool		
5. garden		

3 **Listen again and answer the questions about their dream houses.** 130

1. What type of house does Linda have?
2. Where is her house?
3. What is around her house?
4. What type of house does Nick have?
5. Where is it?

Writing

4 **Work in pairs. Discuss your dream house and fill the table.**

Example:

A: What type of dream house is it?

B: It's a palace.

A: Where is it?

B: It's in the mountains.

...

Type of house:	palace
Location:	in the mountains
Number of rooms:	_____
Appliances in the house:	_____

5 **Use the information in 4 to write a paragraph of about 50 words about your dream house.**

Example:

My dream house is a big palace. It is in the mountains. _____

_____

_____

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LOOKING BACK

Vocabulary

1 Write the words / phrases under the correct pictures.

computer	fridge
smart clock	dishwasher
wireless TV	washing machine



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

2 Think about what the appliances will do in the future. Fill the table.

1. robots	look after the house
2. washing machines	
3. wireless TVs	
4. super cars	
5. smart clocks	
6. dishwashers	

Grammar

3 Complete the sentences with *will ('ll)* or *won't*.

1. Tomorrow is Sunday, so I _____ have to get up early.
2. When I see Tom tomorrow, I _____ invite him to our party.
3. You must meet Anna. I am sure you _____ like her.
4. We _____ start our dinner until Jack arrives.
5. I _____ phone you when I get home from school.
6. Tony _____ pass his examination. He hasn't studied yet.

4 Complete the sentences with *might* or *might not*.

1. I am still not sure where to go for my holiday. I _____ go to Da Lat.
2. The weather is not very good. It _____ rain this afternoon.
3. There _____ be a meeting on Friday because the teacher is ill.
4. Ann _____ come to the party tonight because she is busy.
5. Phong is thinking about what he will do on Sunday. He _____ go to a judo club, or he _____ stay at home and study English.



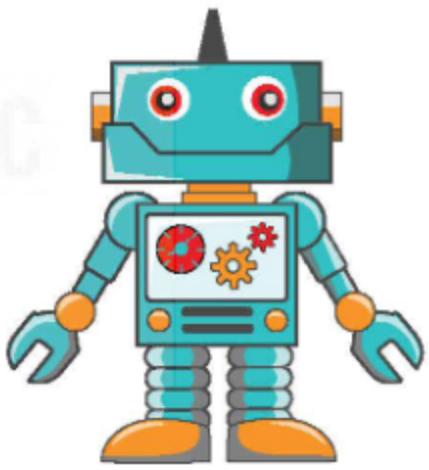
PROJECT

1. Think about an appliance you would like to have in the future.
2. Make a poster for your future appliance.
3. Write details about the appliance on the poster.
4. Share your poster with your class.

My future appliance







Now I can ...	✓	✓✓	✓✓✓
• use the words related to types of houses and appliances in the house. • pronounce the two-syllable words correctly. • use the future simple and *might* for future possibility. • express surprise. • read about houses and appliances in the future. • talk about different houses in the future. • listen about dream houses. • write a paragraph about a dream house.			

Unit 11 OUR GREENER WORLD

THIS UNIT INCLUDES:

Vocabulary
Things that can be reduced, reused and recycled

Pronunciation
Rhythm in sentences

Grammar
- Articles
- First conditional

Skills
- Reading about ways to go green
- Talking about tips for going green
- Listening about ideas for a green club
- Writing a paragraph about ideas for a green club

Everyday English
Giving warnings

GETTING STARTED

Let's go green!

1 Listen and read. (31)

Mi: Hi, Nick.

Nick: Hello, Mi.

Mi: You've bought a lot of things.

Nick: Yes. We're going on a picnic tomorrow. What are you doing at the supermarket, Mi?

Mi: I'm buying some eggs. Hey, what's this?

Nick: It's a reusable shopping bag.

Mi: Do you always use it?

Nick: Yes. It's better than a plastic one. If we all use this kind of bag, we will help the environment.

Mi: I see. I'll buy one for my mum. Where can I buy one?

Nick: At the check-out. By the way, you're also green. You're cycling.

Mi: You're right. If more people cycle, the air will be cleaner. Right?

Nick: Yes. Oh, it's 5 o'clock already. I have to go now. See you later.

Mi: See you, Nick. Bye.



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2 Read the conversation again. Complete the following sentences. Use no more than three words in each blank.

1. Nick is going on _____ tomorrow.
2. The green shopping bag is better than the _____.
3. People can buy green bags at _____.
4. Mi wants to buy _____ bag for her mum.
5. Nick thinks that Mi is green because _____.



3 Based on the ideas in the conversation, match the first half of the sentence in column A with its second half in column B.

A	B
1. Green bags are better	a. they will help the environment.
2. The air will be cleaner	b. than plastic bags.
3. If people use reusable bags for shopping,	c. if more people cycle.

4 Match the pictures with the ways to help the environment.



a. planting trees and flowers

b. picking up rubbish

c. cycling

d. walking to school

e. using reusable bags when shopping

5 GAME Find someone who ... Work in groups. Ask and answer to find someone who does the things in 4.

A: Do you plant trees?
B: No, I don't.
A: Do you pick up rubbish?
B: Yes, I do.

A CLOSER LOOK 1

Vocabulary

1 **The three Rs stand for Reduce – Reuse – Recycle. Draw a line from a symbol in column A to its matching word in column B and its meaning in column C.**

A	B	C
	Reduce	use something again
	Reuse	create new products from used materials
	Recycle	use less of something

2 **Write a word / phrase in the box under each picture.**

rubbish	plastic bottle	glass
noise	plastic bag	paper
water	clothes	



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

3 **Work in pairs. Put the words / phrases from 2 into groups. Some words / phrases can belong to more than one group.**

Reduce	Reuse	Recycle

Can you add more words / phrases to each group?

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Pronunciation

Rhythm in sentences

In a sentence, the stressed and unstressed syllables combine to make rhythm.

4 **Listen to these sentences, then repeat. Pay attention to the bold syllables.** Track 32

1. If you **cy**cle, it'll **help** the **Earth**.
2. **Wa**ter is **good** for your **bo**dy.
3. The **stu**dents are **plan**ting **trees** in the **gar**den.
4. Is it **bet**ter to **use pa**per **bags**?
5. We are **hap**py to **walk** to **school**.

5 **Listen to the conversation. Pay attention to the bold syllables. Then practise the conversation with a classmate.** Track 33

Vy: **What** are you **do**ing?

Mi: I'm **wri**ting an **ar**ticle about **go**ing **green**.

Vy: **Great**! I'm **wri**ting a **po**em about the **3Rs**.

Mi: **Let** me **read** it.

Vy: I'm **still wri**ting. **Wait** for a **mi**nute.





A CLOSER LOOK 2

Grammar

Articles

Remember!

There are two kinds of articles in English: the indefinite article (a / an) and the definite article (the).

We use *a / an*

– with singular countable nouns when we are talking about them in general.

Example: **An** ant is **a** tiny animal.

– after the verbs *to be* and *to have*.

Example: I'm **a** student. / I have **an** eraser.

We use *the*

– with singular or plural nouns when we already know them or when they are mentioned for the second time.

Example: **The** bike in front of her house is nice.

– with nouns which are unique.

Example: **The** air is dirty.

1 **Write *a* or *an*.**

1. _____ egg
2. _____ friend
3. _____ sink
4. _____ arm
5. _____ mouth
6. _____ onion
7. _____ umbrella
8. _____ classmate

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2 Write *a* / *an* or *the*.

1. My father is _____ doctor.
2. _____ Sun keeps _____ Earth warm.
3. _____ dolphin is _____ intelligent animal.
4. I have _____ orange shirt too.
5. My brother likes _____ blue pen, not _____ red one.

First conditional

First conditional sentences describe things which are possible and likely to happen in the present or the future.

If + subject + V (present simple),

If-clause

subject + will / won't + V (base form)

main clause

Example: If you **use** less paper, you **will save** a lot of trees.



3 Write the correct form of each verb in brackets.

1. If it (be) _____ sunny next week, we (go) _____ on a picnic.
2. If we (recycle) _____ more, we (help) _____ the Earth.
3. We (save) _____ a lot of trees if we (not waste) _____ so much paper.
4. More people (have) _____ fresh water if we (use) _____ less water.
5. If the river (not be) _____ dirty, there (be) _____ more fish.

4 Combine each pair of sentences below to make a first conditional sentence.

1. The air isn't fresh. People cough.

   _____

2. The water is dirty. A lot of fish die.

   _____

3. We cut down trees in the forest. There are more floods.

   _____

4. There is too much noise. People don't sleep.

   _____

5. There is no water. Plants die.

   _____

5 GAME Fun matching



Work in groups, A and B.

Group A secretly writes five *if*-clauses on a sheet of paper.

Group B secretly writes five main clauses on another sheet of paper.

Match the *if*-clauses with the main clauses.

Do they match? Are there any funny sentences?

COMMUNICATION

Everyday English

Giving warnings

1 **Listen and read the dialogue between Mi and Mike. Pay attention to the highlighted sentences.** 34

Mi: You are giving the goldfish too much food. Don't do that.

Mike: Why?

Mi: If you give them too much food, they will die.

Mike: I see. Thank you.

2 **Work in pairs. Student A is watering flowers in the garden. Student B is giving some warnings. Act out the dialogue. Remember to use the highlighted language in 1.**

A survey on ways to go green

3 **The 3Rs Club in your school is doing a survey. Answer the following questions by choosing A, B, or C.**

3Rs Club SURVEY
How Green Are You?

1. If you find a beautiful old glass, you will _____.
A. throw it away B. decorate it
C. use it to keep pencils in

2. If you have a sheet of paper, how often will you write on both sides?
A. Sometimes. B. Never. C. Always.

3. If you bring your lunch to school, you will _____.
A. wrap the food in paper
B. put the food in a reusable box
C. wrap the food in a plastic bag

4. If you have old clothes, how often will you give them to those in need?
A. Sometimes. B. Never. C. Always.

5. If it's hot in your room, you will _____.
A. open the fridge and stand in front of it
B. go outside and enjoy the breeze
C. turn on both the fan and the air conditioner

6. If your school is one kilometre from your home, you will _____.
A. walk B. ask your parent to drive you
C. cycle

Check your answers with the key on page 57, count the points and see how green you are.



4 **Interview a classmate, using the questions in 3. Compare your answers. How many different answers do you have?**

Example:

A: What's your answer to Question 1?

B: It's A. What's your answer?

...

SKILLS 1

Reading

1 **A reporter is interviewing Nam, a member of the 3Rs Club. Read the interview. Find these words and phrases and underline them.**

instead of exchange
recycling bins reusable charity

Reporter: Can you share with us some tips to make your school greener?
Nam: Sure. Firstly, we put recycling bins in every classroom.
Reporter: What about old books and uniforms?
Nam: We exchange them with our friends or give them to charity. We don't throw them away.
Reporter: Anything else?
Nam: We borrow books from the school library instead of buying new ones.
Reporter: Great! You can save much paper.
Nam: And there's another tip. We bring reusable water bottles to school.
Reporter: I see lots of trees in your school. Is planting trees a good tip?
Nam: Yeah. It makes our school greener.
Reporter: Thanks for sharing. Do you want to add anything?
Nam: Finally, we usually find creative ways to reuse old items before throwing them away.
...

2 **Match the words / phrases with their meanings.**

1. instead of	a. give something to a person and receive something from him / her
2. charity	b. can be used again
3. exchange	c. containers for things that can be recycled
4. reusable	d. giving things to people in need
5. recycling bins	e. in the place of somebody or something

3 **Read the text again. Answer the questions.**

1. What is the interview about?
2. What will they put in every classroom?
3. What can they do with their old uniforms?
4. What do they do instead of buying new books?
5. What type of water bottles do they bring to school?

Speaking

4 **Nam mentions the following tips in the interview. Work in groups and discuss to put the tips in order from the easiest to the most difficult.**

a. Putting recycling bins in every classroom. ☐
b. Exchanging old books and uniforms with friends or giving them to charity. ☐
c. Borrowing books from the school library instead of buying new ones. ☐
d. Bringing reusable water bottles to school. ☐
e. Planting trees at school. ☐
f. Finding creative ways to reuse old items before throwing them away. ☐

Can you add more tips to the list?

5 **Tip f tells you to find creative ways to reuse old items. Can you think of any ways to reuse**

a. used gift wrap?
b. used water bottles?
c. used books?

SKILLS 2

Listening

3Rs Club

TIME TO ELECT A NEW PRESIDENT

★ Are you creative?

★ Do you want our school to be a green place?

★ What will you do if you become our president?

★ Raise your voice and become our president!!!

1 **Listen to two students talking about what they will do if they become the president of the 3Rs Club. Fill each blank with a word or a number.** 35

Name	 **Mi**
Class	(1) _____
Idea 1	Putting a (2) _____ bin in every classroom
Idea 2	Having (3) _____ fairs

Name	 **Nam**
Class	(4) _____
Idea 1	Encouraging students to use (5) _____
Idea 2	Organising (6) _____ fairs

2 **Listen again and tick (✓) T (True) or F (False).** 36

	T	F
1. Mi thinks they can recycle things in the bins.		
2. At book fairs, students can exchange their old books.		
3. Nam thinks students will save money if they go to school by bus.		
4. Students can exchange their used uniforms at uniform fairs.		

Writing

3 **Interview a classmate. Ask him / her what two things he / she will do if he / she becomes the president of the 3Rs Club. Take notes below.**

Name _____

Idea 1 _____

Idea 2 _____

Study Skill - Writing

Giving explanations and / or examples is an important writing skill.

You should give explanations and / or examples to support your ideas.

Example:

Secondly, I'll organise some book fairs. At these events students can exchange their used books.

4 **Write a paragraph about your classmate's ideas in 3. Write about 50 words.**

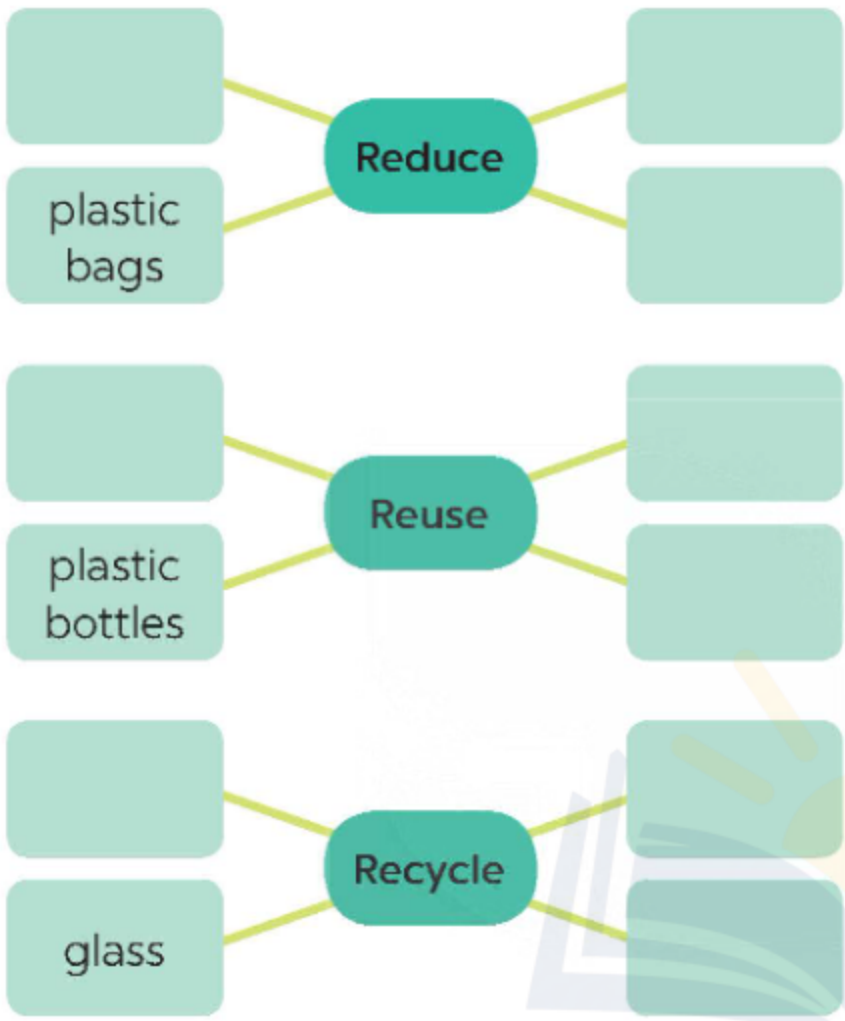
My classmate is _____.
If _____ becomes the president of the 3Rs Club, _____ will do two things.
Firstly, _____

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LOOKING BACK

Vocabulary

1 Add more words / phrases to the word webs below.





Grammar

2 Write *a / an* or *the*.

1. If I see _____ dog, I will run away.
2. Does your town have _____ art gallery?
3. _____ Moon is bright tonight.
4. There is a big temple in the town. _____ temple is very old.
5. – Is your mother _____ teacher?
   – No, she isn't. She's _____ artist.

3 Write the correct form of each verb in brackets.

1. If they (build) _____ an airport here, it (be) _____ very noisy.
2. People (save) _____ the environment if they (reuse) _____ old items.
3. If we (grow) _____ trees, our school (be) _____ greener.
4. If we (not have) _____ enough food, we (be) _____ hungry.
5. If we (be) _____ hungry, we (be) _____ tired.

4 Combine each pair of sentences below to make a first conditional sentence.

1. We walk or cycle. We are healthy.
2. We use the car all the time. We make the air dirty.
3. You reuse paper. You save trees.
4. You make noise. Your sister doesn't sleep.
5. I see a used bottle on the road. I put it in the bin.

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PROJECT









CREATIVE IDEAS ABOUT REUSING OLD THINGS

1 **What can you see in each picture? What did people use to make the things in the pictures?**

2 **Now work in pairs or in groups to complete the project.**

- Choose a used object (a bottle, a sheet of paper, etc.).
- Make something new from it and decorate it.
- Bring it to class.
- Do a "show and tell" about it.

3 **Listen to other presentations and decide which is the best.**

3Rs Club SURVEY

Answers:

Q1: A (0) B (2) C (2)
Q2: A (1) B (0) C (2)
Q3: A (0) B (2) C (0)
Q4: A (1) B (0) C (2)
Q5: A (0) B (2) C (0)
Q6: A (2) B (0) C (2)

9 - 12 points: You're green!
5 - 8 points: Try to be greener!
1 - 4 points: You aren't green at all!

Now I can ...	✓	✓✓	✓✓✓
• use the words for things that can be reduced, reused and recycled. • say sentences with correct rhythm. • use the articles correctly. • use the first conditional to talk about possibilities. • give warnings. • read about ways to go green. • talk about tips for going green. • listen about ideas for a green club. • write a paragraph about ideas for a green club.			

Unit 12 ROBOTS

THIS UNIT INCLUDES:

Vocabulary
Daily activities

Pronunciation
Falling tone in statements

Grammar
Superlative adjectives: short adjectives (*smallest, tallest,* etc.)

Skills
- Reading about an international robot show
- Talking about what robots can do
- Listening about what robots can do
- Writing a paragraph about a robot someone would like to have

Everyday English
Expressing agreement and disagreement

GETTING STARTED

At an International Robot Show

1 Listen and read. 37

Nick: Dr Adams! Can you tell us about the robots in the show, please?

Dr Adams: Sure. This is H8, a home robot. It can do the dishes, iron clothes, put toys away ...

Nick: It looks very useful!

Dr Adams: Yes, it can even make meals.

Phong: Look! That's the biggest robot in the show.

Dr Adams: Right, it's WB2, a worker robot. It's the strongest and fastest robot here.

Nick: What can it do?

Dr Adams: It can move heavy things or repair broken machines.

Nick: And what is this?

Dr Adams: It's Shifa, a doctor robot. It's the smartest robot. It can help sick people and do many things like humans.



2 Read the conversation again and tick (✓) T (True) or F (False).

	T	F
1. H8 is a very useful robot.		
2. WB2 can't repair broken machines.		
3. Shifa is a doctor robot.		
4. H8 is the fastest in the robot show.		
5. Shifa is very smart.		

3 Complete the following sentences, using the adjectives in the box.

fast smart useful heavy strong

1. My dad bought me a very _____ home robot last week. It helps me to do many household chores.
2. This is a very _____ car. It can travel at a speed of 300 km per hour.
3. He's very _____. He can move a big car!
4. They're making a very _____ robot. It can understand 30 languages.
5. The table is too _____ for me to move on my own.



4 Match the following activities with the pictures.

a. ironing clothes
b. making meals
c. moving heavy things
d. doing the dishes
e. repairing a broken machine
f. putting toys away



5 GAME Miming

Work in groups. A student mimes one of the activities in 4 and the others try to guess. Then swap.

Example:

A: What am I doing?

B: You're doing the dishes.

A: Yes, that's right. / No, try again.

A CLOSER LOOK 1

Vocabulary

1 **Match the verbs in column A to the words or phrases in column B. Then listen, check and repeat them.** 38

A	B
1. understand	a. fruit
2. pick	b. the washing
3. do	c. our feelings
4. water	d. as a guard
5. work	e. plants

2 **Work in pairs. Tell your partner the activities in 1 you can or can't do now.**

Example:

I can pick fruit but I can't understand your feelings.

3 **Work in pairs. Read the information about what V10, a robot, can or can't do. Ask and answer questions.**

Skills of V10	Can	Can't
repair a broken machine		✓
do the washing	✓	
work as a guard	✓	
read our moods		✓
water plants	✓	
understand what we say		✓

Example:

A: Can V10 do the washing?

B: Yes, it can.

Pronunciation

Falling tone in statements

4 **Listen and repeat the following sentences.** 39

1. I often water plants after school.
2. Shifa can do many things like humans.
3. My dad makes delicious meals at weekends.
4. WB2 is the strongest of all the robots.
5. H8 is a home robot.





Remember!

Our voice often goes down at the end of a statement.

Example:

We go to school every morning. ↘

5 **Practise saying the statements in the following paragraph. Then listen and repeat.** 40

My robot is Jimba. It's a home robot. It's very helpful. It can do the housework. It can also water plants and pick fruit. It can work as a guard. I love my robot very much.



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A CLOSER LOOK 2

Grammar

Superlative adjectives: short adjectives

Remember!

We use superlative adjectives to compare three or more people or things.

Example:

– Tom is **the tallest** in his class.



– This is **the biggest** of the three bags.

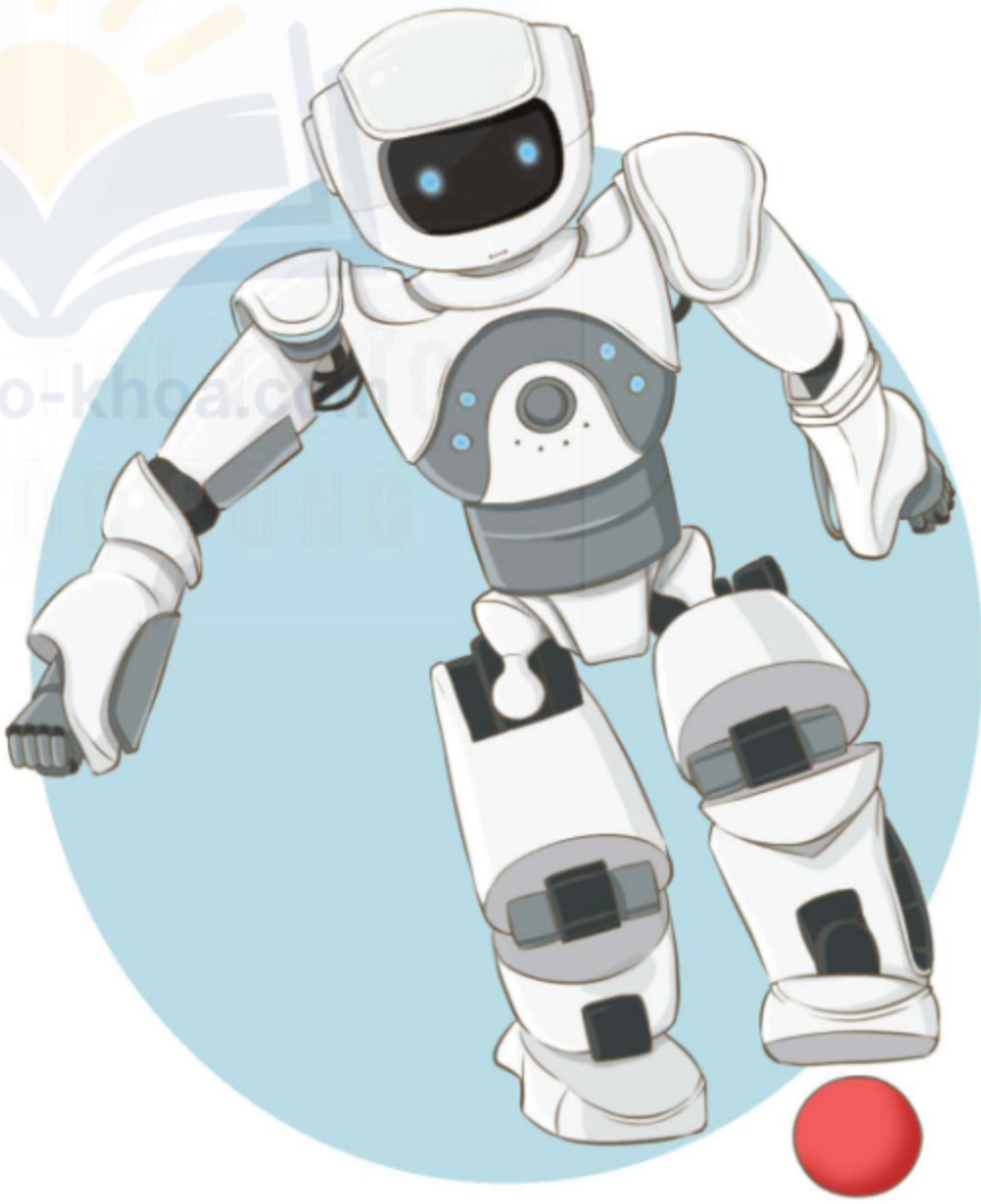


1 Write the superlative form of the adjectives in the table below.

Adjectives	Superlative form
fast	
tall	
noisy	
nice	
hot	
light	
quiet	
heavy	
large	

2 Complete the following sentences with superlative form of the adjectives in brackets. 1 is an example.

1. Bonbon can move 10 tons; it's the strongest of all. (strong)
2. This robot can understand all of what we say. It's the _____ in the robot show. (smart)
3. He is the _____ in our class; he is about 1.8 m tall. (tall)
4. This is the _____ of all home robots; we can put it in our bag. (small)
5. This robot is only 200 dollars. It's the _____ in our shop. (cheap)



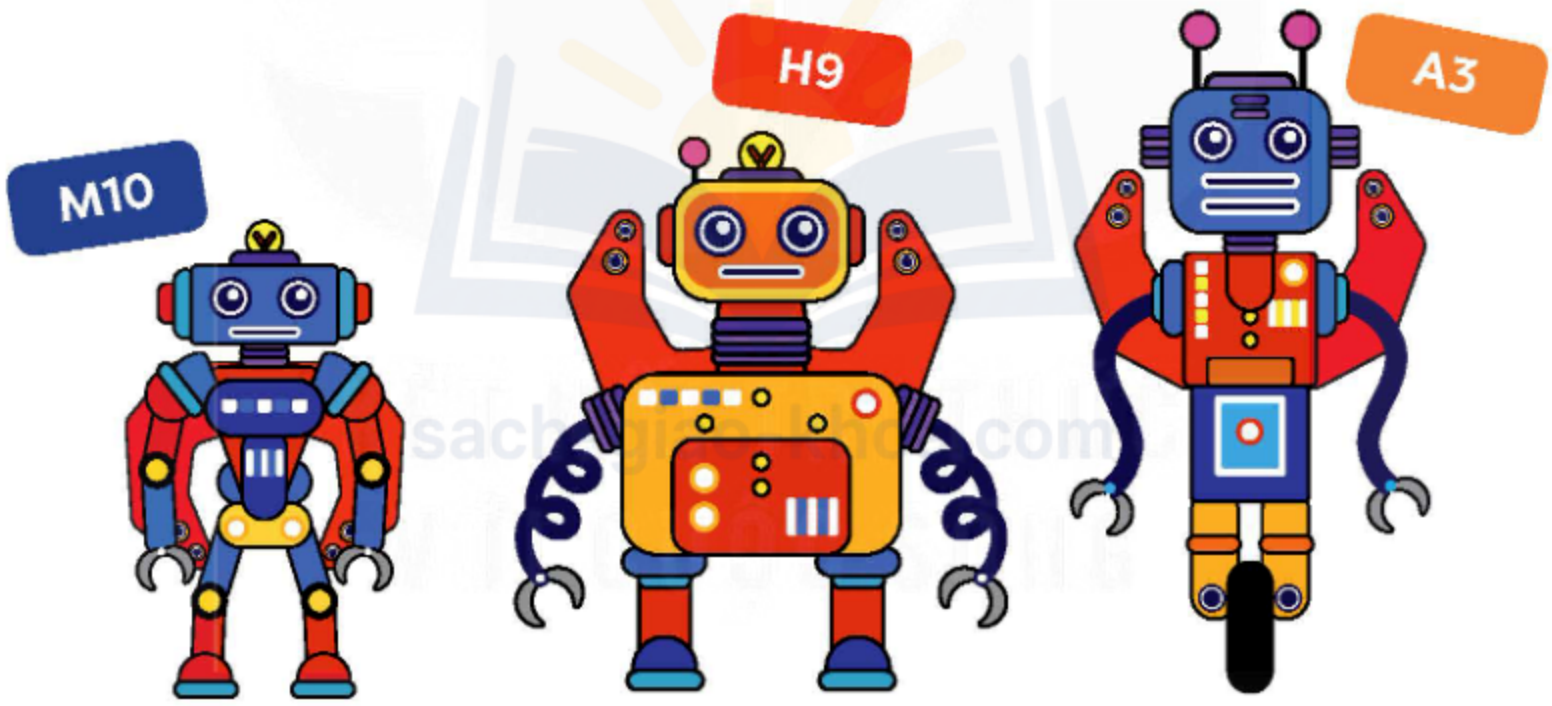
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3 **Complete the following sentences with comparative or superlative form of the adjectives in brackets.**

1. My brother's room is _____ than mine. (tidy)
2. The _____ desert of all is the Sahara and it's in Africa. (hot)
3. Travelling by plane is _____ than going by car. (fast)
4. Who is the _____ in your family? (tall)
5. I think dogs are _____ than cats. (smart)

4 **Work in pairs. Look at the information of the three robots: M10, H9, and A3 and talk about each of them, using superlative adjectives.**

	M10	H9	A3
Age	5	7	10
Weight	20 kg	45 kg	50 kg
Height	80 cm	120 cm	150 cm
Price	$1,800	$1,000	$1,500



Example:

A: A3 is the tallest of the three robots.

B: M10 is the youngest of the three robots.

...

5 GAME **Find someone who ...**

Work in pairs. Ask your partner to find in your class someone who is

- the tallest
- the shortest
- the oldest
- the biggest
- the smartest
- the smallest

COMMUNICATION

Everyday English

Expressing agreement and disagreement

1 Listen and read the dialogues. Pay attention to the highlighted sentences. 41

A: I think robots can help us a lot in our daily life.
B: I agree with you.

A: Peter says robots can do everything like humans.
B: I don't agree with him.

2 Work in pairs. Express your opinions about the following statements. Use the highlighted sentences in the dialogues above as cues.

- Home robots are the most useful of all types of robots.
- Some people can use robots to do bad things.
- Robots will use too much electricity in the future.

My robot's abilities

3 Listen to the radio programme from *4Teen News*. Then fill the blanks with the words you hear. 42

Speaker: Today we ask our friends: Tom from Australia, Linh from Viet Nam and Nobita from Japan to tell us about their robots. Tom, would you like to start?

Tom: Well, my robot can (1) _____ what I say. It can also understand my feelings. It's the (2) _____ robot.

Speaker: Linh?

Linh: My robot is my best friend. It does a lot for me: clean the floor, (3) _____ my toys away, and ...

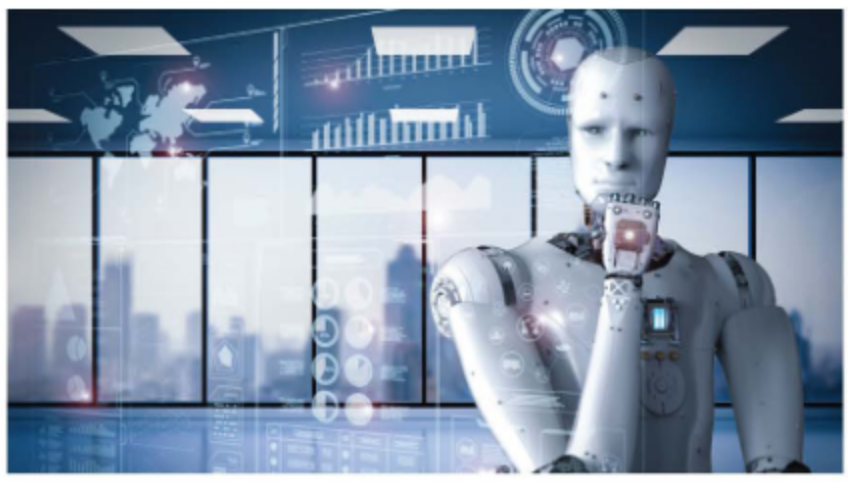
Speaker: And Nobita?

Nobita: My robot is very useful. It helps me a lot. It can (4) _____ my plants and even work as a (5) _____.

4 Interview three friends about what abilities they want their robots to have. Note their answers in the table below.

Friends	Abilities he / she wants his / her robot to have
1.	
2.	
3.	

5 Report your results to the class.



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SKILLS 1

Reading

1 Work in pairs. Look at the pictures and discuss the following questions.





1. What types of robots are there?
2. What robots are children interested in?

2 Read the text and choose the best answer to each of the questions.

Today there is an international robot show in Ha Noi. People can see many types of robots there.

Home robots are useful for housework. They can do most of the housework: cook meals, clean the house, do the washing, and iron clothes.

Teacher robots are the best choice for children. They can help them to study. They can teach them English, literature, maths and other subjects. They can also help children to improve their English pronunciation.

People are also interested in other types of robots at the show. Worker robots can build houses and move heavy things; doctor robots can look after sick people; and space robots can build space stations on the Moon and on planets.

1. What show is on in Ha Noi now?
   A. A fashion show. B. A robot show.
   C. A pet show.
2. Which type of robots can help children in their study?
   A. Home robots. B. Worker robots.
   C. Teacher robots.
3. Doctor robots can _____.
   A. help children to study
   B. build houses
   C. take care of sick people
4. Which of the following sentences is NOT true according to the passage?
   A. Worker robots can build houses and move heavy things.
   B. Space robots can build space stations on the Moon.
   C. Home robots can't do much of the housework.

3 Read the text again and fill the table below.

Types of robots	What they can do
Home robots	cook meals, ...
Teacher robots	
Worker robots	
Doctor robots	
Space robots	

Speaking

4 Work in pairs. Discuss what you think robots can do in the following places.

Places	What robots can do
Home	
School	
Factory	
Hospital	
Garden	

Example:

A: What can robots do at home?

B: They can take care of children.

5 Work in groups. Take turns to talk about robots and what you think they can do. Can you think of other types of robots?

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SKILLS 2

Listening

1 **Listen to the conversation between Khang and Dr Adams and tick (✓) the phrases you hear.** 43

- look after sick people ☐
- understand what we say ☐
- build the very high buildings ☐
- teach many subjects ☐
- move heavy things ☐



2 **Listen to the conversation again and tick (✓) T (True) or F (False).** 44

	T	F
1. Robots can't do many things today.		
2. Worker robots can build the very high buildings.		
3. Teacher robots can teach on the internet.		
4. Robots can talk to humans.		
5. Robots can do everything like humans.		

Writing

3 **Imagine a robot you would like to have. Make notes about it.**

1. Name of your robot	_____
2. Type of robot	_____
3. Where it can work	_____
4. What it can do for you	_____

4 **Now write a paragraph of 50-60 words about the robot you would like to have. Use the information in 3 to help you.**

My robot's name is _____.

It is a _____.

_____

_____

_____

_____

_____

_____

_____

_____

_____

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LOOKING BACK

Vocabulary

1 Write the correct words to complete the phrases.



1. _____ clothes



2. _____ heavy things



3. _____ fruit



4. do the _____



5. _____ the dishes

2 Fill the blanks with the verbs from the box.

water make repair work understand

1. Robots can _____ as guards when we're away.
2. We rarely go to restaurants because my father can _____ delicious meals at home.
3. Can you _____ my broken clock?
4. Can robots _____ our feelings?
5. My father and I _____ the plants in our garden every morning.

Grammar

3 Use the correct form of the adjectives in brackets to complete the paragraph.

Welcome to our company. We've made the (1. smart) _____ robot in the world. It's the (2. small) _____ and the (3. light) _____ we've made but it can do many things in your house. It can even fly to clean the ceilings. It can teach children all school subjects. It's also the (4. strong) _____ in our lab because it can move more than 200 kg. It's not difficult to own a robot like this because it's one of the (5. cheap) _____ robots in the world.

4 Complete the following sentences with superlative form of the adjectives in brackets.

1. What is the (high) _____ mountain in the world?
2. What is the (large) _____ lake in Viet Nam?
3. What is the (long) _____ beach in Viet Nam?
4. What is the (wide) _____ river in the world?
5. What is the (hot) _____ desert in the world?

Do you know the answers?

PROJECT

Robot Design Competition

1 **You are taking part in a robot design competition. Work in groups, decide what your robot is like and complete this table.**

Robot name	
Appearance (weight, height, etc.)	
Where it can work	
What it can do	

Draw your robot here

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2 **Present your design(s) to other groups. Vote on the best robot.**

Now I can ...	✓	✓✓	✓✓✓
• use the words for daily activities. • say statements with correct tones. • compare people and things using superlative adjectives. • express agreement and disagreement about something. • read about an international robot show. • talk about what robots can do. • listen about what robots can do. • write a paragraph about a robot.			

REVIEW 4 (UNITS 10 - 11 - 12)

LANGUAGE

Pronunciation

1 **a. Circle the word with the different stress pattern. Listen, check and repeat the words.** 45

1. A. picture B. village C. reuse
2. A. robot B. exam C. rubbish
3. A. control B. water C. paper
4. A. mountain B. housework C. reduce
5. A. repair B. bottle C. doctor

b. Listen and repeat the sentences, paying attention to the bold syllables and the tone in each sentence. 46

1. My robot **helped** me repair the **bro**ken **coo**ker.
2. It's **bet**ter to reuse these **shop**ping **bags**.
3. My **fu**ture **house** will **have** so**lar** **en**ergy.

Vocabulary

2 **Complete each sentence with the correct form of the verbs from the box.**

surf	reduce	reuse
recycle	receive	

1. How much household waste do we _____ every day?
2. My robot sends and _____ emails for me.
3. I'm _____ the internet to look for information on Vietnamese music.
4. We need to _____ the amount of salt in our diet.
5. I think we should _____ these envelopes.

3 **Choose the correct words.**

1. He didn't understand her feels / feelings.
2. A robot works as a watch / guard to keep their house safe.
3. Home robots can do / make meals for us.
4. It's your turn to make / do the dishes, Nick!

Grammar

4 **Complete the sentences using the comparative or superlative form of the adjectives in brackets.**

1. The Moon is the _____ natural object to the Earth in the solar system. (close)
2. I'm a bit _____ than my older brother. (tall)
3. Egypt is one of the _____ countries in the world. (old)
4. V10 is a very fast robot. However, Q5 is even _____ than V10. (fast)
5. Nguyen Du is one of the _____ Vietnamese poets. (great)

5 **Write *a / an* or *the*.**

1. He is _____ robot designer.
2. In the future, we will live on _____ Moon.
3. I have _____ old toy robot.
4. _____ car over there is mine.
5. _____ Earth goes around _____ Sun.

6 **Choose the correct option in brackets to complete each sentence.**

1. If we (protect / protected) our forests, we will help our planet.
2. I'm not sure what to do next weekend. I (might / have to) go to the cinema.
3. I (will / might) fly to Ho Chi Minh City next Saturday, but I'm not sure yet.
4. If we continue to pollute the air, we will (have / having) breathing problems.
5. It's very likely that they (will / might) be here by 10.30 p.m. tomorrow.

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SKILLS

Reading

1 **Read the text and choose the correct answer A, B, or C to each of the questions.**

What will our houses in the future be like?

In the future, the places we live in and the ways we live will change a lot. Our houses will be more eco-friendly. We will use wind energy or solar energy. We will use our voices to control our houses. It will make our lives more comfortable. There will be underground cities. There will be cities in the air and on other planets, too. We will have to build cities there because there will be too many people and not enough land for houses or buildings.

1. Scientists predict where and how we live in the future _____.
   - A. will change a lot
   - B. will not change much
   - C. will change only a little
2. According to the text, which of the following is NOT true about future houses?
   - A. They will be more eco-friendly.
   - B. They will use energy from coal.
   - C. They will use wind energy.
3. We will control our future houses _____.
   - A. with our voices
   - B. by clapping our hands
   - C. with mobile phones
4. There will be cities in the air, on other planets, and underground because _____.
   - A. we won't have enough land to build houses on
   - B. living there will be more comfortable
   - C. life on the Earth will become boring

Speaking

2 **Work in groups. Take turns to describe your future house and try to persuade your group members to live in it. Who has the best future house in your group?**

- My future house will be in / on / at ...
- It'll be a villa / a country house / an apartment ...
- It'll be big / small ...
- There will be ...

Listening

3 **Listen and tick (✓) what people from the Youth Eco-Parliament advise us to do for our environment.** 47

1. Recycle more rubbish (for example, glass, paper and plastic, etc.). ☐
2. Pick up rubbish in parks or in the streets. ☐
3. Grow your own vegetables. ☐
4. Save energy – turn off lights and TVs when you're not using them. ☐
5. Use reusable bags instead of plastic bags. ☐

Writing

4 **Write a paragraph of 50-60 words about what you think we should do to improve the environment. Use the ideas from 3 or your own ideas.**

I think we can do many things to improve the environment around us. Firstly, ...

_____

_____

_____

_____

_____

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GLOSSARY

Abbreviations

adj adjective
adv adverb
n noun
pre preposition
v verb

Unit 7

animated film	/'ænɪmeɪtɪd fɪlm/	phim hoạt hình
cartoon (n)	/kɑ:'tu:n/	phim hoạt hình
channel (n)	/'tʃænl/	kênh (truyền hình)
character (n)	/'kærəktə/	nhân vật
clever (adj)	/'klevə/	khôn ngoan, thông minh
clip (n)	/klɪp/	đoạn phim ngắn
comedy (n)	/'kɒmədi/	phim hài
compete (v)	/kəm'pi:t/	thi đấu
cute (adj)	/kju:t/	xinh xắn
dolphin (n)	/'dɒlfɪn/	cá heo
educate (v)	/'edʒukeɪt/	giáo dục
educational (adj)	/ˌedʒu'keɪʃənl/	mang tính giáo dục
funny (adj)	/'fʌni/	buồn cười, ngộ nghĩnh
TV guide	/ˌti:'vi: gaɪd/	giới thiệu chương trình TV
live (adj)	/laɪv/	(truyền) trực tiếp
programme (n)	/'prəʊgræm/	chương trình (truyền hình)
talent show (n)	/'tælənt ʃəʊ/	cuộc thi tài năng trên truyền hình
viewer (n)	/'vju:ə/	người xem (TV)

Unit 8

aerobics (n)	/eə'rəʊbɪks/	thể dục nhịp điệu
career (n)	/kə'rɪə/	nghề nghiệp, sự nghiệp
competition (n)	/ˌkɒmpə'tɪʃn/	cuộc đua
congratulation (n)	/kənˌgrætʃə'leɪʃn/	lời chúc mừng
equipment (n)	/ɪ'kwɪpmənt/	thiết bị, dụng cụ
fantastic (adj)	/fæn'tæstɪk/	tuyệt
fit (adj)	/fɪt/	mạnh khoẻ
goggles (n)	/'gɒglz/	kính bơi
gym (n)	/dʒɪm/	phòng tập thể dục thể thao
karate (n)	/kə'rɑ:ti/	môn võ ka-ra-tê
last (v)	/lɑ:st/	kéo dài
marathon (n)	/'mærəθən/	cuộc chạy đua ma-ra-tông
racket (n)	/'rækɪt/	cái vợt (cầu lông...)
score (v)	/skɔ:/	ghi bàn, ghi điểm
shoot (v)	/ʃu:t/	bắn, bắn súng
sporty (adj)	/'spɔ:ti/	khoẻ mạnh, dáng thể thao
take place	/'teɪk pleɪs/	diễn ra, được tổ chức
tournament (n)	/'tʊənəmənt/	giải đấu

Unit 9

(river) bank (n)	(/'rɪvə/) /bæŋk/	bờ (sông)
crowded (adj)	/'kraʊdɪd/	đông đúc
floating market	/'fləʊtɪŋ 'mɑ:kɪt/	chợ nổi
helpful (adj)	/'helpfl/	sẵn sàng giúp đỡ
helmet (n)	/'helmɪt/	mũ bảo hiểm
landmark (n)	/'lændmɑ:k/	địa điểm/ công trình thu hút du khách
city map	/'sɪti mæp/	bản đồ thành phố
palace (n)	/'pæləs/	cung điện
postcard (n)	/'pəʊstkɑ:d/	bưu thiếp
rent (v)	/rent/	thuê
Royal Palace	/'rɔɪəl 'pæləs/	Cung điện Hoàng gia
shell (n)	/ʃel/	vỏ sò
stall (n)	/stɔ:l/	gian hàng
street food	/'stri:t fu:d/	đồ ăn bán ở đường phố

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Times Square	/ˌtaɪmz 'skweə/	Quảng trường Thời đại
tower (n)	/'taʊə/	tháp

Unit 10

appliance (n)	/ə'plaɪəns/	thiết bị
cottage (n)	/'kɒtɪdʒ/	nhà tranh
dishwasher (n)	/'dɪʃwɒʃə/	máy rửa bát
dry (v)	/draɪ/	làm khô, sấy khô
electric cooker	/ɪ'lektrɪk 'kʊkə/	bếp điện
helicopter (n)	/'helɪˌkɒptər/	máy bay lên thẳng
hi-tech (adj)	/haɪ 'tek/	công nghệ cao
housework (n)	/'haʊswɜːk/	công việc nhà
location (n)	/ləʊ'keɪʃn/	địa điểm
look after	/lʊk 'ɑːftər/	trông nom, chăm sóc
ocean (n)	/'əʊʃn/	đại dương
outside (adv)	/aʊt'saɪd/	ngoài
solar energy (n)	/ˌsəʊlər 'enədʒi/	năng lượng mặt trời
space (n)	/speɪs/	không gian vũ trụ
super (adj)	/'suːpə/	siêu đẳng
type (n)	/taɪp/	kiểu, loại
UFO (n) (Unidentified Flying Object)	/ˌjuːef'əʊ/	vật thể bay, đĩa bay không xác định
washing machine (n)	/'wɒʃɪŋ məʃiːn/	máy giặt
wireless (adj)	/'waɪələs/	không dây

Unit 11

be in need	/bi ɪn niːd/	cần
charity (n)	/'tʃærəti/	từ thiện
container (n)	/kən'teɪnə/	đồ đựng
do a survey	/du ə 'sɜːveɪ/	thực hiện khảo sát
environment (n)	/ɪn'vaɪrənmənt/	môi trường
exchange (v)	/ɪks'tʃeɪndʒ/	trao đổi
fair (n)	/feə/	hội chợ
go green	/gəʊ griːn/	sống xanh (thân thiện môi trường)
instead of (pre)	/ɪn'sted əv/	thay cho
pick up	/pɪk ʌp/	nhặt (rác), đón
president (n)	/'prezɪdənt/	chủ tịch
recycle (v)	/ˌriː'saɪkl/	tái chế
recycling bin	/ˌriː'saɪklɪŋ bɪn/	thùng đựng rác tái chế
reduce (v)	/rɪ'djuːs/	giảm
reuse (v)	/ˌriː'juːz/	tái sử dụng
reusable (adj)	/ˌriː'juːzəbl/	có thể dùng lại
rubbish (n)	/'rʌbɪʃ/	rác
tip (n)	/tɪp/	mẹo, cách
wrap (v)	/ræp/	gói, bọc

Unit 12

age (n)	/eɪdʒ/	độ tuổi
broken (adj)	/'brəʊkən/	bị hỏng, bị vỡ
choice (n)	/tʃɔɪs/	sự lựa chọn
do the dishes	/duː ðə 'dɪʃɪz/	rửa bát, đĩa
do the washing	/duː ðə 'wɒʃɪŋ/	giặt giũ quần áo
feelings (n)	/'fiːlɪŋz/	cảm xúc, tình cảm
guard (n)	/gɑːd/	người canh gác
height (n)	/haɪt/	chiều cao
iron (v)	/'aɪən/	là, ủi (quần áo)
pick (v)	/pɪk/	hái, thu hoạch (hoa, quả...)
planet (n)	/'plænɪt/	hành tinh
price (n)	/praɪs/	giá, số tiền mua hoặc bán
put away	/pʊt ə'weɪ/	cất, dọn
repair (v)	/rɪ'peə/	sửa chữa
robot (n)	/'rəʊbɒt/	người máy
space station (n)	/speɪs 'steɪʃn/	trạm vũ trụ
useful (adj)	/'juːsfl /	hữu ích
water (v)	/'wɔːtə/	tưới nước
weight (n)	/weɪt/	trọng lượng

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