BỘ GIÁO DỤC VÀ ĐÀO TẠO

GLOBAL SUCCESS

# TIẾNG ANH 9

## SÁCH HỌC SINH



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

Pearson

## DANH SÁCH HỘI ĐỒNG QUỐC GIA THẨM ĐỊNH SÁCH GIÁO KHOA
## MÔN: TIẾNG ANH – LỚP 9

| TT | Họ và tên | Chức vụ |
|---|---|---|
| 1 | Ông Đỗ Tuấn Minh | Chủ tịch |
| 2 | Bà Phương Hoàng Yến | Phó Chủ tịch |
| 3 | Ông Đặng Hiệp Giang | Uỷ viên, Thư kí |
| 4 | Bà Đào Thị Bích Nguyên | Uỷ viên |
| 5 | Bà Nguyễn Thị Ngọc Quỳnh | Uỷ viên |
| 6 | Bà Lại Thị Phương Thảo | Uỷ viên |
| 7 | Bà Thái Thị Cẩm Trang | Uỷ viên |
| 8 | Bà Phạm Thị Thanh Bình | Uỷ viên |
| 9 | Bà Nguyễn Thị Thanh Dung | Uỷ viên |
| 10 | Bà Phạm Thị Xuân Oanh | Uỷ viên |
| 11 | Bà Phạm Thu Trà | Uỷ viên |

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

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GLOBAL SUCCESS

# TIẾNG ANH 9

## SÁCH HỌC SINH

*(Tái bản lần thứ hai)*



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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# LỜI NÓI ĐẦU

**Tiếng Anh 9 – Global Success** được Nhà xuất bản Giáo dục Việt Nam tổ chức biên soạn theo "Chương trình Giáo dục phổ thông: Chương trình môn Tiếng Anh" (từ lớp 3 đến lớp 12) ban hành theo Thông tư 32/2018/TT-BGDĐT ngày 26 tháng 12 năm 2018 của Bộ Giáo dục và Đào tạo, nối tiếp bộ sách tiếng Anh bậc tiểu học (Tiếng Anh 3, Tiếng Anh 4, Tiếng Anh 5) và tiếng Anh bậc trung học (Tiếng Anh 6, Tiếng Anh 7, Tiếng Anh 8). Sách được biên soạn theo dường 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, dọc, viết.

**Tiếng Anh 9 – Global Success** lấy hoạt dộng 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, của các nước nói tiếng Anh, và của các nước trên thế giới được đặc biệt coi trọng.

**Tiếng Anh 9 – Global Success** được biên soạn xoay quanh bốn chủ điểm (Theme) gần gũi với học sinh: Cộng dồng của chúng ta (Our Communities), Di sản của chúng ta (Our Heritage), Thế giới của chúng ta (Our World) và Tầm nhìn tương lai (Visions of the Future). Mỗi chủ điểm gồm ba dơn vị bài học (Unit) tương ứng với ba chủ dề (Topic). Sau mỗi chủ điểm là một bài ôn tập (Review), tập trung vào rèn luyện kiến thức ngôn ngữ và phát triển kĩ năng ngôn ngữ học sinh dã dược học.

**Tiếng Anh 9 – Global Success** được biên soạn dựa trên cơ sở lí luận hiện đại về biên soạn sách giáo khoa ngoại ngữ trên thế giới, đặc biệt là 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.

Nhóm tác giả rất mong nhận dược những ý kiến dóng góp của các em học sinh, các nhà giáo, các bậc phụ huynh và dông dảo bạn dọc quan tâm để sách dược hoàn thiện hơn.

*Các tác giả*

# BOOK MAP

| | Reading | Speaking |
|---|---|---|
| **Unit 1**<br>**LOCAL COMMUNITY** | – Guessing the meaning of words in context<br>– Reading for specific information about special products in some areas | Giving a short presentation about a speciality |
| **Unit 2**<br>**CITY LIFE** | – Making references in an announcement about a competition to find solutions to city problems<br>– Reading for general and specific information about a competition to find solutions to city problems | Talking about city problems and their solutions |
| **Unit 3**<br>**HEALTHY LIVING FOR TEENS** | – Guessing the meaning of words in context<br>– Reading for specific information about how someone could have a well-balanced life when he / she was at school | Talking about how to have a well-balanced life as a secondary student |
| **REVIEW 1** | | |
| **Unit 4**<br>**REMEMBERING THE PAST** | Reading for specific information about how English people keep their cuisine alive | Talking about a typical traditional Vietnamese dish |
| **Unit 5**<br>**OUR EXPERIENCES** | Reading for general and specific information about different summer course experiences | Talking about a friend's experience of a course |
| **Unit 6**<br>**VIETNAMESE LIFESTYLE: THEN AND NOW** | Reading for specific information about learning styles in the past and at present | Talking about changes in your learning style |
| **REVIEW 2** | | |

| | Listening | Writing | Language Focus |
|---|---|---|---|
| | Listening for specific information about a community helper | Writing a paragraph about a community helper | **Vocabulary:**<br>– Community helpers<br>– Traditional handicrafts<br>**Pronunciation:**<br>Vowel revision: /æ/, /ɑ:/, and /e/<br>**Grammar:**<br>– Question words before *to*-infinitives<br>– Phrasal verbs (1) |
| | Listening for specific information about life in some cities | Writing a paragraph about what you like or dislike about city life | **Vocabulary:**<br>City life<br>**Pronunciation:**<br>Diphthong revision: /aʊ/, /əʊ/, and /eə/<br>**Grammar:**<br>– Double comparatives<br>– Phrasal verbs (2) |
| | Listening for specific information about how some students manage their time | Writing a paragraph about how to manage time effectively | **Vocabulary:**<br>Students' life and schoolwork<br>**Pronunciation:**<br>Sounds: /h/ and /r/<br>**Grammar:**<br>Modal verbs in first conditional sentences |
| | Listening for general and specific information about old school days | Writing a paragraph about old school days | **Vocabulary:**<br>– Life in the past<br>– Preserving values of the past<br>**Pronunciation:**<br>Sounds: /m/ and /l/<br>**Grammar:**<br>– Past continuous<br>– *Wish* + past simple |
| | Listening for general and specific information about bad experiences at school | Writing a paragraph about the most pleasant / unpleasant experience at school | **Vocabulary:**<br>– Experiences<br>– Adjectives describing experiences<br>**Pronunciation:**<br>Sounds: /j/ and /w/<br>**Grammar:**<br>Present perfect |
| | Listening for specific information about changes in family life | Writing an email about changes in your family | **Vocabulary:**<br>Changes in lifestyles<br>**Pronunciation:**<br>Sounds: /fl/ and /fr/<br>**Grammar:**<br>– Verbs + *to*-infinitive<br>– Verbs + *V-ing* |

| | Reading | Speaking |
|---|---|---|
| **Unit 7**<br>**NATURAL WONDERS OF THE WORLD** | – Making references in a reading text about a travel destination<br>– Reading for specific information about a travel destination | Talking about a natural wonder |
| **Unit 8**<br>**TOURISM** | Reading for specific information about different types of tours | Talking about your travel experience |
| **Unit 9**<br>**WORLD ENGLISHES** | – Making references in a reading text about the three circles of English<br>– Reading for general and specific information about the three circles of English | Talking about borrowed words |
| **REVIEW 3** | | |
| **Unit 10**<br>**PLANET EARTH** | Reading for general and specific information about flora and fauna | Talking about threats to flora and fauna and how to protect them |
| **Unit 11**<br>**ELECTRONIC DEVICES** | – Guessing the meaning of words in context<br>– Reading for specific information about electronic devices | Talking about an electronic device which is important to you |
| **Unit 12**<br>**CAREER CHOICES** | – Identifying the structures of texts<br>– Reading for general and specific information about the future world of work | Talking about the job you want to do in the future |
| **REVIEW 4** | | |

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| | Listening | Writing | Language Focus |
|---|---|---|---|
| | Listening for specific information about a natural wonder | Writing a paragraph about a natural wonder / landscape in an area | **Vocabulary:**<br>Natural wonders<br>**Pronunciation:**<br>Sounds: /**sl**/ and /**sn**/<br>**Grammar:**<br>Reported speech (*Yes / No* questions) |
| | Listening for general and specific information about a tour announcement | Writing a paragraph introducing a tour | **Vocabulary:**<br>Tourism<br>**Pronunciation:**<br>Stress in words ending in *-ic* and *-ious*<br>**Grammar:**<br>Relative pronouns |
| | Listening for specific information about ways to improve one's English vocabulary | Writing a paragraph about ways to improve an area of English learning | **Vocabulary:**<br>- Aspects of languages<br>- English language learning<br>**Pronunciation:**<br>Stress in words ending in *-ion* and *-ity*<br>**Grammar:**<br>Defining relative clauses |
| | Listening for general and specific information about the effects of living things on the environment | Writing a summary | **Vocabulary:**<br>- Planet Earth<br>- Habitats<br>- Flora and fauna<br>**Pronunciation:**<br>Rhythm in sentences<br>**Grammar:**<br>Non-defining relative clauses |
| | Listening for specific information about the current and future uses of one's favourite electronic device | Writing a passage about the current and future capabilities of one's favourite electronic device | **Vocabulary:**<br>Electronic devices<br>**Pronunciation:**<br>Stress on all words in sentences<br>**Grammar:**<br>*suggest / advise / recommend* + V-*ing* / a clause with *should* |
| | Listening for specific information about people's career paths | Writing an email about your future favourite job | **Vocabulary:**<br>Jobs<br>**Pronunciation:**<br>Intonation in statements used as questions<br>**Grammar:**<br>Adverbial clauses of concession, result, and reason |

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# Unit 1 LOCAL COMMUNITY

**THIS UNIT INCLUDES:**

**Vocabulary**
- Community helpers
- Traditional handicrafts

**Pronunciation**
Vowel revision: /æ/, /ɑ:/, and /e/

**Grammar**
- Question words before *to*-infinitives
- Phrasal verbs (1)

**Skills**
- Reading about special products in some areas
- Giving a short presentation about a speciality
- Listening about a community helper
- Writing a paragraph about a community helper

**Everyday English**
Seeking help and responding

## GETTING STARTED

### I really love where I live now.

**1 Listen and read.**

***Ann:*** Hi, Mi. Long time no see. How're you doing?

***Mi:*** I'm fine, thanks. By the way, we moved to a new house in a suburb last month.

***Ann:*** Oh, that's why I haven't seen you in the Reading Club very often.

***Mi:*** Yes. We're still busy moving in, you know.

***Ann:*** How's your new neighbourhood?

***Mi:*** It's much bigger than our old one. The streets are wider, and there are fewer people.

***Ann:*** What about the facilities?

***Mi:*** It has all the things we need: shopping malls, parks, and hospitals. And there's a craft village near our house.

***Ann:*** Great! How're your new neighbours?

***Mi:*** They're nice. Last Sunday when I was looking for the way to the bus station, a lady came and showed me the way. I think we will get on with them.

***Ann:*** That reminds me of the time our family moved to Viet Nam. We didn't know where to buy stuff for our house, and the new neighbours in the community gave us useful advice. I guess you like your new place.

***Mi:*** Sure. I really love where I live now.

...

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## 2 Read the conversation again. Fill in each blank with no more than TWO words from the conversation.

1. Mi's family moved to a new house in a suburb _____.
2. Her new neighbourhood is bigger with wider streets and _____.
3. There is a _____ near Mi's house.
4. Mi thinks she will get on with her new _____.
5. People in Ann's community gave her family _____ on where to buy stuff.

## 3 Match each word or phrase with its definition.

| | |
|---|---|
| 1. suburb | a. the people living in a particular area |
| 2. facilities | b. to make somebody remember or think about somebody or something |
| 3. community | c. to have a good relationship with somebody |
| 4. get on with | d. an area outside the centre of a city |
| 5. remind somebody of | e. the buildings, equipment, and services provided for a particular purpose |



## 4 Complete each sentence with a word or phrase from 3.

1. They don't live in the city centre but in a _____ of Ha Noi.
2. I love our new neighbourhood because we _____ the people here.
3. There are enough sports _____ for people of all ages in our local park.
4. Souvenirs _____ people _____ a place, an occasion, or a holiday.
5. The local _____ encourages us to protect the environment and keep our neighbourhood clean.

## 5 QUIZ What is the place?

**Do the following quiz.**

1. People watch sports such as football there.
2. People go there for health check-ups.
3. Parents take their children there so that they can have fun.
4. Children learn to read and write there.
5. Visitors see objects from the past there.

**What are some other places in a neighbourhood you know?**



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# A CLOSER LOOK 1

## Vocabulary

**1** **Match the community helpers with their responsibilities.**

| | |
|---|---|
| 1. police officer | a. puts in, checks, and repairs electrical wires and equipment |
| 2. garbage collector | b. puts out fires and saves people from dangerous fires |
| 3. electrician | c. protects people and property, makes people obey the law, prevents and solves crimes |
| 4. firefighter | d. delivers goods to people's houses or workplaces |
| 5. delivery person | e. takes people's rubbish away |

**What other community helpers can you add?**

**2** **Write a word or phrase in the box under the correct picture.**

artisan speciality | handicraft | pottery | tourist attraction



1. _____



2. _____



3. _____



4. _____



5. _____

**3** **Fill in each blank with a word or phrase from the box.**

artisans | electrician | handicrafts | specialities | garbage collector

1. Skilled local _____ made these beautiful flower vases.
2. The electrical wires in our neighbourhood broke down yesterday, so we had to call a(n) _____.
3. *Bun cha, pho,* and *hu tieu* are examples of famous Vietnamese _____.
4. The _____ in our street usually comes at 6 p.m. to take the rubbish away.
5. Tourists to Hoi An usually buy traditional _____ such as lanterns as souvenirs.

## Pronunciation

**Vowel revision: /æ/, /ɑ:/, and /e/**

**4** **Listen and number the words you hear. Then listen again and repeat.** 2

_____ pack _____ park
_____ kettle _____ cattle
_____ marry _____ merry
_____ chart _____ chat

**5** **Listen and practise the sentences. Underline the bold words with /æ/, circle the bold words with /ɑ:/, and tick the bold words with /e/.** 3

1. **Thanks** to **garbage** collectors, our streets are clean.
2. My **grandmother** is a well-known **artist**.
3. **That** bakery makes the best **bread** in our neighbourhood.
4. Do you know where to buy **bamboo beds**?
5. We sometimes go to the **park** to **relax**.

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## A CLOSER LOOK 2

### Grammar

**Question words before *to*-infinitives**

**Remember!**

- We use a question word such as *who, what, where, when,* or *how* before a *to*-infinitive to express an indirect question about what we should do.
- We often use a verb such as *ask, wonder, (not) decide, (not) tell,* or *(not) know* before the question word + *to*-infinitive.

Example:

We don't know **what** to do to help the community.

She asked **how** to get to the nearest shopping mall.

**1 Fill in each blank with a suitable question word.**

1. I don't know _____ to deal with this problem.
2. My sister wondered _____ to buy the best cakes.
3. Could you tell me _____ to do to get on well with my new neighbours?
4. They asked _____ to take out the rubbish, at 5 or 6 p.m.
5. He can't decide _____ to give his books to.

**2 Rewrite the sentences using question words + *to*-infinitives.**

1. I don't know how I can get to the swimming pool.

_____

_____

2. They are wondering where they can buy traditional handicrafts.

_____

_____

3. She asked what she should give to her new neighbour at his house-warming party.

_____

_____

4. I can't decide who I should ask for advice.

_____

_____

5. Could you tell me when I have to pay the water bill?

_____

_____

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### Phrasal verbs (1)

**Remember!**

- A phrasal verb consists of a verb and one or two particles, such as *up, down, back, on, round, ...*
- A phrasal verb usually has a special meaning.

Example:

go out = leave your house to go to a social event

pass down = give or teach something to your children

cut down on = reduce the amount or number of something

run out of = have no more of

## 3 Match each phrasal verb with its meaning.

| | |
|---|---|
| 1. look around | a. to be responsible for somebody / something |
| 2. come back | b. to walk around a place to see what is there |
| 3. hand down | c. to get information about somebody or something |
| 4. find out | d. to return to a place |
| 5. take care of | e. to give something to somebody younger than you |

## 4 Complete each sentence using the correct form of a phrasal verb in 3.

1. We _____ from our home town last Saturday.
2. The artisans in my village usually _____ their skills to their eldest children.
3. If you want to _____ about our community, you can go to the local museum.
4. When we aren't at home, our neighbour _____ our cats.
5. Whenever I go to a new place, I spend time _____.

## 5 GAME Find someone who ...

**Ask as many friends as you can the following questions. Then write their names in the table if they say "yes".**

| | Name |
|---|---|
| 1. Do your parents often come back late at night? | |
| 2. Do you get on with all your classmates? | |
| 3. Do you take care of your younger brother or sister? | |
| 4. Do you want to cut down on fast food? | |
| 5. Do you enjoy going out at weekends? | |

# COMMUNICATION

## Everyday English

### Seeking help and responding

## 1 Listen and read the conversations. Pay attention to the highlighted parts. Track 4

① *Mai:* Do you mind carrying this suitcase for me?

*Tom:* Not at all.

② *Ann:* Could you show me how to open this gate, please?

*Mr Nam:* Sure.

## 2 Work in pairs. Ask for help and respond in the following situations.

1. You want your friend to lend you her pen.
2. You want your neighbour to tell you the name of the new garbage collector.
3. You want to ask your neighbour where to buy the best fruits and vegetables.

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## Places of interest

## 3 Do you know the place in each picture?






**4** **Listen to Binh and Mira talking about a place of interest in their community. Fill in each blank with no more than TWO words and / or a number.** Track 5

| | Place | Distance | Frequency | Activities |
|---|---|---|---|---|
| Binh<br>Ho Chi Minh City, Viet Nam | Nguyen Hue Pedestrian Street | (1) _____ km | Every (2) _____ | Children: enjoying music, looking for (3) _____<br>Parents: looking around |
| Mira<br>Sydney, Australia | Sydney Opera House | (4) _____ km | Twice a month | Children: running up and down the stairs, (5) _____ seagulls<br>Parents: having (6) _____, talking |

**5** **Work in pairs. Ask and answer about your favourite places of interest. Use the questions below.**

- What is your favourite place of interest?
- How far is it from your house?
- How often do you go to that place?
- What do you do there?

**Then tell the class about your partner's favourite place of interest.**

Example: Lan's favourite place of interest is Tao Dan Park. It's only one kilometre from her house ...

## SKILLS 1

### Reading

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

1. What can you see in each picture?
2. Do you know any place(s) where people make the thing(s) in each picture?







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## 2 Read the brochure introducing different places with special products. Match each highlighted word with its definition.



**Vong**, a small village in Ha Noi, is famous for a speciality: *com* (young sticky rice flakes). To make *com*, artisans follow a series of steps. They preserve the techniques by passing them down to their sons. In the past, people made *com* by hand, but now they use machines for some steps to shorten the process. They wrap the final product in two layers of leaves to preserve its fragrance before selling it to consumers. *Com Lang Vong* is well known in Viet Nam as a speciality of Ha Noi autumn.



**Denby** is a village in the county of Derbyshire, England. It is the home of the famous Denby Pottery, which is made from the finest local clay. Going around the village, we can see artisans hand-craft pottery collections. They still use some of the original techniques passed down through generations. In Denby products, we can see their beauty and function which make them world-famous. Today Denby is also a tourist attraction. Visitors can make pottery in workshops or find out about the history of pottery in the museum.

| | |
|---|---|
| 1. preserve | a. existing since the beginning |
| 2. shorten | b. to keep something as it is |
| 3. fragrance | c. to make something shorter |
| 4. original | d. a special purpose of a thing |
| 5. function | e. a pleasant smell |

## 3 Read the brochure again. Decide which place each detail below belongs to.

| In which place ...? | Vong | Denby |
|---|---|---|
| 1. people make the speciality from local material | | |
| 2. people make the product from plants | | |
| 3. people make the product with some traditional techniques | | |
| 4. the product is famous worldwide | | |
| 5. the product symbolises a season | | |

## Speaking

## 4 Work in pairs. Ask and answer about a speciality in your neighbourhood, your home town, or the area you know. Use the questions below.

1. What speciality is it?
2. What do people make it from?
3. Do people make it in the traditional way?
4. What can people do with it?
5. Is it well known in only your country or around the world?

## 5 Work in groups. Give a short presentation about the speciality you discussed in 4.

Example:

I live in Tay Ho Village, 12 kilometres from Hue City. My village is famous for its conical hats. We make conical hats from *goi* leaves ...

## SKILLS 2

### Listening

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

1. Who can you see in the pictures?
2. What are they doing?







**2** **Listen and fill in each blank with no more than TWO words.** 6

1. The name of the writing contest is "My Favourite _____".
2. Mr Vinh is a _____.
3. He is tall and _____.
4. He is hard-working, responsible, and _____.

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

| | T | F |
|---|---|---|
| 1. Mr Vinh wears an orange uniform. | | |
| 2. He arrives at Mi's neighbourhood at 9 p.m. every day. | | |
| 3. He instructs people to put rubbish in two types of bins. | | |
| 4. He shares information about his work and the importance of sorting rubbish. | | |

### Writing

**4** **Work in pairs. Choose a community helper you like and answer the following questions.**

- What is his / her job?
- What does he / she look like?
- What is he / she like?
- What does he / she do for the community?
- How do you feel about him / her?

**5** **Write a paragraph (about 100 words) about your favourite community helper. Use the answers to the questions in 4 to help you.**

Start your paragraph with:

*My favourite community helper is* _____

_____

_____

_____

_____

# LOOKING BACK

## Vocabulary

**1 Write a word or phrase for each description below.**

1. This person delivers goods to your house. _____
2. This person stops fires from burning. _____
3. People visit this place for pleasure usually while they are on holiday. _____
4. People make these objects out of clay. _____
5. This person makes things with his / her hands. _____

**2 Circle the correct word or phrase to complete each sentence.**

1. The villagers (preserve / shorten) their traditional weaving techniques.
2. *Com Lang Vong* has a special (fragrance / function), so it is very popular.
3. Our (firefighters / police officers) help keep law and order in our community.
4. *Bun cha* is the (speciality / fast food) I like best.
5. My home town is famous for (handicrafts / objects), such as paper fans and lanterns.

## Grammar

**3 Choose the correct answer A, B, C, or D.**

1. You should decide _____ to move to the new house.

   A. while B. when

   C. where D. who

2. Do you know _____ to sort rubbish?

   A. who B. which

   C. how D. what

3. She didn't tell me _____ to meet, in the library or in the lab.

   A. how B. when

   C. what D. where

4. Could you tell me _____ to do in this situation?

   A. what B. when

   C. where D. who

5. I wonder _____ to ask for advice, my teacher or my parents.

   A. where B. when

   C. who D. what

**4 Rewrite each sentence so that it contains the phrasal verb in brackets. You may have to change the form of the verb.**

1. In some villages, people reduce the number of steps to make the handicraft. (cut down on)

   _____

   _____

2. My grandparents gave the skills to my parents. (hand down)

   _____

   _____

3. In their community, the eldest child is usually responsible for his or her parents. (take care of)

   _____

   _____

4. Before we go to a new place, we always get information about it. (find out)

   _____

   _____

5. They have a good relationship with all neighbours. (get on with)

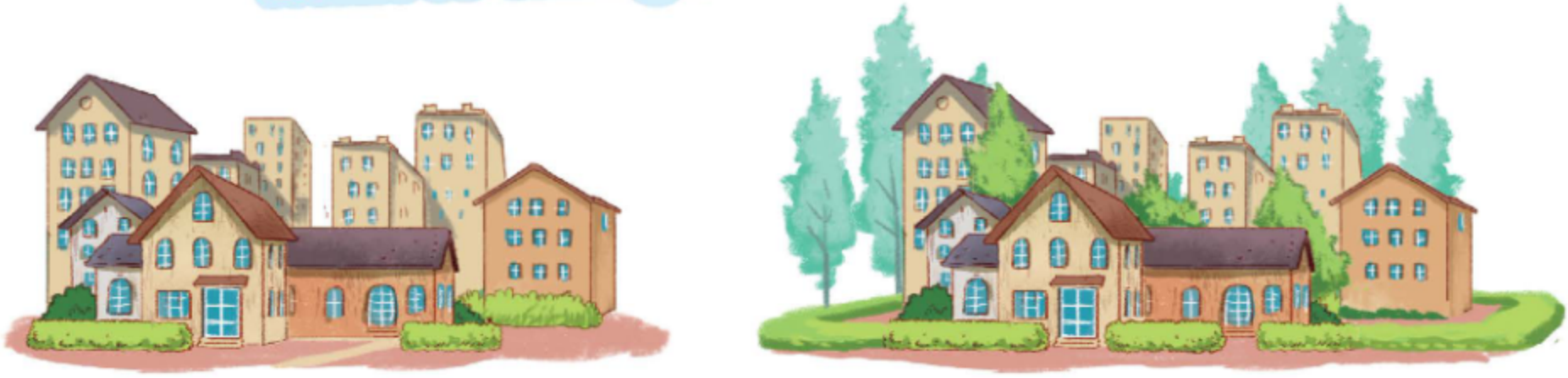
   _____

   _____

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## PROJECT

# What to change in our community



**Work in groups.**

**1** **Interview some students from your class or from other classes about the changes they want to make in their community. Use the questions below.**

1. Where do you live?
2. What is good about your community?
3. What is not good about your community?
4. What changes do you want to make to improve your community?

**2** **Collect the answers. Use the table below.**

| Student | Question 1 | Question 2 | Question 3 | Question 4 |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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**3** **Report your group's findings to your class. Use the following questions to guide your report.**

1. How many students did you interview?
2. What is good about their community?
3. What is not good about their community?
4. What changes do they want to make?

| **Now I can ...** | ✓ | ✓✓ | ✓✓✓ |
|---|---|---|---|
| • use the words related to the topic *Local community.*<br>• pronounce the vowel sounds /æ/, /ɑ:/, and /e/ correctly in words and sentences.<br>• use question words before *to*-infinitives and some phrasal verbs.<br>• seek help and respond.<br>• read about special products in some areas.<br>• give a short presentation about a speciality.<br>• listen about a community helper.<br>• write a paragraph about a community helper. | | | |

# Unit 2 CITY LIFE

**THIS UNIT INCLUDES:**

**Vocabulary**
City life

**Pronunciation**
Diphthong revision:
/aʊ/, /əʊ/, and /eə/

**Grammar**
- Double comparatives
- Phrasal verbs (2)

**Skills**
- Reading an announcement about a competition to find solutions to city problems
- Talking about city problems and their solutions
- Listening to an interview about life in some cities
- Writing a paragraph about what you like or dislike about city life

**Everyday English**
Offering help and responding

## GETTING STARTED

### How is your city?

**1** **Listen and read.** 8

***Trang:*** Hi, Ben. Sorry I couldn't get online earlier. I got stuck in a traffic jam and came home late.

***Ben:*** No problem, Trang. Did you go by bus?

***Trang:*** No. My dad picked me up. I rarely use the bus. It's slow and packed with people.

***Ben:*** I mostly get around by underground. It's more reliable than the bus.

***Trang:*** That's great.

***Ben:*** But traffic congestion is terrible in London. You know, the more crowded the city gets, the more congested the streets are.

***Trang:*** Yeah ... and the more polluted they may become. There's a construction site in my neighbourhood. It's dusty, so people easily get itchy eyes.

***Ben:*** It must be noisy, too. The noise probably makes people feel stressed sometimes.

***Trang:*** That's right. But new buildings make the city look modern and attractive. Do you remember the grand building downtown?

***Ben:*** Of course. How's it now? When I left Viet Nam, they nearly finished it.

***Trang:*** Well, it's now a shopping mall. Teens like it because it's modern and fun.

***Ben:*** Do you often go there?

***Trang:*** Sometimes. I watch movies there with my sister. I want to go there more often, but it's a bit pricey.

***Ben:*** It's expensive here in London, too ...





## 2 Read the conversation again and decide if the following statements are true (T) or false (F).

| | T | F |
|---|---|---|
| 1. The bus in Trang's city is slow and crowded. | | |
| 2. The underground system in Ben's city is unreliable. | | |
| 3. There is a dusty and noisy construction site near Trang's house. | | |
| 4. Trang thinks new buildings make the city look ugly. | | |
| 5. Both Trang and Ben find shopping malls expensive. | | |

## 3 Match the words / phrases with their pictures.



















1. congested road
2. construction site
3. the underground
4. itchy eyes
5. entertainment centre

## 4 Choose the correct answer A, B, C, or D.

1. I like getting around by _____. I hate the smell of car exhaust.
   A. underground B. private car
   C. taxi D. bus
2. Road dust may badly affect our _____.
   A. stomach B. back
   C. eyes D. leg
3. There's a _____ in my neighbourhood. It's noisy and dusty.
   A. building B. construction site
   C. hospital D. lake
4. The road is narrow, so _____ often occurs at rush hour.
   A. traffic light B. traffic flow
   C. traffic congestion D. traffic safety
5. Many teens fancy spending their weekends in an entertainment _____.
   A. industry B. value
   C. business D. centre

## 5 QUIZ A lifestyle survey: City life or village life?

**Complete the quiz. Then compare your choices with your friends' and the teacher's explanation. Which suits you more, life in the city or in a village?**

1. What kind of house do you want to live in?
   A. A small and modern apartment.
   B. A house with a garden.
2. How do you like to get around?
   A. By public transport.
   B. By motorbike or bicycle.
3. Where do you frequently enjoy visiting?
   A. Shops, restaurants, cinemas, and art galleries.
   B. Local farmers' markets.
4. How do you describe your favourite neighbourhood?
   A. Crowded and busy.
   B. Quiet and green.
5. How do you like to spend time outdoors?
   A. Going for a walk or running in the park.
   B. Doing gardening or visiting next-door neighbours.

# A CLOSER LOOK 1

## Vocabulary

**1** **Match the words / phrases with their explanations.**

| | |
|---|---|
| 1. downtown | a. an underground train system |
| 2. concrete jungle | b. a city or part of a city with many buildings next to each other |
| 3. sky train | c. the centre of a city, especially its main business area |
| 4. metro | d. things in a neighbourhood that make life more comfortable such as parks and shopping centres |
| 5. public amenities | e. a type of train that runs on a railway high above the ground |

**2** **Choose the correct answer A, B, C, or D to complete each sentence.**

1. The sky train is _____ with commuters at rush hour.
   A. packed B. full
   C. busy D. interesting
2. The town's public amenities make it a _____ place for its residents.
   A. crowded B. boring
   C. liveable D. dull
3. It's not always _____ on the metro. Pickpocketing sometimes takes place.
   A. careful B. dangerous
   C. noisy D. safe
4. It is often more _____ to live in the downtown than in the suburbs.
   A. convenient B. peaceful
   C. quiet D. silent
5. Hong Kong is like a concrete jungle with so many people in it. It's a _____ city.
   A. calm B. quiet
   C. bustling D. high

**3** **Complete the texts, using the words and phrases from the box.**

| | |
|---|---|
| metro | safe |
| liveable | concrete jungles |
| downtown | public amenities |

***John:*** City life is great! People can travel by public transport, like buses and the (1) _____. There are good schools and hospitals, and other (2) _____ such as parks, cinemas, and sports facilities. They make cities (3) _____ places for people.

***Jenny:*** City life is terrible! The (4) _____ area is too crowded. Public transport is always packed with people. Some cities are like (5) _____ with so many buildings. Some cities are not (6) _____ because of high crime rates.

## Pronunciation

**Diphthong revision: /aʊ/, /əʊ/, and /eə/**

**4** **Put the words in the correct column. Then listen and check.** 9

| | | |
|---|---|---|
| crowded | locate | square |
| outdoor | repair | airport |
| council | coastal | overseas |

| /aʊ/ | /əʊ/ | /eə/ |
|---|---|---|
| | | |

**5** **Read the sentences. Circle the words with /aʊ/, underline those with /əʊ/, and put a tick (✓) next to those with /eə/. Then listen, check, and practise the sentences.** 10

1. They go shopping downtown.
2. The chairman comes from a coastal city.
3. Buses in the old days were not as crowded as they are now.
4. She gets around the city easily thanks to the apps on her phone.
5. I hope we will arrive at the city square in time for the fashion show.

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# A CLOSER LOOK 2

## Grammar

### Double comparatives

**Remember!**

We use *the* with comparative adjectives to show that one thing or situation depends on another.
Example:
**The more developed** the city is, **the more crowded** it becomes.
**The nearer** we got to the suburb, **the less busy** the road was.

**1 Choose the correct option to complete each sentence.**

1. Lan isn't home yet. The later / more late it gets, the more worried I get about her.
2. He wants a new house. The larger the house is, the comfortable / more comfortable he feels.
3. She thinks the bigger the city is, higher / the higher the cost of living gets.
4. The famouser / more famous the city is, the higher number of tourists it can attract.
5. The larger population the town has, more difficult / the more difficult it is to find a job.

**2 Find a mistake in the underlined parts in each sentence below and correct it.**

1. I love the spicy food (A) in this city. The hottest (B) the food is, (C) the more (D) I like it.
2. I got stuck (A) in a traffic jam yesterday. The more congested (B) the road was, the tired (C) I became. (D)
3. The modern (A) the library is, (B) the more (C) attractive it is (D) to teenagers.
4. The streets are (A) getting dirtier. (B) The more crowded (C) this city is, more polluted (D) it becomes.
5. The denser (A) the buildings are, the more ugly (B) the city becomes. It'll soon look (C) like a concrete jungle. (D)

### Phrasal verbs (2)

**3 Match a phrasal verb in column A with a suitable word / phrase in column B.**

| A | B |
|---|---|
| 1. get around | a. noise pollution |
| 2. carry out | b. friends |
| 3. come down with | c. a project |
| 4. hang out with | d. the city |
| 5. cut down on | e. the flu |

**4 Complete each sentence with a phrasal verb in 3. You can change the form of the verb when necessary.**

1. I'm _____ a cold. I have a runny nose and a sore throat.
2. We all need to _____ using our cars and ride our bikes more to reduce air pollution.
3. When I was in town, I chose to _____ by bus.
4. Where do teenagers in your neighbourhood often _____ each other?
5. The authority is _____ a plan to solve traffic congestion in the downtown area.

**5 Work in pairs. Tell each other whether you agree or disagree with the following ideas.**

1. The busier the city is, the more unhappy its people are.
2. The older the city becomes, the less attractive it is to immigrants.
3. Your home town should cut down on noise pollution.

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# COMMUNICATION

## Everyday English

### Offering help and responding

**1** **Listen and read the conversations below. Pay attention to the highlighted parts.** 11

① ***Duong's dad:*** I can take you to the airport if you like.

***Duong:*** Thanks, Dad.

② ***Minh:*** Would you like me to give you a ride home?

***Hoang:*** Thank you. That's so kind of you.

**2** **Work in pairs. Make similar conversations with the following situations.**

1. Your friend doesn't know how to use the library smart card. You offer to show him / her.
2. A teacher wants to talk to Ms Hoa, but she is not there. You offer to write a note for Ms Hoa.

## Transport in the city

**3** **Work in pairs. Read the descriptions of three teenagers about their favourite means of transport. Then complete the table below.**

***Hoang:*** I live in the suburbs of Ha Noi. I use my bike to get around. It's convenient because I can ride it to places where the bus line doesn't reach. Going by bike might be a bit slow, but I can avoid traffic jams.

***Cholada:*** My favourite means of transport in Bangkok is the sky train. It's crowded at rush hour, but it's always on time. It doesn't get stuck in traffic jams, so I can save time travelling.

***Kathy:*** I love the tram in Melbourne. It offers a discount for students. Sometimes the tram is late, but it always updates its arrival on a smartphone app, so I know in advance and arrange my time easily.

| Name | Favourite means of transport | Advantage(s) | Drawback(s) | Why using it |
|---|---|---|---|---|
| Hoang | bike | convenient | slow | avoid (1) _____ |
| Cholada | (2) _____ | on time | (3) _____ at rush hour | save time travelling |
| Kathy | (4) _____ | (5) _____ for students | late | arrange time easily |

**4** **Make notes about a means of transport you are using.**

- Name of the means of transport
- Its advantage(s) and drawback(s)
- Why you choose to use it

**5** **Work in groups. Talk to your friends about the means of transport that you use. Use your notes in 4.**

## SKILLS 1

### Reading

**1** **Work in pairs. Match the words / phrases with their pictures.**

a



b



1. food waste
2. learning space
3. leftovers
4. cafeteria

c



d



**2** **Read part of an announcement about the Teenovator competition. Match the topics in the competition with their winners. There is one extra topic.**

List of topics:

A. The street-safe city
B. The teen-friendly city
C. The food-smart city
D. The waste-free city

Teenovator is an annual competition by the City Teen Council. We ask teens to find problems of the city and suggest solutions. Here are this year's winners.

**1. _____: Central School**

They see that the more developed a city is, the more food people throw away. They suggest carrying out a project which turns food waste into energy. Students would sort their leftovers at school canteens. A nearby farm would come to take the food waste and process it into biogas.

**2. _____: Bookworm Team**

This team feels that many public amenities, particularly the city library, are not teen-friendly. They suggest a list of changes so that the library can attract more teens. Some of **them** include designing lively learning spaces for teens and having teen's favourite desserts in the cafeteria.

**3. _____: Helena Wilson**

Helena realises that there are too many vehicles around school gates. This is unsafe for children who walk to school. She suggests that the city authorities not allow cars at school gates at drop-off and pick-up times. In addition, they should not let motorbikes park on the pavement near school gates.

**3** **Read the announcement again. Choose the correct answer.**

1. How often does the City Teen Council organise the Teenovator competition?

   A. Once a year.

   B. Twice a year.

   C. Every two years.

   D. Every three years.

2. Who would partner with Central School in Topic 1?

   A. The city council.

   B. The university's canteen.

   C. A biogas factory.

   D. A nearby farm.

3. What does the word "**them**" in Topic 2 refer to?

   A. Teen users.

   B. Changes.

   C. Learning spaces.

   D. Libraries.

4. Which topic has an individual winner?

   A. Topic 1.

   B. Topic 2.

   C. Topic 3.

   D. All topics.

5. Which of the following is INCORRECT about Helena Wilson?

   A. She suggests banning bikes at school gates.

   B. She wants the city authorities to take action.

   C. She thinks cars moving near school gates can cause accidents to children.

   D. Her concern is road safety around school for children.

## Speaking

**4** **Make a list of city problems and some solutions to them.**

Example:

| Problems | Solutions |
|---|---|
| – Dirty streets | – Tell people to throw rubbish away properly |
| – Lack of green spaces | – Plant more trees |

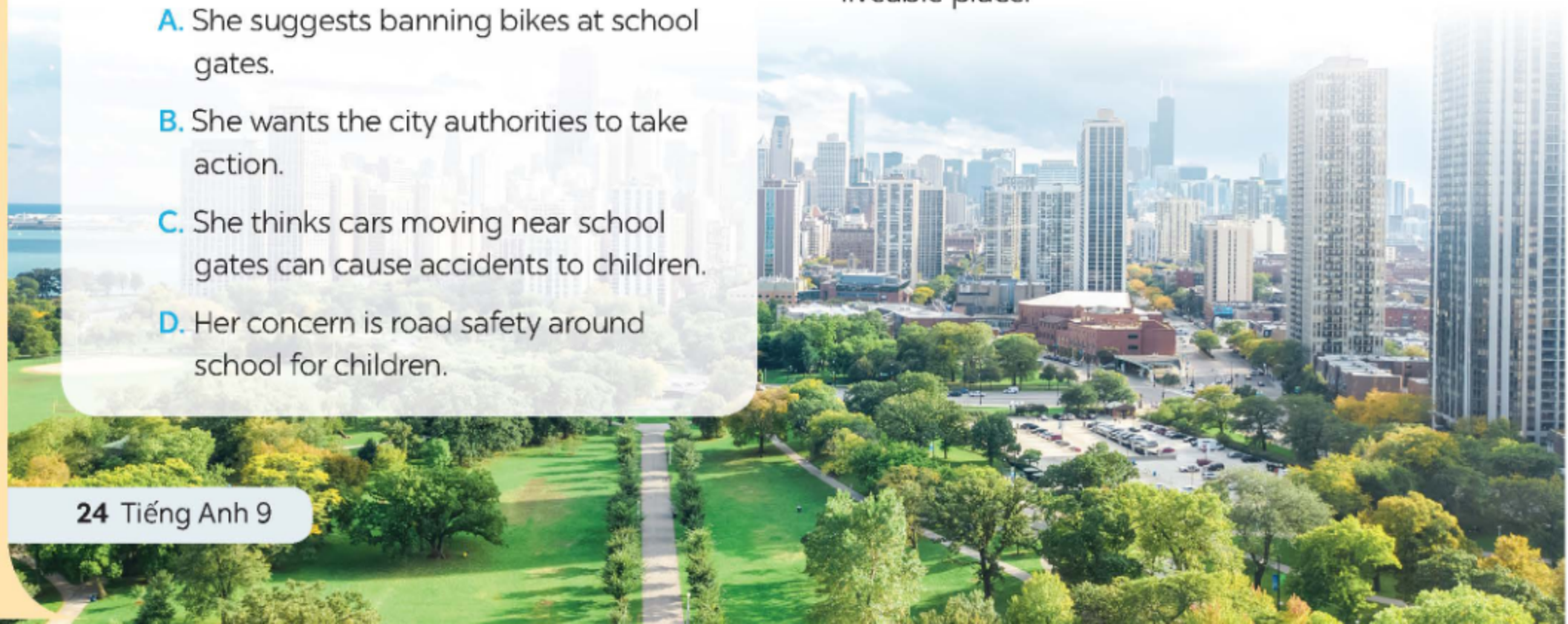


**5** **Work in pairs. Talk to your friends about the city problems and suggest solutions to them. You can use the ideas in 4.**

**Now report your discussion to the class.**

**You can use the structures below:**

There are several problems in our city. First, ... Second, ... To solve these problems, the city can ... Another solution is ... By doing so, the city can be a more liveable place.



## SKILLS 2

### Listening

**1** **Work in pairs. Tick (✓) the things that you want in your home town. Add more ideas if you have any.**

a. Nice parks ☐
b. Modern cinemas ☐
c. Air-conditioned buses ☐
d. Free sports facilities ☐
e. Convenient food stalls ☐
f. Wide roads ☐

**2** **Listen to an interview with three teenagers about life in their cities. Decide if the statements are true (T) or false (F).** 12

| | T | F |
|---|---|---|
| 1. There are many facilities for public use in Tom's city. | | |
| 2. Elena likes spending her free time in shopping malls. | | |
| 3. Food stalls are not popular in Chi's city. | | |
| 4. In Chi's city, many teens like street food more than food prepared at home. | | |

**3** **Listen again. Choose the correct answer A, B, or C.** 13

1. Where might this interview come from?

A. A chat show.
B. A documentary.
C. The daily news.

2. What is a problem in Tom's city?

A. Some buses don't have air-conditioners.
B. There are no parks.
C. Some roads are too wide.

3. What change does Elena suggest for her city?

A. A new shopping mall.
B. More free sports facilities.
C. More modern sports centres.

4. Chi thinks that _____ should tell teens about the drawbacks of street food.

A. parents and the city council
B. the city council and schools
C. parents and schools

### Writing

**4** **Work in pairs. Put the phrases from the box in the correct column.**

| | |
|---|---|
| too much noise | easy shopping |
| good health service | air pollution |
| high crime rate | heavy traffic |
| beautiful buildings | green space |

| What I like about city life | What I dislike about city life |
|---|---|
| | |

**5** **Write a paragraph (about 100 words) about what you like OR dislike about living in a city. You can use the ideas in 4 or your own ideas.**

**You can use the following outline:**

*I love / dislike city life. First,* _____

_____

*Second,* _____

_____

_____

*Third,* _____

_____

*In conclusion,* _____

_____.

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# LOOKING BACK

## Vocabulary

**1** **Choose the correct answer to complete each sentence below.**

1. It takes Jane 30 minutes to travel from her house in the suburbs / downtown to her office in the city centre.
2. Minh prefers the metro / sky train. He finds it more comfortable to go underground than above the ground.
3. The city centre is now packed with high buildings. It looks like an ugly public amenity / concrete jungle.
4. He loves the nightlife of his city. He thinks that it is lively / noisy.
5. Ho Chi Minh City is a slow / bustling city. It is always full of activities.

**2** **Fill in each gap with a word from the box to complete the passage.**

| | | |
|---|---|---|
| congestion | peaceful | safe |
| liveable | itchy | |



Mia lives in a small town. In the past, there were not many people living in the town, so it was rather quiet and (1) _____. Nowadays, it is totally different. The more crowded the town is, the less (2) _____ it becomes. Crime rates are increasing quickly. Moreover, many car drivers don't obey traffic rules, so they indirectly cause traffic (3) _____. Construction sites are everywhere in the town.



The dust and dirt from these sites have caused many problems for people's health, for example (4) _____ eyes, runny noses, and acne. All these things make Mia feel that her town is not as (5) _____ as before.

## Grammar

**3** **Complete the sentences with the particles in the box.**

| | |
|---|---|
| out (x2) | down with |
| down on | away |

1. People are throwing _____ tons of food each year. This is such a waste!
2. The shopping mall is a popular place for teens to hang _____ with one another these days.
3. The city council wants to cut _____ construction noise by 20% in the next five years.
4. The researchers carried _____ a study about people's attitudes towards their cities.
5. Many people come _____ the flu in winter.

**4** **Find a grammar mistake in each sentence and correct it.**

1. The dirtier the air gets, more difficult it is for people to breathe.
2. My brother likes to get up the city by bike, but I prefer using public transport.
3. Nearer the school is, the more convenient it is for the students.
4. She came up with a cold after walking in the heavy rain.
5. The more slow the Internet is, the angrier the users get.

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PROJECT

# A CITY IN THE FUTURE





**Work in groups.**

**1** **Imagine a future city you would like to live in. Complete the table.**

| My future city | |
|---|---|
| Population | |
| Types of house | |
| Transportation | |
| School | |
| Entertainment | |

**2** **Prepare a poster presentation on your future city. Use the information from your table in 1.**

**3** **Present your poster of the future city to your class.**

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| **Now I can ...** | ✓ | ✓✓ | ✓✓✓ |
|---|---|---|---|
| • use the words about city life.<br>• pronounce the diphthong sounds /aʊ/, /əʊ/, and /eə/ correctly in words and sentences.<br>• recognise and use double comparatives and some phrasal verbs.<br>• offer help and respond.<br>• read an announcement about a competition to find solutions to city problems.<br>• talk about city problems and their solutions.<br>• listen to an interview about life in some cities.<br>• write a paragraph about what I like or dislike about city life. | | | |

# Unit 3 HEALTHY LIVING FOR TEENS

**THIS UNIT INCLUDES:**

**Vocabulary**
Students' life and schoolwork

**Pronunciation**
Sounds: /h/ and /r/

**Grammar**
Modal verbs in first conditional sentences

**Skills**
- Reading about how someone could have a well-balanced life when he / she was at school
- Talking about how to have a well-balanced life as a secondary student
- Listening to some students' opinions about how to manage their time
- Writing a paragraph about how we can manage our time effectively

**Everyday English**
Asking for repetition and responding

## GETTING STARTED

### Advice from a School Counsellor

**1 Listen and read.** 14

***School Counsellor:*** Good morning, class. Welcome to our "Tips for Good Physical and Mental Health". In this session, feel free to ask any questions.

***Nick:*** How can we maintain good physical health?

***School Counsellor:*** You should get enough sleep, eat a healthy diet, and do physical exercise regularly.

***Mai:*** My parents say students of our age need to sleep at least eight hours a day. Is that right?

***School Counsellor:*** Yes, it is.

***Phong:*** But we often find it difficult to get a good night's sleep, especially before exams. Could you offer us any advice?

***School Counsellor:*** I understand that exams bring about lots of stress. You can reduce this stress by studying long before the exam, not waiting until the night before it.

***Phong:*** Thank you. Do you have any tips about looking after our mental health?

***School Counsellor:*** If you want to have good mental health, you should have a well-balanced life. I mean you should balance your study and life.

***Nick:*** But how can we balance them?

***School Counsellor:*** Well, you have to manage your time by planning your schedule and giving priority to your work. And you should keep a balance between study and play.



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

| | T | F |
|---|---|---|
| 1. The counsellor is giving advice on how to maintain good physical and mental health. | | |
| 2. According to Mai's parents, students shouldn't sleep more than eight hours a day. | | |
| 3. Many students find it easy to get a good night's sleep before exams. | | |
| 4. Nick doesn't know how to have a well-balanced life. | | |
| 5. The school counsellor advises the students to balance their study and play time. | | |





## 3 Match the words with their definitions.

| | |
|---|---|
| 1. physical | a. a person whose job is to help and support people with problems |
| 2. mental | b. connected with a person's body rather than their mind |
| 3. well-balanced | c. something that you think is more important than other things and should be dealt with first |
| 4. priority | d. connected with the state of health of the mind |
| 5. counsellor | e. having the right amounts of all the different parts that make up something |

## 4 Complete the sentences with the words in the box.

| | | |
|---|---|---|
| physical | counsellor | well-balanced |
| priority | mental | |

1. You should make a list of all the jobs you have to do and give _____ to them.
2. Maintaining a _____ life often means making time for the things you have to do, as well as the things you want to do in a suitable way.
3. The police asked them to describe his _____ appearance.
4. You need to maintain your physical and _____ health.
5. The _____ is willing to listen to the students to help them solve their problems.

## 5 Work in pairs. Interview each other about how healthy you are. Give each other advice.

Example:

***A:*** How healthy are you?

***B:*** I'm tired.

***A:*** You should take a break and do some physical exercise.

## A CLOSER LOOK 1

### Vocabulary

**1** **Circle the correct word or phrase to complete each sentence.**

1. It's always difficult for students to give / make priority to work, school, and family.
2. David works out at his home gym to maintain his mental / physical health.
3. Well-balanced / Badly balanced living is hard to achieve if you have many things to do.
4. Managing / Making time means organising and planning how to divide your time between different activities.
5. I tried to accomplish / get my goal of cycling five kilometres a day.

**2** **Match the words and phrases with their definitions.**

| | |
|---|---|
| 1. delay | a. the planned day and time that something is required to be completed |
| 2. due date | b. believing that good things will happen |
| 3. optimistic | c. too anxious and tired to be able to relax |
| 4. stressed out | d. things that stop you from paying attention to what you are doing |
| 5. distractions | e. not to do something until a later time |

**3** **Complete the sentences with the words and phrases from 2.**

1. I want to know the _____ for my history assignment.
2. I'm trying to go to bed earlier because I'm feeling _____ at the moment.
3. He intended to _____ telling her the news, waiting for the right moment.
4. I'm _____ about the result of the exam I took last week.
5. I prefer to study in the school library because there are too many _____ at home.

### Pronunciation

**/h/ and /r/**

**4** **Listen and repeat the words. Pay attention to the sounds /h/ and /r/.** 15

| /h/ | /r/ |
|---|---|
| healthy | regularly |
| happiness | really |
| habit | ready |
| ahead | worrying |
| perhaps | several |

**5** **Listen and practise the sentences. Pay attention to the bold words with /h/ and /r/.** 16

1. Keep **healthy** by eating well and exercising **regularly**.
2. **He** usually does **his homework** and then **reads** a good book.
3. I'm **ready** to change my eating **habits**.
4. I finished **several** days **ahead** of the due date.
5. She's always **worrying** about **her** physical **health**.

# A CLOSER LOOK 2

## Grammar

### Modal verbs in first conditional sentences

**Remember!**

In the standard form of first conditional sentences, we use the present simple tense in the *if-clause* and *will + bare infinitive* in the main clause. Instead of *will*, we can use modal verbs, such as *can, must, may, might, should,* etc. in the main clause to express ability, permission, necessity, possibility, advice, etc.

Example:

If you do physical exercise regularly, your health **will** improve. (standard form)

If she trains harder, she **can** run faster than you. (ability)

If you finish your paper, you **can** hand it in and leave for home. (permission)

If you want to have good mental health, you **should** balance your study and life. (advice)

He **may** / **might** get a good job if he is good at IT. (possibility)

You **must** get rid of all the distractions if you want to manage your time effectively. (necessity)

**1 Write the correct form of each verb in brackets.**

1. If Mai (not want) _____ to gain weight, she shouldn't eat much fast food.
2. If you stay up too late tonight, you might (feel) _____ tired tomorrow morning.
3. You should (sleep) _____ eight hours a night if you want to be awake and fully alert.
4. If Tom (complete) _____ his assignment on Friday, he can go out with his friends at the weekend.
5. You must (be) _____ careful if you don't want to get burnt.

**2 Circle the correct modal verbs to complete the following sentences.**

1. She can / should go home early if she finishes her work.
2. If you train hard, you might / shouldn't win the first prize.
3. If they don't want to be punished, they must / may follow the rules.
4. If students have an upcoming exam, they shouldn't / can't wait to study until the day before it.
5. If you're having a bad day, you should / may do your best to get through it.

**3 Match the first half of the sentence in A with the second half in B.**

| A | B |
|---|---|
| 1. If you spend too much time on the computer, | a. you can make your favourite food at home. |
| 2. If you put too much sugar in your coffee, | b. you should use a calendar to plan your work ahead. |
| 3. If you want to manage your time effectively, | c. you may put on more weight. |
| 4. If you want to have perfect white teeth, | d. you might get shoulder pains. |
| 5. If you take a cooking class, | e. you must brush your teeth regularly. |



**4** **What will you say in each situation below? Use first conditional sentences with modal verbs.**

1. Your friend wants to lose weight. You advise him / her to eat less high fat food and do more exercise.
2. Your friend invites you out for an ice cream, but it's possible that you will have a sore throat.
3. Your roommate often stays up late at night. You think it is necessary to get enough sleep every night; otherwise, his health will suffer.
4. Your little brother wants to go for a swim. You agree but ask him to finish all his homework first.
5. You're able to make a delicious pizza when you have all the needed ingredients.



**5** **Complete the sentences with your own ideas using the modal verbs you have learnt.**

1. If you spend too much time playing computer games, _____ _____.
2. If you want to get a good night's sleep, _____ _____.
3. If you don't feel well, _____ _____.

# COMMUNICATION

## Everyday English

### Asking for repetition and responding

**1** **Listen and read the conversations. Pay attention to the highlighted sentences.** Track 17

① ***Mai:*** Can you open the door, Tom?
***Tom:*** Sorry?
***Mai:*** Can you open the door, please?

② ***Nick:*** Excuse me. Would you mind showing me the way to the post office?
***Woman:*** I beg your pardon.
***Nick:*** Would you mind showing me the way to the post office?

**2** **Work in pairs. Make similar conversations for the following situations.**

1. You ask your friend to pass the book, but he / she can't hear what you say.
2. A stranger asks you the way to the nearest bus station, but you can't hear what he / she says.

## Tips for being happy on school days

**3** **Read the text and complete each sentence that follows with a suitable word.**

**Do nice things to others**

Praise or encourage your classmates for a fun activity. Thank your teacher for his or her interesting lesson. Making other people feel happy can bring you great happiness.

**Don't delay**

When you complete your homework or assignment ahead of time, you will feel less worried about it. Don't wait to study until the night before a test. Instead, study one or two hours regularly a day.

**Take care of yourself**

Get enough sleep and eat healthy food. Do exercise regularly and do some activities you like. Taking care of yourself can bring you good health and happiness.

**Be optimistic**

There will always be bad things and difficulties to overcome at school, but they don't last long. If you have an unhappy day, you should try to get through it!

1. You should make others feel _____ by giving them encouragement or being thankful to them.
2. You shouldn't _____ doing your homework or assignment or preparing for a test. This will reduce your stress.
3. Getting enough sleep, eating healthy food, and doing what you like can bring you good health and _____.
4. You should always be expecting good things to happen and try to _____ difficulties.

**4 Work in groups. Write tips for one of the following situations.**

1. A friend of yours cannot get a good night's sleep.
2. A friend of yours does not feel very well.
3. A friend of yours cannot remember the words he / she learnt.

**5 Present your tips to the class.**

## SKILLS 1

### Reading

**1 Work in pairs. Discuss the following question.**

How is a well-balanced life important for students?

**2 The following text is about how a successful teen celebrity kept a well-balanced life when he was at school. Read the text and match each highlighted word with its meaning.**

When I was at school, I had to learn how to have a well-balanced life in order to reduce stress and anxiety. Below are some of the typical things I did.

Firstly, I managed my time properly. I started to plan my schedule, made a weekly work list and gave priority to some of my work. This helped me concentrate my efforts on my most important tasks.

In addition, I communicated with my family, friends, and teachers about my busy schedule and problems, so they would offer me additional support.

I also took breaks appropriately because they helped me keep away from stress and anxiety, and gave my brain a rest and improved my mood.

Finally, I looked after my physical health. I got at least eight hours of sleep a day. I played football with my classmates twice a week and went for a walk with my grandparents early every morning. Besides, I also tried to follow a healthy diet. I ate a lot of fruit and vegetables. I ate little fattening foods and avoided junk foods like chips, cookies, pizza, etc.

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| | |
|---|---|
| 1. anxiety | a. more than the amount you expected or agreed to |
| 2. additional | b. likely to make you fat |
| 3. appropriately | c. the state of feeling nervous or worried that something bad is going to happen |
| 4. fattening | d. in a way that is suitable or right for a particular situation |

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

1. Why did the teen celebrity have to learn how to have a well-balanced life when he was a student?
2. What did he do to manage his time properly?
3. Why did he communicate with his family, friends, and teachers about his schedule and problems?
4. Why did he take breaks?
5. How did he follow a healthy diet?

## Speaking

**4** **Work in pairs. Ask and answer the following questions about how to have a well-balanced life. Make notes of your partner's answers.**

1. How can we manage our time properly?
2. How can we spend time with our friends, teachers, and parents?
3. How can we avoid stress and anxiety?
4. How can we take care of our physical health?

**5** **Work in groups. Take turns to talk about your partner's ideas about how to have a well-balanced life.**

Example:

I talked with ... about how he / she manages a well-balanced life. First, ...

# SKILLS 2

## Listening

**1** **Work in pairs. Discuss the following question.**

How do you make time for study and other activities?

**2** **You will hear Trang, Phong, and Tom talking about how to manage their time effectively. For each student (1 – 3), choose the opinion (A – C) each of them expresses.** 18

| | |
|---|---|
| 1. Trang | |
| 2. Phong | |
| 3. Tom | |

| Opinions |
|---|
| A. I don't let things distract me from the schoolwork that I have to do. |
| B. Using a calendar to plan my work ahead helps me manage my time effectively. |
| C. I try not to delay doing my homework and working on my projects and coming tests. |

**3** **Listen again and choose the correct answer A, B, or C.** 19

1. Trang enters what she has to do into a _____ at the beginning of each term.

A. poster B. routine

C. calendar

2. Trang often uses _____ colours to mark project due dates and exam times on her calendar.

A. different B. the same

C. similar

3. Phong turns off his cell phone and signs out of social media _____ when he starts his work.

A. accounts B. networks C. websites

4. Tom tries not to _____ homework until just before the due date.

A. leave B. complete C. submit

5. Tom _____ his projects and coming tests and adds them to his schedule.

A. prepares B. reviews C. revises

## Writing

**4** **Match the time management tips in column A with the explanations and / or reasons in column B.**

| A | B |
|---|---|
| 1. Making a plan or schedule for things you need to do, including appointments, projects, homework and tests | a. You should decide which is the most urgent and important task so that you can concentrate on it first. By doing this, you may not be at a loss to deal with too much work at the same time. |
| 2. Giving priority to the most important task | b. An effective routine can help you accomplish the things you need to do. The more you follow a daily routine, the less you will worry or get stressed. |
| 3. Building an effective daily routine | c. You can plan your work ahead by using a calendar, a diary, or a mobile app. It helps you remember what you need to accomplish and when you should do it. |

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**5** **Write a paragraph (about 100 words) about how to manage your time effectively. Use the tips in 4 or your own ideas.**

*There are many things we should do to manage our time effectively. Firstly,* _____

_____

_____

_____

_____

_____.

# LOOKING BACK

## Vocabulary

**1 Complete the sentences with the correct words and phrases in the box.**

| | | |
|---|---|---|
| stressed out | priority | delay |
| well-balanced | due date | |

1. A _____ meal or diet contains all the different things you need to keep you healthy.
2. The _____ for the project is next Friday.
3. I've got too much to do, and I'm completely _____.
4. Nick gave _____ to tasks at his job because he couldn't do everything he wanted today.
5. You may not feel better if you _____ going to the doctor.

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

1. To most people, _____ living means both physical and mental health are functioning well together.

   A. healthy B. unhealthy

   C. health D. healthily

2. When we _____ our task, we headed home.

   A. succeeded B. won

   C. accomplished D. managed

3. She's in poor health, but she's _____ about her future.

   A. optimistic B. negative

   C. pleased D. unhappy

4. There are too many _____ in this classroom – it's hard for me to pay attention to the lesson.

   A. difficulties B. distractions

   C. obstacles D. omissions

5. He was in a good _____ when he got home from school.

   A. mind B. feeling

   C. attitude D. mood

## Grammar

**3 Complete the sentences with the correct modal verbs in the box. A modal verb can be used twice.**

| | | | |
|---|---|---|---|
| can | must | should | might |

1. If you don't want to get in an accident, you _____ follow these safety instructions.
2. If you take these pills, you _____ feel better soon.
3. You _____ come and join us if you like.
4. If you feel unwell, you _____ consult a doctor.
5. If she tries hard, she _____ speak English better than you.

**4 Circle the most suitable modal verbs to complete the sentences.**

1. He **shouldn't** / **may not** / **cannot** stay up late tonight if he wants to feel awake and alert tomorrow morning.
2. Nick **should** / **can't** / **might** be very excited if we invite him to our home.
3. Mai **can** / **must** / **should** be good at time management if she takes a training course at school.
4. If you want to save on your electricity bills, you **must** / **can** / **might** turn off all the electrical equipment before going out.
5. If you help me tidy our flat this morning, you **must** / **can** / **can't** go out this afternoon.

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PROJECT

# How Good Are Your Classmates at Time Management?




**1** **Work in groups. Ask your classmates about how good they are at time management. Write their answers in the table.**

| Questions | Student 1 | Student 2 | Student 3 | Student 4 | Student 5 |
|---|---|---|---|---|---|
| 1. Do you often create and follow a schedule or to-do list to manage your time efficiently? | | | | | |
| 2. Do you often prioritise your tasks effectively to ensure timely completion? | | | | | |
| 3. Do you consistently complete tasks and projects within the given deadlines? | | | | | |
| 4. Do you usually avoid delaying and stay focused on your tasks? | | | | | |
| 5. Do you often use productivity tools or techniques to enhance your time management skills? | | | | | |

**2** **Work in groups again. Count the answers you have got for each student.**

**0** *Yes* answer: Very poor at time management
**1-2** *Yes* answers: Poor at time management
**3-4** *Yes* answers: Good at time management
**5** *Yes* answers: Excellent at time management

**3** **Present your group's findings on how good your classmates are at time management.**

| Now I can ... | ✓ | ✓✓ | ✓✓✓ |
|---|---|---|---|
| • use the words about students' life and schoolwork.<br>• pronounce the sounds /**h**/ and /**r**/ correctly in words and sentences.<br>• use modal verbs in first conditional sentences.<br>• ask for repetition and respond.<br>• read about how someone could have a well-balanced life when he /she was at school.<br>• talk about how to have a well-balanced life as a secondary student.<br>• listen to some students' opinions about how to manage their time.<br>• write a paragraph about how I can manage my time effectively. | | | |

# REVIEW 1 (UNITS 1 - 2 - 3)

## LANGUAGE

### Pronunciation

**1** **Choose the word in which the underlined part is pronounced differently.**

1. A. below B. down C. town D. nowadays
2. A. ahead B. handicraft C. honour D. hospital
3. A. meat B. read C. heater D. wear
4. A. head B. bread C. leave D. instead
5. A. carry B. garbage C. paragraph D. attraction

### Vocabulary

**2** **Choose the correct answer A, B, C, or D to complete each sentence.**

1. It's necessary to decide which we should _____ priority to: work or study.
   A. make B. give C. bring D. take
2. I don't like living in this area because it is like a _____ with all these tall buildings.
   A. concrete jungle
   B. tourist attraction
   C. concrete wood
   D. green space
3. They were happy because their children _____ their goal of attending a famous university.
   A. administered B. got C. accomplished D. ended
4. There is a sense of _____ in our neighbourhood; we care for and help each other.
   A. humour B. community C. responsibility D. duty
5. My grandfather is a skilful _____; he can make unique vases.
   A. maker B. worker C. employee D. artisan

**3** **Fill in each blank with the suitable form of the word given.**

1. *Bun hen* is a local _____ of this area, so you must try it. (special)
2. My brother is working as an _____; he repairs electrical equipment very well. (electric)
3. She tried to _____ my attention from the interesting film on TV. (distraction)
4. There is a _____ site near our house, so it's quite noisy. (construct)
5. My neighbourhood is not the best place, but it's _____. (live)

### Grammar

**4** **Choose the correct answer A, B, C, or D to complete each sentence.**

1. My sister and I are trying to _____ sweet food and soft drinks.
   A. carry out B. cut down on C. hand down D. come down with
2. When we visit a city, we usually _____ its downtown.
   A. look after B. find out C. look around D. pass down
3. The _____ he gets, the _____ he becomes.
   A. more old; more experienced
   B. older; experienced
   C. more older; more experienced
   D. older; more experienced
4. The _____ my neighbourhood gets, the _____ I feel.
   A. bigger; less secure
   B. bigger; fewer secure
   C. more big; less secure
   D. more bigger; less secure
5. If you finish reading a book, you _____ put it back on the shelf. It's necessary.
   A. will B. should C. may D. can

**5** **Write the correct form of each verb in brackets.**

1. If Lan (want) _____ to focus on her homework, she should turn off the TV.
2. I don't know who (ask) _____ for advice about my future career.
3. If he (continue) _____ making noise, he must leave immediately.
4. They are wondering what (buy) _____ for their grandmother on her birthday.
5. We can make the air in the city cleaner if we (not use) _____ our cars as much.

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# SKILLS

## Reading

**1** **Read parts of the notices about different workshops for teens. Tick (✓) the appropriate box(es) to show which workshop has the following features.**

**A.**
This workshop focuses on designing posters on Canva. You'll use your new skills to make a poster with any themes you like on Canva. We've got a lot of sample posters and poster templates to give you ideas. You'll have a chance to work with our experienced instructors and to present your poster at the end, too.

**B.**
Our workshop is all about dealing with problems teens face in their daily life. You'll have a chance to talk about your own problems, and our counsellors will help you solve them. We'll also share with you tips on time management, priority setting, and how to live a healthy life.

**C.**
This workshop shows you how to choose good ingredients and cook healthy dishes. You'll have a chance to practise choosing and buying meat and vegetables in a nearby supermarket. You'll also be able to cook some dishes at the workshop. Our professional cooks will give you feedback to improve your cooking.

| | A | B | C |
|---|---|---|---|
| 1. Teens will practise doing things, using the new skills. | | | |
| 2. Teens can work with professional people. | | | |
| 3. It deals with teens' daily problems. | | | |
| 4. Teens can improve their skills based on the feedback from professionals. | | | |
| 5. Teens will present their product. | | | |

## Speaking

**2** **Work in groups. Discuss with your partners to decide what kind of workshop you would like to have at your school. Use the following questions as cues. Take notes of your answers and report them to the class.**

1. What kind of workshop would you like to have at your school? Why?
2. What can students do at the workshop?
3. What can they learn from the workshop?
4. Who do you think should be invited to lead the workshop?

## Listening

**3** **Listen to Demi, a student from the Netherlands, talking about her life in the city and in the countryside. Fill in each blank with no more than TWO words.** Track 20

1. Demi used to live in London for _____ with her parents.
2. At weekends, they usually visited attractions and _____.
3. Now Demi lives in one of the _____ villages in the world.
4. In the village, people only _____, walk, or cycle.
5. Her favourite place of interest is the _____.

## Writing

**4** **Write a paragraph (about 100 words) about three things that make you proud of your community. You may use the following questions as cues.**

1. What are the three things that make you proud of your community?
2. Why does each of them make you feel proud?

*I feel proud of three things in my community.*
*Firstly,* _____
_____
_____
_____.

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# Unit 4 REMEMBERING THE PAST

**THIS UNIT INCLUDES:**

**Vocabulary**
- Life in the past
- Preserving values of the past

**Pronunciation**
Sounds: /m/ and /l/

**Grammar**
- Past continuous
- *Wish* + past simple

**Skills**
- Reading about how English people keep their cuisine alive
- Talking about a typical traditional Vietnamese dish
- Listening about old school days
- Writing a paragraph about old school days

**Everyday English**
Thanking and responding

## GETTING STARTED

### At an English lesson

**1 Listen and read.** 21

***Teacher:*** Now let's look at what you've done on your projects. Group one first, please.

***Mi:*** OK. This is Angkor Wat in Cambodia. It's a temple complex, the largest religious monument in the world.

***Teacher:*** Fantastic! When did people build it?

***Mi:*** They built it in the 12th century. It's a World Heritage Site. Millions of visitors go there every year.

***Teacher:*** Thank you. I wish I could go there one day too. And now group two, please.

***Nam:*** Our project is about Dinh Bang Communal House in Bac Ninh Province - a national historic site. People were building it for 36 years, and it's about 300 years old!

***Teacher:*** Great! It's quite magnificent! Now group three, please.

***Lan:*** Well, this is Windsor Castle in England. It was built about a thousand years ago. It's been the home for about 40 English kings and queens.

***Teacher:*** Yeah. It's the oldest and largest occupied castle in the world.

***Mi & Nam:*** Amazing! So we need to preserve our heritage for future generations.

***Teacher:*** Right. Thanks to preservation efforts, we know a lot about our history and life in the past.





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

1. How old is Angkor Wat?
2. What is Dinh Bang Communal House like?
3. Where is Windsor Castle?
4. What helps us know about our history and life in the past?

## 3 Complete each sentence with a word or a phrase from the box.

| | | |
|---|---|---|
| occupied | magnificent | thanks to |
| heritage | well preserved | |

1. The best way to preserve our cultural _____ is to share it with others.
2. Vietnamese people take great pride in their culture which has been _____ for thousands of years.
3. The foreign tourists gave a _____ performance of the Vietnamese folk songs and dances.
4. _____ your kind contribution, we were able to save the ancient monument.
5. Many beautiful old castles are no longer _____.







## 4 Look at the pictures and complete the sentences.

1. This is a standard serving of _____ with a slice of lemon.
2. The _____ house has a significant meaning in the Bahnar community.
3. In the square, there is a _____ dedicated to the people killed in the war.
4. They have decided to rebuild the _____ which was damaged in the disaster.
5. In Nam Dinh Ward, Ninh Binh Province, there is a complex of three _____ where people worship the Tran Dynasty's Kings and royal family members.







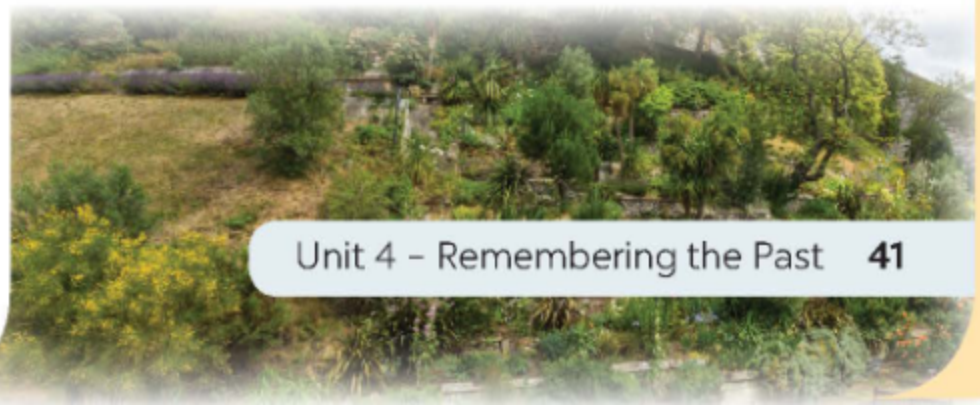




## 5 GAME Remembering past events

**Work in two groups. Give short answers to the following questions. The group with more correct answers wins.**

1. Who decided to move our capital from Hoa Lu to Dai La (Thang Long) in 1010?
2. When did Columbus discover the Americas?
3. When was the United States founded?
4. When did Nguyen Ai Quoc first go abroad?
5. What happened in world history in 1914?
6. Who was the last king of Viet Nam?



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# A CLOSER LOOK 1

## Vocabulary

**1** **Complete the following table. There is one example.**

| Verb | Noun |
|---|---|
| *protect* | *protection* |
| 1. promote | |
| 2. recognise | |
| 3. contribute | |
| 4. observe | |
| 5. preserve | |
| 6. occupy | |

**2** **Complete the following sentences, using the correct forms of the words from 1.**

1. People in these mountainous areas still _____ their local customs and traditions.
2. The invention of the seat belt made a good _____ to road safety.
3. We believe that _____ of these old structures will benefit the community in many ways.
4. The aim of the culture festival is the _____ of friendship and tourism.
5. In 2006, Duong Lam became the first village that was _____ as a national historic and cultural relic.

**3** **Complete the following sentences with the words from the box.**

| | | |
|---|---|---|
| magnificent | takeaway | heritage |
| generations | structures | |

1. Stonehenge, England, one of the oldest stone _____ in the world, is about 5,000 years old.
2. If you are busy, you can get a _____ from one of these restaurants.
3. It's our duty to keep our customs and traditions alive for future _____.
4. Windsor Castle is about a thousand years old but it's absolutely _____.
5. We need a lot of effort to safeguard and preserve our _____.

## Pronunciation

**/m/ and /l/**

**4** **Listen and repeat the words. Pay attention to the sounds /m/ and /l/.** 22

| /m/ | /l/ |
|---|---|
| monument | landscape |
| magnificent | celebrate |
| programme | value |
| custom | culture |
| grandma | national |

**Remember!**

There are two types of sound /l/: light /l/ and dark /l/.

- **Light /l/** comes before a vowel sound: light, holiday, ...
- **Dark /l/** appears after a vowel sound or at the end of a word: milk, castle, ...

**5** **Listen and repeat the sentences. Pay attention to the underlined words.** 23

1. The collection includes objects of the Middle Ages.
2. You should be careful when shopping in this mall.
3. This monument is small but magnificent.
4. They maintain these windmills as working museums.
5. David fell off his bike and hurt his ankle.

## A CLOSER LOOK 2

### Grammar

**The past continuous**

**1** **Put the verbs in brackets in the past continuous.**

1. My dad first met my mum when he (visit) _____ Hoi An Ancient Town.
2. Tom had a nightmare while he (sleep) _____ in the camp by the old castle.
3. David hurt his foot while he (go) _____ down the steps of the pagoda.
4. My brother was just sitting while I (look) _____ around the weaving workshop.
5. _____ you (watch) _____ TV at 9 p.m. last night? There was a very good programme on Duong Lam Ancient Village preservation.

**Remember!**

- We use the past continuous to describe an action that was happening at a particular time in the past, or a past action that was happening when another action interrupted it.
- We also use the past continuous to emphasise how long an action took and how much time somebody spent doing it. We usually use adverb phrases that explain the length of time such as:

  all morning / week / year
  for hours / days / weeks / months / years

  Example:

  We **were cooking** all morning because we had our friends coming for lunch.

**2** **Complete the sentences, using the past continuous forms of the given verbs.**

| | | |
|---|---|---|
| live | make | preserve |
| work | build | |

1. People _____ the monument for years because it had great value.
2. When I finished school, my family _____ in the countryside.
3. People _____ the Taj Mahal – a World Heritage Site while Shah Jahan was emperor.
4. "_____ you still _____ on the coffee farm when the war broke out, Grandpa?"
5. I _____ a presentation when the microphone stopped working.

***Wish* + past simple**

**Remember!**

We use *wish* + past form verb when we want something now or in the future to be different.

**Subject + wish + subject + past simple**

Example:

**I wish I had** enough money to travel around the world.

**I wish (that) my mother didn't have to** work so hard.

**3** **Put the verbs in brackets in the correct forms.**

1. The children wish they (get) _____ more presents every Christmas.
2. I wish I (have) _____ enough money to visit London and Windsor Castle.
3. Do you wish we (have) _____ a swimming pool in our school?

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4. We wish we (can spend) _____ our summer holiday at the seaside.

5. I wish I (can go) _____ back to my grandparents' time.

**4** **Read the passage and write down five things that Jenny might wish for. Look at the example.**

My sister Jane is very untidy. She and I share the same room, but I have to clean it every day. Whenever she's at home, she lies in bed reading or playing computer games. She often puts her dirty clothes on my bed. I'd like to have my own room, but it's impossible now. I hope she can change her way one day.

*Jenny, 14*

Example:

Jenny wishes (that) her sister Jane was tidy.

_____

_____

_____

_____

**5** **Work in pairs. Tell your partner three wishes.**

**You can refer to the following:**

- Your everyday life
- Your study at school
- Your family (family members, relationship, ...)
- Your friends

...

Example:

I wish I had a dishwasher to do the washing-up for me every day.

## COMMUNICATION

### Everyday English

**Thanking and responding**

**1** **Listen and read the conversations. Pay attention to the highlighted parts.** 24

① *Kate:* Thank you very much for showing us around Angkor Wat.

*Guide:* You're welcome.

② *Alice:* Thanks a lot for telling us about life in the countryside.

*Mi:* No problem.

**2** **Work in pairs. Make similar conversations to express thanks and respond in the following situations.**

1. You thank the village head for showing you around the craft workshop.
2. You thank your friend for lending you an interesting book.

### How our families keep traditions alive

**3** **Read the passage and complete the table.**

Most of Vietnamese families have customs and traditions that they have observed for many generations. Firstly, they worship their ancestors, and they celebrate their death anniversaries every year. That's the way they show their gratitude to their ancestors and teach their young children about traditions. Secondly, they take part in many national and regional festivals, for example the Mid-Autumn Festival and the New Harvest Festival. Thirdly, they celebrate

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many holidays during the year such as Tet and National Day. In this way, they keep their traditions alive and pass them down to the next generation.

| Anniversaries | Festivals | Holidays |
|---|---|---|
| 1. _____ anniversaries | 2. _____ Festival<br>3. _____ Festival | 4. _____<br>5. _____ |

**4** **Work in pairs. Ask and answer about how your family observes customs and traditions.**

**You can refer to 3 above.**

Example:

*A:* What festival(s) does your family celebrate every year?

*B:* We celebrate Hung Kings' Temple Festival.

...

**5** **Work in groups. Give a short talk about one of the things in 4 that you and your family do to preserve traditions, for example celebrating family members' birthdays.**

**You can begin your talk like this:**

We celebrate each family member's birthday every year. When someone's birthday is coming, all of us happily prepare for it. ...



## SKILLS 1

### Reading

**1** **Work in groups. Discuss the following question.**

What do you know about England?

**2** **Read the text and write the underlined words in the box.**

England's traditions have been around for hundreds, even thousands of years. English cuisine is among the deep-rooted traditions that English people are proud to keep alive.

Typical English cuisine has developed over many centuries, and people say that fish and chips is the most English dish of all. It is believed that fish and chips appeared in England in the 19th century. The earliest fish and chip shop opened in London during the 1860s. Since then people have considered fish and chips to be England's national dish, and it is now a common takeaway in the United Kingdom.

The basic ingredients of the dish are fried fish served with chips. People in different places may add peas, vinegar, lemon, or ketchup. Fish and chips is served hot as the main dish in England. Although there is oil and carbohydrates in fish and chips, it is healthier than other takeaway dishes.

Now there are fish and chip shops in many countries, and it is becoming more and more popular in other countries too. Preserving and promoting fish and chips is the way English people keep themselves associated with the past.



| Meaning / Explanation | Word |
|---|---|
| 1. linked or connected | _____ |
| 2. difficult to change or destroy | _____ |
| 3. started to be seen | _____ |
| 4. necessary and important | _____ |

**3** **Read the text again and tick (✓) T (True) or F (False) for each sentence.**

| | T | F |
|---|---|---|
| 1. English people take great pride in their traditions. | | |
| 2. Fish and chips has been around for hundreds of years. | | |
| 3. The earliest fish and chip shop opened in London in 1860. | | |
| 4. Peas, vinegar, lemon, or ketchup are necessary for fish and chips. | | |
| 5. Fish and chips is not healthy as it has a lot of oil. | | |
| 6. Fish and chips is sold in many countries now. | | |

## Speaking

**4** **Work in pairs. Match 1 - 5 in column A with a - e in column B.**

| A | B |
|---|---|
| 1. name of the dish | a. glutinous rice, green beans, pork |
| 2. history | b. at Tet, on the Hung Kings' anniversary |
| 3. basic ingredients | c. *banh chung* |
| 4. on what occasion it's eaten | d. traditional dish |
| 5. type of dish | e. originated in 6th Hung King's time |

**5** **Work in groups. Match the Vietnamese dishes with their names in English.**







1. pancake
2. five-colour sticky rice
3. beef noodle soup
4. white rice
5. spring rolls










**Choose a typical traditional Vietnamese dish and talk about it.**

Your talk should include:

- the name of the dish
- the basic ingredients
- when / on what occasion it is eaten
- whether you like it or not



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## SKILLS 2

### Listening

**1** **Match each phrase with the right picture.**

1. walking barefoot
2. talking face to face
3. playing a traditional game










**2** **Listen to the talk between Thanh and his grandma and tick (✓) the things you hear.** 25

1. Three-month summer holiday ☐
2. Lessons in the morning only ☐
3. A lot of extra lessons ☐
4. Walking barefoot ☐
5. Chatting on mobile phones ☐

**3** **Listen again and choose the correct answers.** 26

1. The conversation is generally about Thanh's _____.

   A. school days

   B. grandma's school days

   C. grandma's life in the past

2. Thanh's grandma didn't have a lot of _____.

   A. homework

   B. lessons

   C. subjects

3. Thanh's grandma _____ went to school on foot.

   A. always

   B. sometimes

   C. never

4. Students in the past played _____ during break time.

   A. computer games

   B. games on mobile phones

   C. traditional games

### Writing

**4** **Work in pairs. Ask and answer about school days in the past.**

Your talk may include the following:

- school time (When ...)
- school subjects (What ...)
- leisure time activities (What ...)
- summer holiday (How long ...)
- means of transport to school (How ...)

You can refer to the listening text for your answers.

**5** **Write a paragraph (100 – 120 words) about school days in the past.**

You can begin your writing with:

In the past, students had lessons in the morning only. _____

_____

_____

_____

_____

_____

_____

_____.

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# LOOKING BACK

## Vocabulary

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

1. In keeping with _____, we cook five-colour sticky rice on the first day of a lunar month.

A. tradition B. habit

C. ritual D. practice

2. Sam is very interested in history, and he remembers a lot of historical _____ and dates.

A. traditions B. events

C. anniversaries D. practices

3. The fire of London in 1666 destroyed thousands of old _____ and damaged a large part of London's centre.

A. organisations B. structures

C. associations D. connections

4. This practice was more common in _____ times than it is now.

A. beginning B. antique

C. historic D. ancient

5. This complex of buildings was _____ by foreign troops during the war.

A. received B. busy

C. occupied D. filled

**2 Finish the sentence by completing each blank with a word. The first letter of each word is given.**

1. The custom of w_____ ancestors is a beautiful and rich tradition in Vietnamese culture.
2. The custom of sending a greeting card has become a d_____ tradition in many Western countries.
3. A country's cultural h_____ is a valuable resource.
4. Festivals, which are handed down from one g_____ to the next, are an important way to promote tourism.
5. Besides the key i_____, another secret to achieving the perfect fish and chips is the temperature of the oil.

## Grammar

**3 Put the verb in brackets in the past continuous to complete each sentence.**

1. Luckily, the sun (shine) _____ brightly when we reached the campsite.
2. They (build) _____ Ho Chi Minh Mausoleum from 1973 to 1975.
3. When their mum came home, they (not study) _____; they (chat) _____ noisily.
4. _____ they still (wait) _____ when the tour guide arrived?
5. I (think) _____ of my grandmother for years after she died.

**4 Rewrite the following sentences, using *wish*.**

1. She doesn't have an iPhone. She'd like to have one.

→ _____

2. I'm sorry that I don't have a three-month summer holiday as my grandma did.

→ _____

3. I want my parents to let me make my own decisions, but they don't.

→ _____

4. Mike wants to play musical instruments, but he can't.

→ _____

5. My dad is very busy. I want him to have more time with me.

→ _____

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## PROJECT

# Life in your neighbourhood
# 40 YEARS AGO



**Work in groups.**

**1** **Collect information and pictures about life in your area about 40 years ago.**

You may need to ask your grandparents and / or old people or use the Internet to find information.

You can refer to the following:

- means of transport (on foot, on horseback, by bicycle, ...)
- home life (electric devices, cooking, ...)
- community services (electricity, running water, library, communal house, ...)

...





**2** **Make a poster. Write or print the information and stick the pictures on the poster.**

**3** **Give a presentation to the class.**

| **Now I can ...** | ✓ | ✓✓ | ✓✓✓ |
|---|---|---|---|
| • use the words related to the topic *Remembering the past.*<br>• pronounce the sounds /**m**/ and /**l**/ correctly in words and sentences.<br>• use the past continuous, and *wish* + past simple.<br>• thank and respond.<br>• read about how English people keep their cuisine alive.<br>• talk about a typical traditional Vietnamese dish.<br>• listen about old school days.<br>• write a paragraph about old school days. | | | |

# Unit 5 OUR EXPERIENCES

**THIS UNIT INCLUDES:**

**Vocabulary**
- Experiences
- Adjectives describing experiences

**Pronunciation**
Sounds: /j/ and /w/

**Grammar**
Present perfect

**Skills**
- Reading about different summer course experiences
- Talking about a friend's experience of a course
- Listening about bad experiences at school
- Writing a paragraph about your most pleasant / unpleasant experience at school

**Everyday English**
Apologising and responding

## GETTING STARTED

### Experiences in Da Lat

**1 Listen and read.** 27

***Tom:*** Hi, Mi. I've been back from Da Lat. I have some local specialities for you.

***Mi:*** Thanks, Tom. I guess you and your family had a great time there.

***Tom:*** Yeah. We visited Langbiang Mountain and Cu Lan Village. We saw a gong show in the evening.

***Mi:*** What did you do on Langbiang Mountain?

***Tom:*** We rode a jeep to the top. It was a thrilling ride up there. Then we took an eco-tour of Langbiang Mountain. They said that the area is rich in flora and fauna with more than 150 plant and animal species.

***Mi:*** Sounds amazing! What did you do then?

***Tom:*** We took pictures of the magnificent scenery. It was really enjoyable!

***Mi:*** Then did you explore Cu Lan Village?

***Tom:*** Yes. We had a brilliant tour around the village. We also rode horses and a jeep along a stream.

***Mi:*** That must have been exciting, Tom.

***Tom:*** It definitely was. In the evening, we saw an interesting gong show. We danced and sang with the locals. And we tried grilled pork. It was a really memorable evening. I'll show you some pictures I took there.

***Mi:*** Cool!



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

| | T | F |
|---|---|---|
| 1. Mi and Tom had a great time in Da Lat. | | |
| 2. Tom had an eco-tour of Langbiang Mountain. | | |
| 3. There are more than 150 plant and animal species on Langbiang Mountain. | | |
| 4. Tom didn't like his experiences in Cu Lan Village. | | |
| 5. Tom danced and sang with the local people at a gong show. | | |

## 3 Write activities under the pictures.

taking photos
exploring a site
riding a jeep
dancing with local people
taking an eco-tour
seeing a gong show



1. _____



2. _____



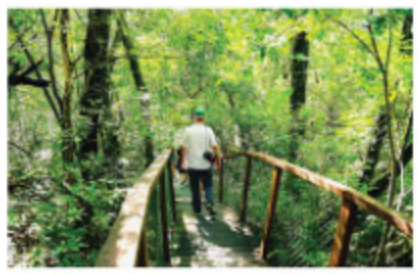




3. _____



4. _____



5. _____



6. _____

## 4 Read the conversation again and match the activities with the adjectives.

| | |
|---|---|
| 1. riding a jeep | a. enjoyable |
| 2. seeing a gong show | b. thrilling |
| 3. taking an eco-tour | c. amazing |
| 4. exploring a site | d. interesting |
| 5. taking pictures | e. brilliant |

## 5 Work in groups. Carry out a survey. Then report your group's findings to the class.

**Do you like ...?**

| | Yes | No |
|---|---|---|
| 1. climbing a mountain | | |
| 2. taking an eco-tour | | |
| 3. exploring the seabed | | |
| 4. taking photos from a mountain top | | |
| 5. seeing a tribal dance show | | |

# A CLOSER LOOK 1

## Vocabulary

**1** **Write an activity next to each picture.**

| | |
|---|---|
| learning by rote | putting up tents |
| touring a campus | going snorkelling |
| giving a performance | |

1. _____



2. _____



3. _____




4. _____



5. _____



**2** **Complete each sentence with an adjective in the box.**

| | | |
|---|---|---|
| amazing | exhilarating | unpleasant |
| helpless | embarrassing | |

1. He felt _____ when he couldn't protect himself from bullying.
2. The parachute jump was a(n) _____ experience for the boy. He was so excited.
3. It was so _____ to view the mountain range from the distance.
4. I had a(n) _____ experience when I took her bag by mistake.
5. Tom had a(n) _____ experience putting up a tent in the rain.

**3** **Choose the correct answer A, B, C, or D.**

1. His mind _____ when I asked him how to do the homework.
   A. went blank  B. went empty
   C. became exhausted  D. put up
2. Students could see the university's facilities when they _____.
   A. took an excursion
   B. toured the campus
   C. gave a performance
   D. took an eco-tour
3. Snorkelling in the coral reef is a(n) _____.
   A. touching moment
   B. happy time
   C. exciting experience
   D. embarrassing moment
4. Nam and his friends felt _____ when they couldn't put up a tent by themselves.
   A. pleasant  B. embarrassing
   C. embarrassed  D. pleased
5. I didn't understand the lesson. I learnt it _____.
   A. on purpose  B. by chance
   C. with memory  D. by rote

## Pronunciation

**/j/ and /w/**

**4** **Listen and repeat the words. Pay attention to the sounds /j/ and /w/.** 28

| /j/ | /w/ |
|---|---|
| yellow | watching |
| yesterday | sandwich |
| yahoo | highway |
| yogurt | crossword |
| yield | forward |

**5** **Listen to the sentences. Underline the words with /j/ and circle the words with /w/. Practise the sentences.** 29

1. He tried sailing a yacht, and he did it well.
2. We've made a class yearbook. It looks wonderful.
3. They awarded him a gold medal yesterday.
4. Youngsters should be aware of their responsibilities.
5. They haven't yet learnt about the role of wildlife.

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# A CLOSER LOOK 2

## Grammar

### The present perfect

**Remember!**

- We use the present perfect to express an action which happened at an unstated time in the past and is completed in the present.

  Example:

  He **has listened** to this piece of music.

  She **has read** an article about Cu Lan Village.

- We also use the present perfect to express our experiences.

  Example:

  I **have tried** skydiving.

  **Have** you ever **taken** an eco-tour?

  – No, I haven't.

**1** **Write the correct forms of the verbs in the table.**

| Verbs | Past simple | Past participle |
|---|---|---|
| *work* | *worked* | *worked* |
| join | | |
| play | | |
| be | | |
| go | | |
| do | | |

**2** **Complete the sentences with the correct forms of the verbs in the present perfect.**

1. We (join) _____ that project.
2. I (play) _____ a computer game at his house once.
3. She _____ never (work) _____ in such an unpleasant workplace.
4. He _____ never (be) _____ a class monitor.
5. They (go) _____ birdwatching several times.

**3** **Choose the correct answer A, B, C, or D to complete each sentence.**

1. We _____ in our school's sports competition once.
   A. participate B. have participated
   C. has participated D. are participating
2. Nam _____ any photos of his village for two years.
   A. has not taken B. have not taken
   C. does not take D. is taking
3. They _____ detective stories several times.
   A. were reading B. read
   C. has read D. have read
4. I _____ never _____ that film before.
   A. did; watched B. has; watched
   C. have; watched D. was; watching
5. She _____ her cousin since she left school.
   A. haven't met B. doesn't meet
   C. hasn't met D. didn't meet

**4** **Write sentences about Mai's experiences, using the information in the table.**

| Experiences | Mai |
|---|---|
| 0. visit a village of an ethnic group | × |
| 1. climb a mountain | × |
| 2. see an elephant | ✓ |
| 3. join a tribal dance | × |
| 4. take a photo of a forest | × |
| 5. go on an eco-tour | ✓ |

Example: Mai hasn't visited a village of an ethnic group.

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

**5** **Work in pairs. Ask and answer questions about your experiences using the present perfect.**

Example:

*A:* Have you visited a village of an ethnic group?

*B:* Yes, I have. / No, I haven't.

# COMMUNICATION

## Everyday English

### Apologising and responding

**1** **Listen and read the conversations. Pay attention to the highlighted parts.** 30

① ***Mai:*** Can I come in? I'm really sorry. I'm late. There was a lot of traffic.

***Teacher:*** That's okay, Mai.

② ***Mother:*** Have you done the washing yet?

***Son:*** Oops, my mistake, Mum. I thought I could do it later.

***Mother:*** Oh, that's right. But please do it now.

**2** **Work in pairs. Make similar conversations with the following situations.**

1. You submit your project after the deadline.
2. You came home later than you promised your mum you would.

## Experiences of your class camping day

**3** **Read the posts by three friends about their camping activities and match their names with the experiences.**



***Mai***

It was actually a terrible day for me. I slipped and hurt my ankle, so I had to stay inside my tent. I couldn't join any team building games at all. I have never experienced such helplessness.



***Tom***

I haven't had many exciting experiences like that before. We got to a beautiful site in Ninh Binh. We put up the tents and did unforgettable team building activities. We also hired bikes and cycled around the area. It was so relaxing.



***Minh***

I had a brilliant experience by the sea with my class last year. We joined team building activities in the morning. In the afternoon, an instructor taught some of us snorkelling. It was exhilarating. It was also wonderful to see a coral reef and many types of colourful fishes swimming around. It's the best experience I've ever had.

| | |
|---|---|
| Mai | a. exciting experiences in an area |
| | b. a terrible experience at the campsite |
| Tom | c. a brilliant experience by the sea |
| | d. an exhilarating experience of snorkelling |
| Minh | e. an experience of watching team building activities |
| | f. a relaxing bike riding experience |

**4** **Work in pairs. Ask and answer questions about the experiences of Mai, Tom, and Minh. You can use the questions below.**

- Where did he / she go?
- What did he / she do?
- How was his / her experience?
- Has he / she ever had that experience before?

**5** **Work in groups. Take turns to ask and answer about one another's experiences of a trip he / she has had. Use similar questions to those in 4.**

Example:

***A:*** Where did you go?

***B:*** I went to ...

***C:*** What did you do?

***B:*** I climbed ...

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## SKILLS 1

### Reading

**1** **Tick (✓) the experiences you have had.**

- Joining a performance ☐
- Attending an army course ☐
- Travelling to a new place without parents ☐



**2** **Read the texts and choose the correct answer A, B, C, or D.**

***Duong***

I had a hard 10-day course in an army camp in Son Tay last summer. Everything was different from my life at home. We had to wake up at 5 a.m. and attend classes which were like training courses for soldiers. In the evening, we read books or worked in teams. The team leaders walked us through many exciting activities. We also joined a performance that had the **theme**: environment protection. We could only call our parents once a day.

We also had touching moments when we received letters from our parents. I have never attended such a strict but exciting course like this.

***Akiko***

I have been on an unforgettable summer course in America. I stayed in Thornwood campus on the outskirts of New York City for three weeks. We had an enjoyable campus tour, attended English classes, and joined team activities. We all tried to communicate in English. In the evening, we played board games and billiards. The most special experience was my visit to the top of Rockefeller Centre. From there, I could view the whole city below.

**That** was the first time I travelled without my parents, so I felt like I grew up a lot after the trip.

1. Duong and Akiko talked about _____.
   - A. their English summer courses
   - B. experiences at summer courses
   - C. activities in summer
   - D. their army training
2. What didn't Duong do during his course?
   - A. Get up early.
   - B. Work as a leader.
   - C. Receive letters from home.
   - D. Work in teams.
3. The word "**theme**" means _____.
   - A. performance
   - B. environment
   - C. activity
   - D. topic
4. The experience at Rockefeller Centre was _____ for Akiko.
   - A. unforgettable
   - B. enjoyable
   - C. special
   - D. touching
5. The word "**That**" refers to _____.
   - A. travelling to America
   - B. touring the Thornwood campus
   - C. visiting Rockefeller Centre
   - D. viewing the city below

**3** **Read the texts again and tick (✓) Duong or Akiko.**

| Experiences | Duong | Akiko |
|---|---|---|
| 1. attending an English course | | |
| 2. attending an army-like course | | |
| 3. joining a performance | | |
| 4. touring a campus | | |
| 5. receiving letters from home | | |

## Speaking

**4** **Match the questions in A with the answers in B. Share your answers with a classmate.**

| A | B |
|---|---|
| 1. What course did you attend? | a. It was in June. |
| 2. When was that? | b. I felt that I grew up a lot after that course. |
| 3. What did you do? | c. I attended a course on soft skills with a group of young trainers. |
| 4. What do you remember most about it? | d. We worked in groups on different projects. We also learned to solve problems. We had various experiences. |
| 5. How did you feel? | e. I remember being so embarrassed at first. But the trainers and my peers were great and they helped me a lot. |

**5** **Work in pairs. Ask and answer about a course you have experienced. Use the questions in 4 as cues. Then report your partner's answers to the class.**

Example:

Minh attended a memorable summer course last year. It was a presentation skills course. He learnt ...

# SKILLS 2

## Listening

**1** **Which of the following is a bad experience?**

- failing an exam
- being bullied
- winning a competition
- lacking confidence



**2** **Listen to the conversation between Minh and his dad and tick (✓) T (True) or F (False).** 31

| | T | F |
|---|---|---|
| 1. Minh's peers bullied him. | | |
| 2. Dad could always get things back. | | |
| 3. Dad's peers got his money. | | |
| 4. Minh had an embarrassing experience. | | |
| 5. Minh understood the lesson well. | | |

**3** **Listen again and choose the correct answer A, B, or C.** 32

1. Dad and Minh are talking about _____.

   A. dad's experiences

   B. Minh's experiences

   C. experiences of Minh and his dad

2. Dad's classmates often _____ him.

   A. bullied

   B. helped

   C. argued with

3. Minh's dad _____ the bullies.

   A. ran away from

   B. shouted at

   C. fought

4. Minh got a low mark because he _____.

   A. reviewed the lesson

   B. learnt the lesson by rote

   C. learnt the lesson by heart

## Writing

**4** **Work in pairs. Put the phrases from the box in the correct column.**

a. taking wrong things
b. doing community service
c. not revising lessons
d. winning a competition
e. arguing with a friend
f. coming to school late

| Pleasant experience | Unpleasant experience |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

**5** **Write a paragraph (100 – 120 words) about the most pleasant OR unpleasant experience you have had at school.**

Start as follows:

I still remember the most pleasant / unpleasant experience I have had at school.
It was _____

_____
_____
_____
_____
_____
_____
_____.

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# LOOKING BACK

## Vocabulary

**1** **Use the adjectives in the box to describe the experiences. Add any other adjectives you can think of.**

| | | |
|---|---|---|
| brilliant | exhilarating | exciting |
| special | embarrassing | amazing |
| thrilling | unpleasant | memorable |
| helpless | | |

1. riding a jeep up to the mountain top

_____

2. touring an area with mountains and villages

_____

3. being bullied

_____

4. joining team building activities

_____

5. not revising previous lessons before the exams

_____

**2** **Complete the sentences with the phrases in the box.**

| | |
|---|---|
| went blank | exploring a site |
| an eco-tour | learnt it by rote |
| team building activities | |

1. I couldn't answer her questions because I just _____.
2. My mind suddenly _____ when she asked me about our plan.
3. The most memorable part of our picnic was _____ by the mountain.
4. We are now more aware of environment protection after we took _____.
5. After we joined _____, we all got closer to each other.

## Grammar

**3** **Complete the sentences with the correct present perfect forms of the verbs in brackets.**

1. I (invite) _____ some of my friends to my birthday party.
2. _____ the students (finish) _____ all their assignments yet?
3. Their children (never be) _____ out of their village before.
4. He won't go to the cinema tonight. He (see) _____ that film already.
5. She (not cook) _____ for herself before, so she is not sure about what to do first.

**4** **Put the verbs in brackets in the present perfect to complete the letter.**

*Dear Nick,*

How are you? Are you having a good time in Ha Noi? We're having a great time here in London. We (1. be) _____ here for four days and we (2. do) _____ many interesting things. We (3. visit) _____ the Tower of London and (4. watch) _____ the traditional Changing of the Guard. It was so wonderful to see it and I took a lot of pictures too. We also (5. have) _____ a ride on the famous London Eye. We were excited to view the whole city. We haven't checked out Windsor Castle yet. We also (6. make) _____ a plan to visit Windsor Castle and Stonehenge, so we're going there tomorrow. We can't wait to explore Windsor Castle and the prehistoric monument - Stonehenge.

*See you next week,*

Akiko

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## PROJECT

# Your most memorable experience



**Work individually.**

**1** **Think of your most memorable experience. Use the questions below.**

- What is the experience?
- When did it happen?
- What did you do then?
- How did you feel?
- Why is it your most memorable experience?



**2** **Make a poster of your experience with pictures or photos.**

**3** **Present it to your class.**



| Now I can ... | ✓ | ✓✓ | ✓✓✓ |
|---|---|---|---|
| • use the words related to experiences and adjectives describing experiences.<br>• pronounce the sounds /j/ and /w/ correctly in words and sentences.<br>• use the present perfect correctly.<br>• apologise and respond.<br>• read about different summer course experiences.<br>• talk about a friend's experience of a course.<br>• listen about bad experiences at school.<br>• write a paragraph about your most pleasant / unpleasant experience at school. | | | |

# Unit 6 VIETNAMESE LIFESTYLE: THEN AND NOW

**THIS UNIT INCLUDES:**

**Vocabulary**
Changes in lifestyle

**Pronunciation**
Sounds: /fl/ and /fr/

**Grammar**
- Verbs + *to*-infinitive
- Verbs + *V-ing*

**Skills**
- Reading about learning styles in the past and at present
- Talking about changes in your learning style
- Listening about changes in family life
- Writing an email about changes in your family

**Everyday English**
Making promises

## GETTING STARTED

### We didn't do it in my day.

**1 Listen and read.** 33

***Phong:*** Grandpa, do you mind telling me how our lives are different from yours in the past?

***Grandpa:*** Well, there are many differences. In my day, we mostly played outdoors. The games were simple and cost little. We made our own toys from natural materials.

***Phong:*** That sounds interesting. Nowadays, most leisure games depend on electronic devices.

***Grandpa:*** Right, but that is mostly true in the city only. Many children in the countryside still play traditional games.

***Phong:*** I know.

***Grandpa:*** Another thing is that children nowadays have more freedom of choice. They wear short dresses and jeans with holes. They also dye their hair purple and green.

***Phong:*** Ha ha ... Not many, Grandpa.

***Grandpa:*** Hm ... And many children of my generation left school early to support their families. Moreover, there were not many schools then.

***Phong:*** You mean we have more opportunities to learn now?

***Grandpa:*** That's right.

***Phong:*** Do you think these changes are for the better?

***Grandpa:*** Yes, they mostly are. They have improved our living conditions.

***Phong:*** Thank you, Grandpa.



## 2 Read the conversation again and circle the correct answers.

1. Phong and his grandpa are talking about some differences between _____.

   A. children in the city and the countryside

   B. the living standards in the past and now

   C. life in the past and now

   D. past and present entertainment

2. Phong's grandpa mentions _____ differences.

   A. two  B. three

   C. four  D. five

3. Phong's grandpa sees most of the changes as _____.

   A. positive  B. negative

   C. unnecessary  D. necessary







## 3 Write the expressions from the conversation in the correct column.

a. depend on electronic devices
b. leave school early
c. dye their hair
d. have more opportunities to learn
e. make toys from natural materials

| The past | The present |
|---|---|
| | |

## 4 Complete the sentences with the words from the box.

opportunity  freedom  dyed
generation  materials

1. A few teenagers in my village have _____ their hair brown.
2. Young people's lifestyle today is different from that of the previous _____.
3. Nowadays, nearly all young people have a(n) _____ to go to school.
4. He wants to live green, so he uses products made from natural _____.
5. My parents give me _____ to pursue my own interests.

## 5 QUIZ Work in pairs. Decide if the statements below are true or false about life in Viet Nam 40 years ago. Share your answers with the class.

40 years ago, _____

1. school children didn't wear uniforms.
2. no Vietnamese student could go and study abroad.
3. most people wrote letters instead of writing emails or texting messages.
4. bicycles were the main means of transportation.
5. people lit firecrackers at Tet and weddings.

# A CLOSER LOOK 1

## Vocabulary

**1** **Match the verbs or phrasal verbs with their meanings.**

| A | B |
|---|---|
| 1. take notes | a. learn something carefully so that you can remember it exactly |
| 2. depend on | b. take the position of something / somebody |
| 3. memorise | c. write down some key information when listening to a talk |
| 4. pursue | d. rely on something / somebody |
| 5. replace | e. try to achieve something over a period of time |

**2** **Work in pairs. Discuss and fill each blank with an adjective from the box.**

democratic personal
various extended
family-oriented

1. Four generations live in my house: my great grandparents, my grandparents, my parents, and me.
   It's a(n) _____ family.
2. In our group, everybody has equal rights to speak and work.
   We have a(n) _____ relationship.
3. Children in the past played a lot of traditional outdoor games such as hide-and-seek, tug of war, and marbles.
   There were _____ outdoor games for children.
4. I don't make public my telephone number, home address, or birthday.
   They are my _____ information.
5. He values his family and spends a lot of time with them.
   He's a(n) _____ person.

**3** **Circle the correct answer A, B, C, or D to complete each sentence.**

1. Most of the events at the fair are _____, i.e. they are designed for the family.
   A. family-oriented B. exciting
   C. democratic D. various
2. In the past, girls had little opportunity to _____ their interests.
   A. know B. replace
   C. pursue D. promise
3. Hi-tech appliances used for housework have _____ our old-fashioned tools.
   A. made B. replaced
   C. stopped D. given up
4. The relationship between parents and children is now more _____ than in the past.
   A. independent B. private
   C. democratic D. extended
5. Protect your personal _____ online by using strong and unique passwords.
   A. taste B. experience
   C. opinions D. privacy

## Pronunciation

### /fl/ and /fr/

**4** **Listen and tick (✓) the words you hear. Then listen again and repeat.** Track 34

| | | |
|---|---|---|
| 1. | ☐ a. fruit | ☐ b. flute |
| 2. | ☐ a. frame | ☐ b. flame |
| 3. | ☐ a. free | ☐ b. flea |
| 4. | ☐ a. fright | ☐ b. flight |
| 5. | ☐ a. fresh | ☐ b. flesh |
| 6. | ☐ a. frog | ☐ b. flog |

**5** **Listen and repeat the sentences. Pay attention to the underlined words.** Track 35

1. The photos of their fight for <u>freedom</u> are on the second <u>floor</u>.
2. Who suffers most <u>from</u> generation <u>conflicts</u>?
3. The man is <u>reflecting</u> on his <u>frightening</u> trip.
4. How does the past <u>influence</u> your <u>friends</u>?
5. When I was small, I caught the <u>flu</u> <u>frequently</u>.

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## A CLOSER LOOK 2

### Grammar

**Verbs + *to*-infinitive**

**Verbs + *V-ing***

**1 Write the correct form of the verbs in brackets.**

1. fancy (ride) _____ a buffalo
2. learn (use) _____ traditional farming tools
3. mind (not touch) _____ the displays
4. decide (make) _____ a kite
5. avoid (play) _____ on the streets
6. promise (learn) _____ more about the history of our village

**Remember!**

- The verb after **want**, **promise**, **decide**, **agree**, **learn**, **plan** has the *to*-infinitive form.

  Example:

  We **decided to do** some research on Thai traditional dancing.
- The verb after **enjoy**, **fancy**, **finish**, **mind**, **avoid**, **suggest** has the *-ing* form.

  Example:

  I **suggested visiting** the Viet Nam Museum of Ethnology.

**2 Underline the correct verb form for each sentence.**

1. I really fancy to wear / wearing this traditional cone hat at our Fashion Show.
2. My brother has decided to enter / entering the Back to Our Past Competition.
3. Do you mind to replay / replaying that folk music? It's lovely.
4. My uncle always avoids to tell / telling stories about his past.
5. They plan to do / doing research about life in Hue in the 19th century.

**3 Complete each sentence with the correct form of a verb from the box.**

| | | |
|---|---|---|
| make | learn | give |
| work | teach | |

1. We want _____ how to make toys from natural materials.
2. Yesterday, we finished _____ on the poster for our Good Old Days project.
3. I have promised _____ my grandfather how to find news online.
4. My grandmother suggested _____ a traditional long dress for the wedding.
5. Our group agreed _____ a presentation about school uniforms in the 20th century.

**4 Choose the incorrect underlined word or phrase in each sentence.**

1. Just a few (A) years ago (B), I would never (C) fancy to have (D) a smart TV in my home.
2. Tom promised adding (A) some information (B) about the past (C) to his presentation (D).
3. I've (A) decided learning (B) how ethnic minority people use (C) natural materials to dye (D) cloth.
4. My (A) children plan researching (B) and make our family tree (C) for the past hundred years (D).
5. Do (A) you mind not (B) to talk (C) about the past in such a negative (D) way?

**5 Work in pairs. Take turns to complete the sentences.**

1. For my future career, I want _____.
2. Do you mind not _____?
3. We all agreed _____.
4. I have never fancied _____.
5. For our two-day holiday, I suggest _____.

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# COMMUNICATION

## Everyday English

### Making promises

**1** **Listen and read the conversations. Pay attention to the highlighted parts.** 136

1. ***Mike:*** I will share with you the links about the ancient village of Duong Lam.
   ***Phong:*** Thank you.
2. ***Mi:*** I promise not to bring my dog to the picnic.
   ***Ann:*** Great! I appreciate it.

**2** **Work in pairs. Make promises for the following situations.**

1. You are going out with friends. Promise your parents to return before 9 p.m.
2. Promise your friend that you will be on time for the performance.

## Changes around you

**3** **Read the passages about changes. Then match the people with the topics they are talking about.**

**1. Aki from Tokyo**

Children used to go to temple schools. Monks, samurai, doctors, and people of other professions served as teachers. Nowadays, children study in modern schools with teachers who get professional training in the subjects they teach.

**2. Sanjay from New Delhi**

Once, it was easy to say which country a person was from because people wore their own traditional costumes. Now, trends, comfort, and style are more important. More people are wearing Western clothes like jeans and T-shirts instead.

**3. Asim from Cairo**

In the past, people used animals such as horses and camels for travelling. Now, airplanes, ships, and trains have replaced them. Transportation has become faster and easier.

| People | Topics |
|---|---|
| 1. Aki | a. Transportation |
| 2. Sanjay | b. Education |
| 3. Asim | c. Clothes |



**4** **Work in groups. Read the passages in 3 again and discuss:**

- what aspects of life in the past you want to experience.
- what change you think is for the better, and why.

**5** **Work in pairs. Read the list below. Tell your partners which of them has remained the same and which has changed over the past five years. Take notes of your partner's answers and report them to the class.**

- Your style of clothes
- Your eating habits
- Your hobbies
- Your favourite actor / singer / book / movie

## SKILLS 1

### Reading

**1** **Work in groups. Discuss if each of the following phrases describes past or present learning.**

- Depending on textbooks
- Using the Internet
- Learning under an oil lamp
- Being independent and active

**2** **Two people of different generations are talking about their learning styles. Read the passages and choose the correct answer A, B, C, or D.**







*Mr Nam, grandfather, a 70-year-old farmer*

I was one of the few children in my village who was still at school at the age of 15. Every day, I got up early and walked to school. Learning then depended mostly on our teachers and textbooks. We had no library or lab. The nearest bookshop was six kilometres away. I learned simply by taking notes during class, memorising them, and doing the homework. Life then was simple. We rarely travelled outside our village, so we didn't know much about the world around us.

*Mai, granddaughter, a 15-year-old student*

Learning today is very different from my grandfather's time. **It** is easier and more convenient. Besides learning from teachers and textbooks, we use the Internet. It provides us with various online sources such as documents, clips, and programmes. Google helps us find the answers to almost any questions we have. The Internet also allows us to pursue our own interests. Learning has become more independent. Although most children in my village have fewer private learning facilities than the students in the city, **we** are still luckier than my grandfather's generation. We have TVs to watch at home and a library and computers at school.

1. In Mr Nam's time, _____.
   - A. teachers played an important role
   - B. there were no bookshops
   - C. students did experiments in labs
   - D. all children stayed on at school until they were 15
2. Few people travelled outside their village, so _____.
   - A. life in the village was simple
   - B. his school didn't have any learning facilities
   - C. the villagers didn't know much about the world around
   - D. none of the villagers knew about city life
3. Learning now _____.
   - A. does not require textbooks
   - B. uses some online programmes
   - C. depends only on the Internet
   - D. does not require students to take notes
4. The word "**It**" refers to _____.
   - A. learning today
   - B. my grandfather's time
   - C. learning facilities
   - D. the Internet
5. The word "**we**" refers to _____.
   - A. learning facilities
   - B. students at my grandfather's generation
   - C. students in the city
   - D. children in the village

**3** **Fill in each blank with ONE word from the passage.**

1. Mr Nam learned mainly from teachers and _____.
2. He learned by _____ the information he got in class.
3. Nowadays, students can learn from _____ online sources.
4. An example of an online source is _____.
5. The Internet helps children _____ their interests.






## Speaking

**4** **Work in groups. Discuss and make a list of the changes in your learning over the past five years.**

**You can mention:**

- number of subjects
- teachers
- learning facilities
- learning style (dependent / independent ...)

**5** **Share with the class the list your group has made in 4.**





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## SKILLS 2

### Listening

**1** **You are going to listen to a talk about family life. Work in pairs. Choose the aspect(s) that you think will be mentioned in the talk.**



a. Family types
b. Parents' working places
c. Family holidays
d. Birthday parties
e. Parents-children relations

**2** **Listen to the talk and tick (✓) the correct column.** 37

| Facts | The past | The present |
|---|---|---|
| 1. Popularity of extended families | | |
| 2. More holidays away from home | | |
| 3. More time spent doing things together | | |
| 4. More sources to learn from | | |
| 5. More democratic parent-children relationships | | |

**3** **Listen again and fill each blank with a word or a number.** 38

1. The speaker mentions _____ types of families.
2. In an extended family, there is / are _____ generation(s) living together.
3. The speaker describes Vietnamese people as _____.
4. Children in the past usually came to their _____ to share their experiences.
5. Today's children want their parents to respect their independence and _____.

### Writing

**4** **Read the list and tick (✓) the thing(s) that has / have changed in your family in the past five years. Make notes of those which have changed.**

| List | Change |
|---|---|
| ☑ 1. Family type / members | *Still nuclear. One more member: my brother* |
| ☐ 2. Home facilities | |
| ☐ 3. Ways of spending free time | |
| ☐ 4. Relationships among members | |

**5** **Write an email (100 - 120 words) to your penfriend about the changes in your family. Use the ideas in 4.**

Start and end the email as follows:

New Message

From: Cc Bcc
To:
Subject: Changes in my family

*Hello* _____,

It's nice to hear from you again. Let me tell you about the changes _____

_____

*All the best,*

# LOOKING BACK

## Vocabulary

**1 Choose the correct answer A, B, C, or D to complete each sentence.**

1. I love animals and I'm determined to _____ my dream of becoming a vet.

   A. have B. pursue

   C. do D. depend on

2. _____ people tend to put the needs of their families ahead of their own.

   A. Independent B. Democratic

   C. Kind D. Family-oriented

3. Rapid changes in society and lifestyle have made the _____ in many families wider.

   A. generation gap B. family relation

   C. family values D. experiences

4. She has found _____ sources of information about life in Viet Nam a century ago.

   A. extended B. alive

   C. various D. long

5. Like adults, children sometimes want some _____.

   A. opportunity B. relations

   C. values D. privacy

**2 Complete the sentences with the correct forms of the words in brackets.**

1. My parents taught me not to listen to other people's _____ conversations. (privacy)
2. It's amazing that the boy can _____ all the information in such a short time. (memory)
3. Living away from home to attend college has made me more _____. (independence)
4. In a modern society, we learn to value a person's _____. (free)
5. In a _____ classroom, every student has the right to speak as well as the responsibility to listen to others. (democracy)

## Grammar

**3 Circle the correct words or phrases to complete the following sentences.**

1. Do you mind turning / to turn the volume down? I'm studying.
2. We decided spending / to spend this whole week learning to cook traditional foods.
3. If you want seeing / to see the differences between the past and the present of a city, visit its museum.
4. He stayed in his room to avoid meeting / to meet his parents' guests.
5. My brother promised taking / to take me to the exhibition of traditional farming tools.

**4 Make complete sentences from the clues. Make any changes and add more words if necessary.**

1. we / plan / visit / historical places / Cao Bang.

   → _____

2. we / hope / have / bus station / near / village / soon.

   → _____

3. even / grandmother / enjoy / use / Facebook / communicate / her friends.

   → _____

4. last year / I / learn / make cakes / watch / cooking videos / Internet.

   → _____

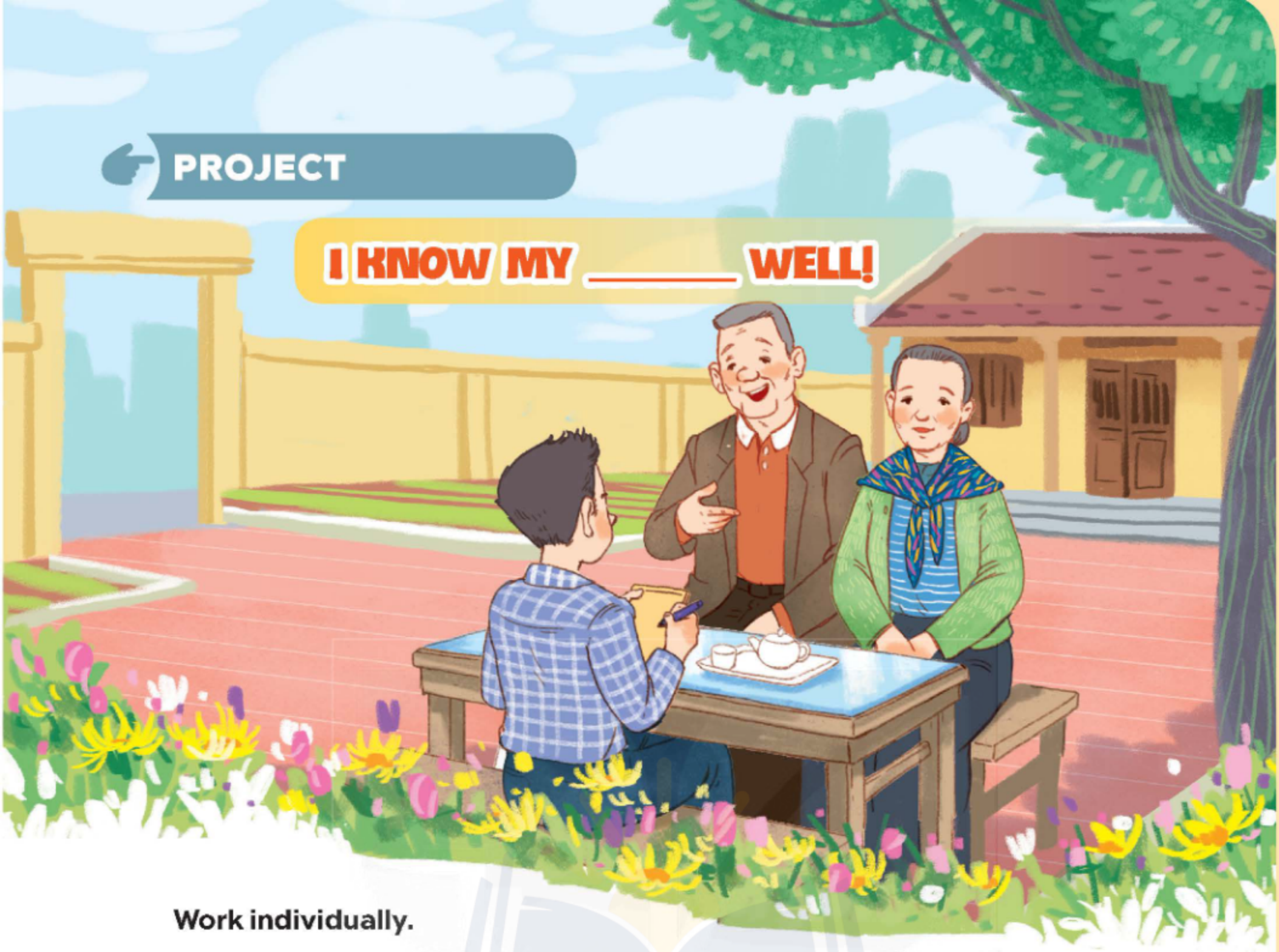
5. this morning / I / suggest / do a survey / northern women's traditional costumes.

   → _____

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## PROJECT

# I KNOW MY _____ WELL!



**Work individually.**

**1** **Interview one of your family members about his / her life when he / she was your age now. Take notes of his / her answers. You may focus on:**

- what school he / she went to
- what learning was like then
- how he / she spent his / her free time
- what relations among family members were like then

**2** **Make a poster, including his / her photo and the information you have noted.**

**3** **Present your poster to the class.**

| **Now I can ...** | ✓ | ✓✓ | ✓✓✓ |
|---|---|---|---|
| • use the words about changes in lifestyle.<br>• pronounce the sounds /fl/ and /fr/ correctly in words and sentences.<br>• recognise and use verbs + *to*-infinitive / *V-ing*.<br>• make promises.<br>• read about learning styles in the past and at present.<br>• talk about changes in my learning style.<br>• listen about changes in family life.<br>• write an email about changes in my family. | | | |

# REVIEW 2 (UNITS 4 - 5 - 6)

## LANGUAGE

### Pronunciation

**1 Read the sentences. Pay attention to the underlined words. Then listen and repeat.** 39

1. The water overflowed from the dam and flooded the area.
2. African American musicians created jazz about 100 years ago.
3. The children thought all the food at the party was yummy.
4. The presentation focused on the values of teamwork.
5. He sometimes remembers his younger days in the mountain village.

### Vocabulary

**2 Choose the correct answer A, B, C, or D to complete each sentence.**

1. Angkor Wat in Cambodia is a World _____ Site.
   A. Camping B. Construction
   C. Heritage D. Building
2. Watching the forest from the top of the mountain is an amazing _____.
   A. experience B. habit
   C. sight D. accident
3. In my grandfather's _____, people travelled mostly on foot or by bike.
   A. age B. generation
   C. past D. year
4. The word _____ is new to most elderly people. They didn't know about it in their time.
   A. 'eco-tour' B. 'dance'
   C. 'festival' D. 'community'
5. Nowadays, _____ books have significantly replaced paper books.
   A. science B. picture
   C. comic D. online

**3 Write the correct form of the word in brackets to complete each sentence.**

1. I have _____ memories about my trip to Sentosa in Singapore. (forget)
2. Children nowadays are more aware of environment _____ than we did in the past. (protect)
3. The most memorable part of our _____ was the boat ride on the River Cam. (tourism)
4. England is very good at _____ its historic buildings and monuments. (preserve)
5. We are getting ready for our graduation _____. (perform)

### Grammar

**4 Choose the correct answer A, B, C, or D to complete each sentence.**

1. Do you _____ not showing this photo in your presentation?
   A. wish B. mind
   C. decide D. think
2. We _____ we had more time to research changes in our village.
   A. fancy B. decide
   C. wish D. like
3. – How is your ceramic course?
   – Fantastic. I _____ how to make simple items.
   A. have learnt B. was learning
   C. learnt D. learn
4. I went to the Exhibit Hall while my friend Mark _____ to the museum attendant.
   A. talked B. was talking
   C. has talked D. talks
5. I wish I _____ visit Angkor Wat in Cambodia.
   A. can B. should
   C. will D. could

**5 Use the correct forms of the verbs in brackets to complete the sentences.**

1. We (walk) _____ down the hill when we saw the castle. It was so beautiful in the sunset.
2. I wish I (have) _____ more time to spend at the Viet Nam National Village for Ethnic Culture and Tourism.
3. _____ you (ever / make) _____ a handicraft item?
4. We all decided (choose) _____ the *Return to the Past* class.
5. Do you mind (search) _____ for more information about Japanese cartoons?

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# SKILLS

## Reading

**1** **Read the passage and choose the correct answer A, B, C, or D.**

Not long ago, open-air markets played an important part in the lives of the Vietnamese. Wherever there was open space, the local people could start their own market. There, you could find almost everything from local home-made and home-grown products to those that the sellers bought wholesale from somewhere and resold them for a profit. Since the locals went there nearly every day, they knew one another, and the sellers even remembered the customers' preferences.

Then supermarkets came and soon became popular. There are many reasons to explain their popularity. First, they offer a cool and large shopping site. Shoppers can spend hours in them without worrying about heat or rain. Second, they provide shoppers with a wide range of goods, from foods and kitchenware to cosmetics and pet care products. People do not have to move from shop to shop to collect all the things they need. Nowadays, many supermarkets even offer home-delivery service and online shopping, which makes shopping even easier.

1. In the past, the local people could start an open-air market when _____.
   A. they paid the rent
   B. they found a spacious spot
   C. they had products to sell
   D. they didn't want to shop elsewhere
2. The relationship between the sellers and the market-goers at an open-air market was _____.
   A. healthy B. distant
   C. formal D. close
3. The writer mentions two _____ the supermarket.
   A. of his experiences with
   B. types of goods in
   C. benefits of
   D. types of shoppers in
4. The supermarket also offers _____.
   A. pet food B. pets
   C. pet shops D. pet vets
5. Which statement is true according to the information in this passage?
   A. Now you can find open-air markets in the countryside only.
   B. Every supermarket offers home-delivery service.
   C. It's more convenient to shop in a supermarket than in an open-air market.
   D. Supermarkets offer everything we need.

## Speaking

**2** **Work in groups. Choose ONE of the things below and discuss it, using the cues. Then present it to your class.**



1. conical hat



2. smart TV



3. open wood fire

- Does the thing in the picture represent the past, present, or both?
- Has it changed over time? If it has, how is it different?
- What do you think about the change?

## Listening

**3** **Listen to a talk about entertainment for Vietnamese children in the past and complete each sentence with ONE word.** 40

1. Games in the past required little _____.
2. We floated paper boats on imagined 'rivers' formed from _____.
3. Thanks to making our own toys, we became _____.
4. We played most games in _____ outdoors.
5. Team games helped develop _____ bonds among us.

## Writing

**4** **Make complete sentences from the clues. Make any changes and add more words if necessary.**

1. I / wish / I can / attend / traditional festivals / minority people / Viet Nam.
   → _____
2. When we / arrive / fair, / rice-cooking competition / taking place.
   → _____
3. He promise / help me / PowerPoint presentation / but he / not.
   → _____
4. We / never see / sight / as beautiful as / mountain at sunset.
   → _____
5. he / fancy / become / fashion designer / when / he / child?
   → _____

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# Unit 7 NATURAL WONDERS OF THE WORLD

**THIS UNIT INCLUDES:**

**Vocabulary**
Natural wonders

**Pronunciation**
Sounds: /sl/ and /sn/

**Grammar**
Reported speech (*Yes / No* questions)

**Skills**
- Reading about a travel destination
- Talking about a natural wonder
- Listening about a natural wonder
- Writing a paragraph about a natural wonder / landscape in an area

**Everyday English**
Asking for permission and responding

## GETTING STARTED

### Meeting on the corridor

**1 Listen and read.** 41

***Lan:*** Hi, Tom. I hear that you've won second prize in the Natural Wonders Contest. Congratulations!

***Tom:*** Thanks, Lan. I like exploring the wonders of nature. I'm crazy about them.

***Lan:*** What did you talk about in the contest?

***Tom:*** I talked about some natural wonders like Mount Everest, the Great Barrier Reef, and the Dead Sea.

***Lan:*** Wonderful! I'm interested in them too.

***Tom:*** Well, you know our planet has so many beautiful landscapes, from snow-covered peaks to charming rivers, lakes, and other natural places that we can't help admiring. So that's what I talked about.

***Lan:*** Oh yeah ... And what else did you mention?

***Tom:*** Well, I mentioned the risk of us, humans, destroying natural wonders, and I suggested ways to preserve them and support sustainable development.

***Lan:*** Sounds interesting. Do you want to visit any of these places?

***Tom:*** The host also asked me if I wanted to visit those places, and I answered that I wanted to see two of them: the Grand Canyon and Ha Long Bay.

***Lan:*** I'd love to visit them too.

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

| | T | F |
|---|---|---|
| 1. Tom took part in the Natural Wonders Contest. | | |
| 2. Lan is not keen on natural wonders. | | |
| 3. Tom suggested ways to preserve natural wonders. | | |
| 4. Tom asked the host if he wanted to go to Ha Long Bay. | | |

## 3 Complete each sentence with a word or a phrase from the box.

explore  couldn't help  landscape
support  development

1. A _____ is everything you can see in a large area of land, especially in the countryside.
2. It was risky for him to climb the peak, but we _____ admiring his courage.
3. The best way to _____ the Trang An Landscape Complex is by boat.
4. Environmentalists strongly _____ measures to save these heritage trees.
5. Sustainable _____ goals will guide us to create a more sustainable future for all.

## 4 Underline the correct answer to complete each sentence.

1. Charles is crazy / interested about football. He follows all the World Cup matches.
2. When you go to Mui Ne, you can see the unique location / landscape of a desert.
3. The children were very eager to explore / possess the surrounding countryside.
4. Can you suggest / discover ways of boosting our local tourism?
5. Tourism develops / contributes millions of dollars to our country's economy.

## 5 GAME Natural Wonders Knowledge

**Work in groups. List some natural wonders and say where they are located. The group that has the most correct answers wins.**

Example:

The Amazon Rainforest – in Brazil / in South America



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# A CLOSER LOOK 1

## Vocabulary

**1** **Match the words in A with their definitions / explanations in B.**

| A | B |
|---|---|
| 1. permit | a. happening once every year |
| 2. paradise | b. a way of entering or reaching a place |
| 3. annual | c. a range of many things that are very different from each other |
| 4. diversity | d. that needs to be done or happen immediately |
| 5. access | e. to allow or make something possible |
| 6. urgent | f. a place that is extremely beautiful and that seems perfect |

**2** **Complete the following table. There is one example.**

| Verb | Noun |
|---|---|
| *discover* | *discovery* |
| 1. locate | |
| 2. hesitate | |
| 3. explore | |
| 4. possess | |
| 5. admire | |

**3** **Complete the following sentences with the words from the box.**

| | | |
|---|---|---|
| located | hesitation | permit |
| urgent | diversity | |

1. The government encourages people to protect the _____ of their communities.
2. There is a(n) _____ need to preserve biological diversity of our national parks.
3. _____ between Israel and Jordan, the Dead Sea is the lowest place on Earth.
4. When I asked her to go to Lan Ha Bay with me, she agreed without _____.
5. They do not _____ visitors to take photographs of the palace.

## Pronunciation

**/sl/ and /sn/**

**4** **Listen and repeat the words. Pay attention to the sounds /sl/ and /sn/.** 42

| /sl/ | /sn/ |
|---|---|
| sleepy | snack |
| slice | snowy |
| slippery | sneeze |
| slogan | sneaker |
| slope | snake |

**5** **Listen and repeat the sentences. Pay attention to the underlined words.** 43

1. There are many snowstorms on Mount Everest.
2. He went down the slope, wearing a pair of sneakers.
3. She sneezed when I gave her a slice of pizza.
4. The way down the hill was slippery as it was covered in snow.
5. After eating a snack, she felt very sleepy.

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## A CLOSER LOOK 2

### Grammar

**Reported speech (*Yes / No* questions)**

**Remember!**

In reporting *Yes / No* questions, we often use the verb *ask* or *want to know*, we use the word order of statements.

In reporting *Yes / No* questions, we normally use *if / whether + clause*.

Example:

Anna: "Do you plan to climb any mountains this summer, Joe?"

→ Anna **asked** Joe **if / whether** he planned to climb any mountains that summer.

**1 Choose the correct answer A, B, C, or D to complete each question.**

1. "Will pollution endanger the wildlife here?" Kate asked.

→ Kate _____ if pollution would endanger the wildlife there.

A. told me
B. said to me
C. wanted to know
D. questions me

2. "Are you enjoying your flight?" the stewardess asked me.

→ The stewardess asked me if I _____ my flight.

A. am enjoying
B. was enjoying
C. enjoyed
D. would enjoy

3. "Is Ganh Da Dia in Dak Lak Province, Phong?"

→ She asked Phong _____ in Dak Lak Province.

A. was Ganh Da Dia
B. if Ganh Da Dia is
C. whether Ganh Da Dia was
D. if it is Ganh Da Dia

4. "Can I take a photo inside the cave?" he said to the guide.

→ He _____ the guide if he could take a photo inside the cave.

A. asked
B. said
C. advised
D. ordered

5. "Is the weather good in Sa Pa in the winter?"

→ She wanted to know _____

A. was the weather good in Sa Pa in the winter?
B. if the weather is good in Sa Pa in the winter.
C. whether was the weather good in Sa Pa in the winter.
D. if the weather was good in Sa Pa in the winter.

**2 Complete the following reported questions.**

1. "Are you excited about your upcoming trip to Mui Ne?"

→ He asked the children if they were _____ _____.

2. "Do you often meet Angela at school?"

→ She asked us whether we _____ _____.

3. "Will you visit Giang Dien Waterfall next week?"

→ She wanted to know if Mark _____ _____.

4. "Is Con Dao National Park rich in flora and fauna?"

→ I asked the teacher _____ _____.

5. "Can we go to the campsite by bike?"

→ Arthur wanted to know _____ _____.

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**3** **Rewrite the sentences in reported questions.**

1. "Are you still working from home?" I asked my dad.

→ _____

2. "Do you have to pack your suitcase, Anne?" said Mark.

→ _____

3. Lan: "Are you interested in visiting Phu Quoc Island, Tom?"

→ _____

4. "Can we afford to go to Niagara Falls, Mum?" said Kay.

→ _____

5. "Will they visit Sa Pa and climb Mount Fansipan this summer?"

→ _____

**4** **Read the passage and underline the *Yes / No* questions. Then write them in reported questions.**

A tour guide is taking a group of tourists to visit Tonle Sap Lake in Cambodia. The guide said to them: "Is it your first time here?" Some said *yes* and some said *no*. Olivia asked the guide: "Do the people here live on fishing?" He said most of them did. Then Mark said: "Do their children go to school on land?" "Yes, they do," said the guide. ...

→ The guide asked them _____.

**5** **Work in two groups. Group A gives three direct *Yes / No* questions. Group B turns them into reported questions. Then they swap roles. The group with more correct answers is the winner.**

Example:

***Group A:*** "Is the Atacama Desert in Chile?"

***Group B:*** She asked if the Atacama Desert was in Chile.

...





# COMMUNICATION

## Everyday English

### Asking for permission and responding

**1** **Listen and read the conversations. Pay attention to the highlighted parts.** 44

① ***Anne:*** Can I watch a horror film, Mum?

***Anne's Mum:*** No, dear, you can't. It's late now.

② ***Tourist:*** May we come in and have a look around the temple?

***Guard:*** Sure. But be careful. It's very dark inside.

**2** **Work in pairs. Make similar conversations to ask for permission and respond in the following situations.**

1. You ask your friend for permission to borrow a book on the Galápagos Islands.
2. You ask your teacher for permission to submit your project after the deadline.

## Natural wonders and tourism

**3** **Write each natural wonder under the correct picture.**

- Ha Long Bay
- Grand Canyon
- Jeju Island
- The Sahara Desert



1. _____



2. _____



3. _____



4. _____

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**4** **Mai, Phong, and Mark are talking about the natural wonders they have visited. Read and decide which wonder in 3 each of them is talking about.**



*Mai*

It's an island located off the coast of South Korea. It was formed by the eruption of an underwater volcano about 2 million years ago. It ranks among the world's seven natural wonders. Every year, it receives millions of tourists.

1. _____



*Phong*

Visiting this place is a wonderful experience for adventurers like me. It's the largest desert on Earth, covering over 9 million square kilometres. You can see red sand and beautiful sand dunes everywhere. You can also see plant life and even nomadic men with their camels.

2. _____



*Mark*

It's a UNESCO World Heritage Site and one of the greatest tourist attractions of the USA! It's 446 kilometres long, up to 29 kilometres wide, and over 1,800 metres deep. Some people say that it's the most magnificent landscape on Earth.

3. _____

**5** **Work in groups.**

**Discuss and decide which place in 3 and 4 your group wants to visit. Explain the reasons why you want to visit it. Plan the things you want to do there.**

**Report your decision to the class.**

# SKILLS 1

## Reading

**1** **Work in groups. Look at the picture and answer the questions.**

1. What do you see in the picture?
2. What activities do you think visitors can do there?



**2** **Read the text and match the highlighted words with their meanings or explanations.**

### The Dolomites – Paradise at Your Feet

If you haven't decided on where to travel this holiday, consider the Dolomites!

The Dolomites are a mountain range in Italy. It was recognised as a UNESCO World Heritage Site in 2009. The Dolomites are part of the Alps, stretching from the Adige River to the Piave River valley. This mountain range has a total area of about 141,900 hectares. It has 18 peaks over 3,000 metres high. It is easy to get access to most parts of the Dolomites.

The Dolomites are a majestic site. They are widely regarded as being among the most attractive mountain landscapes in the world. There are steep rocky cliffs, sharp peaks, narrow and deep valleys, and white snow on the mountain top. Their natural scenery attracts tourists from many parts of the world.

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The Dolomites are a popular place for winter skiing, mountain climbing, hiking, and cycling any time of the year. An annual bicycle race covering seven mountain passes on the Dolomites occurs in the first week of July.

So do not **hesitate** to book a tour to the Dolomites to see and do these things for yourself!

**Note:** *Dolomites /'dɒləmaits/*



| Words | Meaning / Explanation |
|---|---|
| 1. consider | a. impressive, magnificent |
| 2. peaks | b. happens |
| 3. majestic | c. to think about something carefully |
| 4. occurs | d. pointed tops, mountains |

**3** **Read the text again and choose the correct answer to each question.**

1. According to the text, the Dolomites are a _____.
   - A. river
   - B. work of art
   - C. mountain range
   - D. valley
2. The word "**hesitate**" in the last sentence of the text is closest in meaning to _____.
   - A. be unhappy
   - B. be indecisive
   - C. hurry
   - D. decide
3. Which of the following is NOT true, according to the text?
   - A. The Dolomites are in Italy.
   - B. You can get access to the Dolomites easily.
   - C. The Dolomites are a World Heritage Site.
   - D. You can cycle in the Dolomites only in July.
4. This text is probably taken from _____.
   - A. a travel brochure
   - B. a science journal
   - C. a novel
   - D. an arts magazine

## Speaking

**4** **Work in pairs. Ask and answer about the Great Barrier Reef, using the facts below. Then prepare a short talk about it.**

- World Heritage Site (1981)
- Location: the Coral Sea, Australia
- Total area: about 334,400 $km^2$
- Over 400 different types of corals
- Tourists' activities: coral watching, sailing, scuba diving

**5** **Work in groups. Introduce the Great Barrier Reef to the class.**



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## SKILLS 2

### Listening

**1** **Write a word from the box under the correct picture.**

a. rainforest  b. flora  c. fauna



1. _____



2. _____



3. _____

**2** **Listen to the passage and tick (✓) the things you hear.** 45

- Green lung of the world ☐
- Causing climate change ☐
- Threats to biodiversity ☐
- Planting trees ☐
- Exploring ecosystems ☐
- Protecting wildlife ☐

**3** **Listen again and choose the correct answers.** 46

1. The Amazon Rainforest is rich in _____.
   A. rivers and forests  B. flora and fauna
   C. climate change
2. The threats to biodiversity are deforestation, fires, and extinction of rare animal _____.
   A. flora  B. fauna
   C. species
3. Which activity can governments and communities do to restore damaged ecosystems?
   A. Punishing loggers.  B. Establishing parks.
   C. Putting out fires.
4. Governments are encouraging people to live in a way that doesn't hurt the _____.
   A. environment  B. animals
   C. marine life

### Writing

**4** **Work in pairs. Brainstorm ideas about a natural wonder / beautiful landscape in your area. Ask and answer about it, using the following prompts.**

- Name of the natural wonder / beautiful landscape
- Location
- Natural features
- Activities
- Ways to protect it

**5** **Write a paragraph (100 - 120 words) about the natural wonder / beautiful landscape you have talked about in 4.**

You can start your paragraph as follows:

*There is a beautiful _____ near my home.*

_____

_____

_____

_____

_____

# LOOKING BACK

## Vocabulary

**1 Choose A, B, C, or D to indicate the correct answer to each question.**

1. I'm sure you will be amazed by the _____ of the Atacama Desert.

   A. landscape  B. land

   C. backdrop  D. territory

2. Can all of you _____ new ideas for improving our Geography Club?

   A. explore  B. conserve

   C. suggest  D. discover

3. _____ is all the animals living in an area or in a period of history.

   A. Species  B. Nature

   C. Flora  D. Fauna

4. He _____ before sending the e-mail because he was afraid that she would not like it.

   A. possessed  B. hesitated

   C. accepted  D. admired

5. When he reached the mountain _____, he found it covered with countless flags of climbers before him.

   A. peak  B. bottom

   C. height  D. side

**2 Give the correct forms of the words in brackets to complete the sentences.**

1. Natural wonders are one of our country's valuable (possess) _____.
2. Our Central Highlands has (charm) _____ sights: natural and wild landscapes amid magnificent forests.
3. The Gobi is a very large desert (locate) _____ in China and Mongolia.
4. The Amazon River was named by the Spanish (explore) _____ Francisco de Orellana.
5. You don't need special (permit) _____ to visit Cuc Phuong National Park.

## Grammar

**3 Underline the correct answers to complete the sentences.**

1. Minh asked me **did I know** / **if I knew** much about the Amazon Rainforest.
2. I asked Frankie if **he was living** / **he is living** near the Grand Canyon.
3. Trang **said** / **wanted to know** whether Tom wanted to visit Mount Fansipan.
4. My mum **told** / **asked** me whether I was studying or playing then.
5. The teacher asked Liam **whether he wanted** / **did he want** to visit Son Doong Cave.

**4 Rewrite the sentences in reported questions.**

1. "Do you know about the Shilin Stone Forest in China?" she asked me.

   → _____

2. "Do you enjoy having virtual tours of these natural wonders?" Mi said to Nam.

   → _____

3. "Are you interested in the natural wonders of your country?" David asked me.

   → _____

4. "Can you manage to meet the deadline for the project?" I said to Linh.

   → _____

5. "Will you visit some natural wonders overseas this summer?" she said.

   → _____

## PROJECT

# NATURAL WONDERS OF THE WORLD



Work in groups.

1. **Find a natural wonder.**
2. **Collect pictures of it.**
3. **Look for information about:**
   - its location
   - its special features / attractions
   - threats to its existence
   - ways / plans to preserve it
4. **Make a poster about it.**
5. **Give a presentation about it to the class.**

| **Now I can ...** | ✓ | ✓✓ | ✓✓✓ |
|---|---|---|---|
| • use the words related to the topic *Natural wonders of the world.*<br>• pronounce the sounds /**sl**/ and /**sn**/ correctly in words and sentences.<br>• use the reported *Yes / No* questions.<br>• ask for permission and respond.<br>• read about a travel destination.<br>• talk about a natural wonder.<br>• listen about a natural wonder.<br>• write a paragraph about a natural wonder / landscape in an area. | | | |

# Unit 8 TOURISM

**THIS UNIT INCLUDES:**

**Vocabulary**
Tourism

**Pronunciation**
Stress in words ending in *–ic* and *–ious*

**Grammar**
Relative pronouns

**Skills**
- Reading about different types of tours
- Talking about your travel experience
- Listening about a tour announcement
- Writing a paragraph introducing a tour

**Everyday English**
Expressing obligation

## GETTING STARTED

### You've got a nice tan.

**1 Listen and read.** 47

***Tom:*** Hi, An.

***An:*** Hi, Tom. You've got a nice tan.

***Tom:*** Well, I've just got back from Bali.

***An:*** Bali? Where is it?

***Tom:*** It's in Indonesia. My family flew there for a holiday, and we spent most of the time on the beach. That's how I got this tan.

***An:*** Awesome. Tell me more about Bali.

***Tom:*** Sure. It's an ideal destination for holidaymakers, especially those who love the sea.

***An:*** It must be beautiful!

***Tom:*** Very. It's well-known for its natural beauty, sunny beaches, and terraced fields.

***An:*** Is it expensive to travel there?

***Tom:*** Not really. My father was able to buy cheap air tickets and rent a cheap accommodation. He usually uses travel apps for our domestic and international holidays.

***An:*** Where did you stay?

***Tom:*** We stayed in a three-star hotel which is just a ten-minute walk from the sea. Have you been somewhere for holiday?

***An:*** Yeah. Last year my family travelled to Da Nang. We ate different types of local food, and they all were so delicious. My brother said it was a perfect destination for food tourists.

***Tom:*** Yes, I love food tourism, too. There are also other types of tourism like shopping tourism or sports tourism.

***An:*** I didn't know that. Well, I'll try one of those someday.



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

| | T | F |
|---|---|---|
| 1. Tom and An are talking about their holidays. | | |
| 2. Bali is especially interesting for mountain lovers. | | |
| 3. People can use online apps for booking tickets and accommodation. | | |
| 4. An did not enjoy some of Da Nang's local food. | | |
| 5. Tom mentions some types of tourism. | | |

## 3 Match a word in A with a word in B as in the conversation.

| A | B |
|---|---|
| 1. ideal | a. holiday |
| 2. natural | b. food |
| 3. domestic | c. destination |
| 4. shopping | d. beauty |
| 5. local | e. tourism |







## 4 Complete the sentences with the words and phrases from the box.

sports tourism | destination | safari
online apps | domestic

1. If you go on _____, you can see wild animals in their natural habitat.
2. Noi Bai Airport has two terminals: one for international flights and one for _____ flights.
3. You should learn how to use _____ for booking transportation and accommodation.
4. _____ is travelling to watch a sports event.
5. Japan is a must-go _____ for me.

## 5 QUIZ How much do you know about tourism in Viet Nam?

**Work in pairs. Discuss and write the names of the places next to the sentences.**

1. This ancient city in central Viet Nam used to be the capital of our country. _____
2. This city in the South is famous for its floating market. _____
3. This central highland city usually holds a Flower Festival in December. _____
4. This northern province has a famous waterfall. _____
5. This province possesses a World Heritage Site, Ha Long Bay. _____

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# A CLOSER LOOK 1

## Vocabulary

**1** **Match the words and phrases with the explanations.**

| | |
|---|---|
| 1. package holiday | a. a plan of a journey, including the route and the places that you visit |
| 2. self-guided tour | b. accommodation provided in the home of a family in exchange for payment |
| 3. trip itinerary | c. a trip where a traveller does everything on his / her own |
| 4. homestay | d. a web platform which shows directions to a destination |
| 5. Google Maps | e. a vacation where a travel agent organises everything for you |

**2** **Write a phrase from the box next to the sentence to replace 'it'.**

| | |
|---|---|
| ruinous site | entrance ticket |
| smooth trip | fixed itinerary |
| travel agency | |

1. If you want to go into a place to see what is inside, you have to buy **it**. _____
2. The Colosseum in Rome is not in its original condition. You can see only parts of **it**. _____
3. **It** takes care of everything for travellers. _____
4. I don't like **it** because I cannot change anything: the time, the destination, ... . _____
5. We had no trouble at all during **it**. Everything was OK. _____

**3** **Complete the sentences with the words from the box.**

| | | |
|---|---|---|
| entrance | apps | package |
| self-guided | itinerary | |

1. We'd like to go on a(n) _____ tour which will be interesting and be within our budget.
2. Lan sent us the _____ of her trip to Sa Pa for reference.
3. During the tour, we have to buy the _____ tickets for the Glass Museum and the Art Gallery.
4. If you take a(n) _____ holiday, you have to follow a fixed itinerary.
5. If you want to get information about domestic tourist destinations, download these _____.

## Pronunciation

**Stress in words ending in *-ic* and *-ious***

**Remember!**

Words containing the *-ic* or *-ious* suffixes are stressed on the syllable previous to *-ic* and *-ious*.

Example: fan'tastic, 'anxious

**4** **Listen and repeat the words. Pay attention to the word stress.** 48

| -ic | -ious |
|---|---|
| basic | curious |
| public | serious |
| classic | delicious |
| domestic | hilarious |
| historic | religious |

**5** **Mark the stress in the underlined words. Then listen and repeat the sentences.** 49

1. The visitors are curious about the history of the old public building.
2. They have an ambitious goal which is to go on a cruise across the Pacific.
3. We watched some classic movies while we were here on our previous holiday.
4. We stayed at a luxurious hotel near a terrific beach.
5. The village has a romantic landscape with various flower beds.

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## A CLOSER LOOK 2

### Grammar

**Relative pronouns: *which, who,* and *whose***

**Remember!**

*Who* and *which* are relative pronouns. They are used after a noun to show which person / thing we are talking about. *Who* refers to a person, and *which* refers to a thing.

Example:

I know a girl **who** works as a tour guide in Singapore.

I'm reading a travel brochure **which** I picked up in Japan.

**1 Underline the noun or noun phrase in each sentence that *which* or *who* refers to.**

1. People who travel abroad usually use travel apps.
2. The brochure which you can get free at the airport is useful for your stay in Bangkok.
3. Is this the video which explains some new trends in tourism?
4. Could you recommend to me a local tour guide who can speak English?
5. They want to visit a city which is famous for its rich history.

**2 Underline the correct relative pronoun for each sentence.**

1. This is the brochure which / who provides the information you need for your visit to Beijing.
2. ABC is the company which / who won the Best Travel Agency Award last year.
3. The elders which / who are not good at using online apps prefer package tours.
4. A hop-on hop-off bus which / who runs from here every hour is the fastest way to visit a city.
5. Food tourism is for tourists which / who want to explore the unique dishes of a place.

**Remember!**

*Whose* is a relative pronoun. It is used to show possession by people and things.

Example:

The man **whose** book you are reading is my friend.

We visited a city **whose** houses are painted in different bright colours.

**3 Complete each sentence with *who* or *whose*.**

1. Mr Minh, _____ will guide us on our Cu Chi Tunnel tour, is on his way.
2. This is the writer _____ book *Travel on $50 a Day* is my favourite travel guide.
3. My son, _____ is a huge fan of Taylor Swift, is on a music tour to see her in concert.
4. Tuyen Quang, _____ beauty and history are appealing, is a must-go in my tour list.
5. While travelling, my father often spends time talking with the locals _____ stories, he says, are interesting about the land we are visiting.

**4 Match a clause in A with a clause in B to make a complete sentence.**

| A | B |
|---|---|
| 1. Don't forget to visit the National Air and Space Museum | a. whose products are on display at the Handicraft Show. |
| 2. Yesterday I phoned Pierre, | b. who knows a lot about the history of this area? |
| 3. There, I could see the ruinous hall | c. which appeared in the film "Jane Eyre". |
| 4. Could you recommend a local tour guide | d. whose breathtaking collection is a must-to-see. |
| 5. We were lucky to meet some artisans | e. who is arranging accommodation for our stay in Paris. |

**5** **Work in pairs. Discuss and finish the sentences.**

1. Son Doong is now a world-famous destination for travellers who _____.
2. I'm personally against tours which _____.
3. We shared a holiday home with two Germans whose _____.
4. I bought a city map which _____.
5. Most travellers prefer working with tour guides who _____.

## COMMUNICATION

### Everyday English

**Expressing obligation**

**1** **Listen and read the conversations. Pay attention to the highlighted parts.** 50

① ***Mother:*** Lan, you must hurry up or we'll miss the train.

***Lan:*** Yes, Mum. I'm coming.

② ***Nick:*** Is it necessary for us to wait in the queue?

***Stranger:*** I'm sorry, it is.

**2** **Work in pairs. Express obligation in the following situations.**

1. You ask your younger brother to make a list of the things he will pack for his holiday so that he does not forget anything.
2. The teacher asks the class to strictly follow the factory regulations while visiting.

### My travel

**3** **Read what people say about their travels. Then complete the table.**



***Nam*** Last year, my family travelled to Khanh Hoa for a leisure holiday. We rented a homestay by the sea. We swam in the sea and ate the local seafood.



***Agi*** Next month, my class is going on a trip to Budapest. A travel agency takes care of everything for us. We'll stay in a three-star hotel. We'll visit some cultural places and take a cruise on the Danube River.



***Haruto*** It was the low season, so my brother and I were able to afford a seven-day holiday in Beijing, China. We stayed in a loft room of a guest house. We spent every day visiting historical places. We wanted to learn about China's history.

| People | Accommodation | Activities |
|---|---|---|
| Nam | | |
| Agi | | |
| Haruto | | |



**4** **Work in groups. Share with your partners an unforgettable holiday you've taken. In your talk, you can mention:**

- holiday destination
- travel transportation
- accommodation
- activities

## SKILLS 1

### Reading

**1** **Write the words under their correct pictures.**

a. destination b. traveller
c. itinerary



1. _____



2. _____




3. _____

**2** **Read the passage and match the words and phrases in A with the definitions in B.**

The two most popular types of tours now are package and self-guided tours.

When you buy a package tour, a travel agency takes care of almost everything for you. You will get a notice about the places of your visit, the detailed itinerary, and the cost. They will protect you if something goes wrong during the trip. This type of holiday saves time and reduces stress for travellers. It offers a convenient option for people who are elderly, who do not want to spend much time searching on their own, or who are not confident about using online apps. One disadvantage of this type is you have to follow a fixed itinerary.

Nowadays, more young people choose self-guided tours which require them to do everything on their own. They have to look for a destination, work out an itinerary, and estimate the cost. They then hunt for tickets and accommodation, usually homestay. This type of holiday may require people more time and effort, but it is cheaper and more flexible than a package holiday. It gives travellers more freedom to decide where to go and how much time and money to spend at a place. However, to have a smooth trip and avoid trouble, these travellers should be good at using apps.

| A | B |
|---|---|
| 1. cost | a. happening or continuing without any problems |
| 2. fixed | b. money spent on something |
| 3. hunt for | c. not changing |
| 4. smooth | d. look for |

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

1. What can a package tour save you?
2. What disadvantage of a package tour does the passage mention?
3. What do travellers have to do on a self-guided tour?
4. What is an advantage of self-guided tours?
5. What skill should you have if you go on a self-guided tour?

## Speaking

**4** **Work in pairs. Take turns to interview your partner about his / her recent tour. Take notes of your partner's answers.**

You can ask about:

1. where he / she went
2. which tour he / she took: package or self-guided
3. how he / she travelled
4. where he / she stayed
5. what he / she did / saw

**5** **Share with the class your partner's travel experience. You can then share what you think about it.**

Example:

Last summer, Mai went to Da Lat. She took a package tour ...



# SKILLS 2

## Listening

**1** **Work in pairs. Discuss if these statements are true.**

1. The Brontes is a family of world-famous writers.
2. Together, the three sisters wrote *Jane Eyre*.
3. You can read some of their novels in Vietnamese.




**2** **A tour guide is announcing the schedule for a one-day trip to the home of the Brontes. Listen and complete the missing information.** Track 51

| DAY TRIP<br>Haworth and the Brontes | |
|---|---|
| Trip will take: | (1) _____ hours |
| Jane Eyre: | (2) a _____ book |
| In Haworth, we see: | the Brontes' house, school, and (3) _____ |
| The tour includes: | (4) _____ ticket to the house |
| The Brontes lived in Haworth: | (5) _____ years ago |
| The main street of the village: | has witnessed little (6) _____ |

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**3** **Look at the pictures, listen again and tick (✓) the two which illustrate the ideas of the listening passage.** 52



1. ☐

2. ☐

3. ☐

## Writing

**4** **Work in pairs. Discuss and tick (✓) the thing(s) that the tour guide in the listening passage mentions in her announcement at the beginning of the tour.**

1. The length of the tour ☐
2. The cost of the tour ☐
3. The place(s) they visit ☐
4. Some brief details about each place ☐

**5** **Write a paragraph (100 - 120 words) introducing this half day tour in Hue. Use the clues below.**

1. Length of the tour: 5 hours
2. Transportation: mini bus
3. The place(s):
   - Thien Mu Pagoda: oldest pagoda in central and south Viet Nam, built in 1602.
   - The Citadel: see the palace ruins, learn about the history of the Nguyen Dynasty, and visit the altars of the Kings.
   - Dong Ba Market + lunch (at tourists' own expense): biggest market in the city. Get to know about the local products and chat with the locals.

**You can start with:**

*This is the itinerary for a five-hour tour. ...*

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# LOOKING BACK

## Vocabulary

**1 Choose the correct answer A, B, C, or D to complete each sentence.**

1. If you are travelling abroad for the first time, it's better to look for a good travel _____ to arrange everything for you.

   A. budget  B. agency
   C. tourism  D. homestay

2. Many _____ buildings have become UNESCO World Heritage Sites.

   A. modern  B. domestic
   C. ruinous  D. international

3. Young people are usually good at _____ for cheap transportation and accommodation.

   A. buying  B. booking
   C. hunting  D. applying

4. Nowadays, people can travel on their own to new places by using _____.

   A. tours  B. earphones
   C. entrance tickets  D. Google Maps

5. _____ is for people who love trying different local dishes.

   A. Food tourism  B. Domestic tourism
   C. Ecotourism  D. Shopping tourism

**2 Fill in each blank with a suitable word or phrase. The first letter has been given.**

1. Would you like to go on an international or a d_____ tour?
2. – Can I make a small change to this itinerary?
   – I'm afraid not. It's f_____.
3. Thanks to her skills with a_____, she was able to buy cheap tickets to Quy Nhon.
4. They are not experienced enough to go on a s_____ tour. They need an adult to go with them.
5. – What did you enjoy most on your tour to Sa Pa?
   – The n_____ beauty of the mountains and valleys.

## Grammar

**3 Use a relative pronoun *which*, *who*, or *whose* to complete each sentence.**

1. Excuse me, could you show me a souvenir shop _____ sells small-size paintings of this city?
2. We can ask my uncle _____ has a lot of experience in organising tours.
3. A visa is a stamp or mark in your passport _____ allows you to enter or leave a foreign country.
4. I'm lost. The hotel I'm staying in is a white multi-storey one _____ name is Islander Hotel.
5. The police officer is talking to the tourist _____ passport is missing.

**4 Combine each pair of sentences, using a suitable relative pronoun *which*, *who*, or *whose*.**

1. My family spent four days in India. Its culture is unique.
2. Organising self-guided tours helps develop personal skills. They are important for everybody.
3. Russel stayed in a hotel in Bui Vien Street. It is one of the best streets for foreign tourists.
4. After the Muay Thai Show, my sons talked to the artists. They admired their performance so much.
5. We participated in a lot of activities with the local people. They were friendly and helpful.



## PROJECT

# Making a plan for a two-day trip

Work in groups.

1. **Discuss then choose a destination for your group's two-day trip.**

2. **Decide the means of transport and accommodation.**

3. **Create an itinerary which includes:**
   - the dates and the time (when to leave, when to return)
   - the tourist attraction(s) you want to visit
   - the activities (what to do) and their timing (when to do)

4. **Estimate the costs.**

5. **Present your plan to your class. Add explanations where relevant.**




| Now I can ... | ✓ | ✓✓ | ✓✓✓ |
|---|---|---|---|
| • use the words and phrases about tourism.<br>• pronounce the words ending in *-ic* and *-ious* with correct stress.<br>• recognise and use some relative pronouns.<br>• express obligation.<br>• read about different types of tours.<br>• talk about my travel experience.<br>• listen about a tour announcement.<br>• write a paragraph introducing a tour. | | | |

# Unit 9 WORLD ENGLISHES

**THIS UNIT INCLUDES:**

**Vocabulary**
- Aspects of languages
- English language learning

**Pronunciation**
Stress in words ending in *-ion* and *-ity*

**Grammar**
Defining relative clauses

**Skills**
- Reading about the three circles of English
- Talking about borrowed words
- Listening about ways to improve one's English vocabulary
- Writing a paragraph about ways to improve an area of English learning

**Everyday English**
Saying good luck and responding

## GETTING STARTED

### What do you mean?

**1** **Listen and read.** 53

***Teacher:*** Hi class. I'd like to introduce an exchange student who comes from New York. Welcome Jack!

***Students:*** Hello, Jack. Nice to meet you.

***Jack:*** Nice to meet you all. This is my first time in Viet Nam.

***Teacher:*** Now you can ask Jack any questions you would like to ask.

***Phong:*** Do American students wear school uniforms every day, Jack?

***Jack:*** No, most American students don't wear school uniforms. Most students at my school wear pants and T-shirts.

***Phong:*** What do you mean by 'pants', Jack?

***Jack:*** Ah, I mean trousers. In American English, 'pants' mean 'trousers'.

***Phong:*** I see.

***Teacher:*** Yeah, there are some differences in vocabulary between American English and British English. Are there any more questions?

***Mi:*** Yes. I want to know about the students in your school. Are all of you American? And do all of you speak English?

***Jack:*** Good question. Most of us are American, but some are immigrants from other countries like Viet Nam, India, and Mexico. Their first language is not English, but they all speak English at school.

***Mi:*** That's interesting!




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## 2 Read the conversation again. Fill in each blank with no more than TWO words from the conversation.

1. Jack is an exchange student from _____.
2. This is the _____ Jack has visited Viet Nam.
3. Most students at Jack's school wear _____ and T-shirts.
4. American English and British English have _____ in vocabulary.
5. Not all students in Jack's school are _____, but they all speak English.

## 3 Match the words and phrases with their definitions.

| | |
|---|---|
| 1. exchange student | a. all the words in a language |
| 2. mean | b. a student who attends a school in a foreign country for a period of time |
| 3. vocabulary | c. people who have come to live permanently in a different country |
| 4. immigrants | d. the language someone learns to speak from birth |
| 5. first language | e. to express or represent something |

## 4 Fill in each blank with a word or phrase from 3.

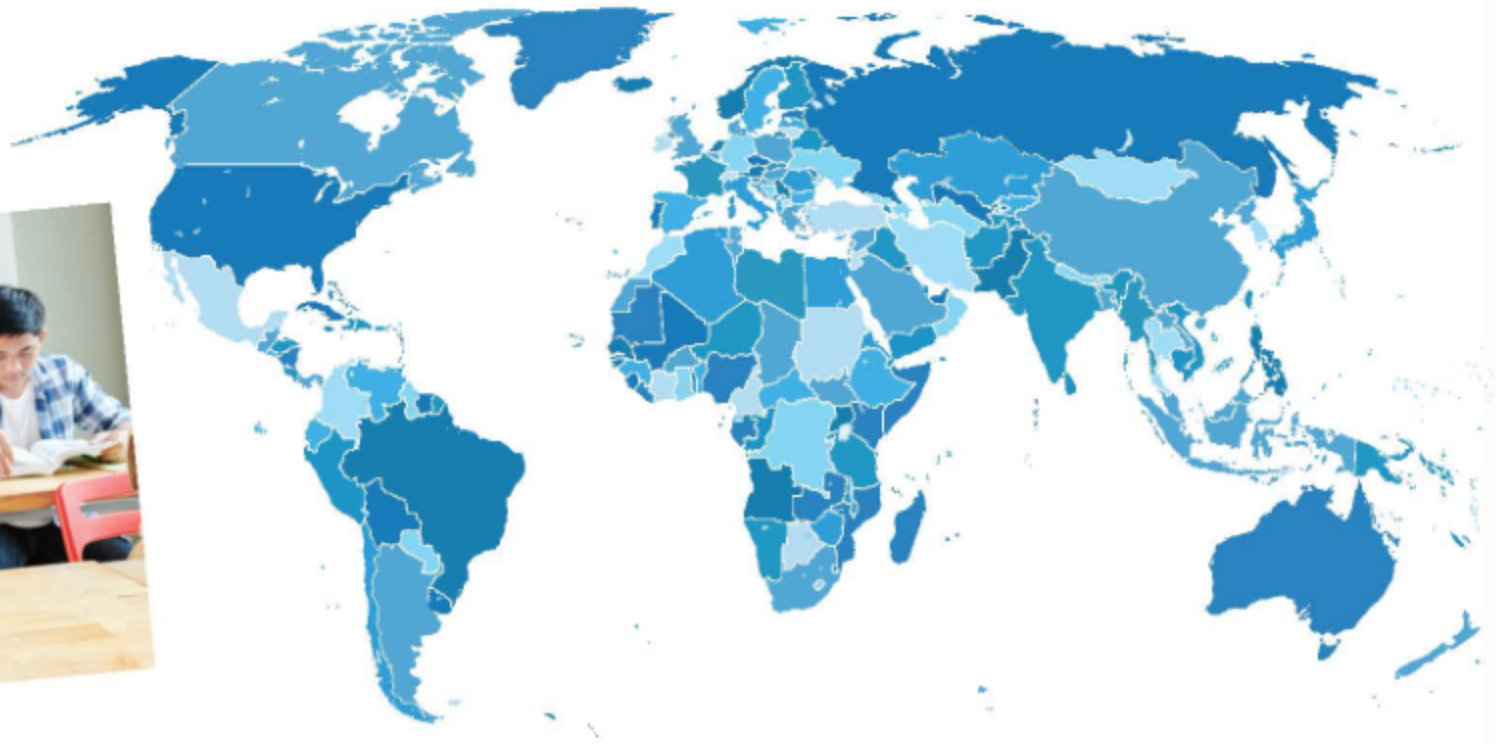
1. – What does your name _____, Mi?
   – It's the name of a bird.
2. English _____ is increasing because it borrows words from other languages.
3. In Australia, there are a lot of _____ who have come from other countries.
4. His _____ is Vietnamese, but he can speak English and French fluently.
5. This year our school has a(n) _____ from Britain. She will study with us for one month.

## 5 QUIZ Match the words in British English with those in American English so that they mean the same. Who is the quickest?

| British English | American English |
|---|---|
| flat | sweater |
| holiday | apartment |
| jumper | soccer |
| chips | vacation |
| football | French fries |

**Do you know any other pairs of words?**





# A CLOSER LOOK 1

## Vocabulary

**1** **Match a word or phrase in A with its meaning in B.**

| A | B |
|---|---|
| 1. variety | a. a language which has legal status in a country |
| 2. bilingual | b. a different type of something |
| 3. fluent | c. (of circles) having the same centre |
| 4. concentric | d. able to speak two languages equally well |
| 5. official language | e. able to speak, read, or write a language, especially a foreign language, easily and well |

**2** **Match a verb in A with a phrase in B to make a meaningful expression.**

| A | B |
|---|---|
| 1. translate | a. over the grammatical points |
| 2. copy | b. up a new language |
| 3. pick | c. up new words in an English-English dictionary |
| 4. look | d. from Vietnamese into English |
| 5. go | e. words into a notebook |

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

1. English is a(n) official / first language in Singapore besides Malay, Mandarin, and Tamil.
2. Although he was born in Britain, he is fluent / bilingual in Vietnamese.
3. After you pick / look up a word in the dictionary, remember to make an example with it.
4. How many books have you picked / translated from English into Vietnamese?
5. Remember to go / copy over the words you have learnt in class.

## Pronunciation

**Stress in words ending in *-ion* and *-ity***

**Remember!**

Words ending in *-ion* and *-ity* have stress on the syllable immediately before them.

**4** **Listen and repeat the words. Pay attention to the word stress.** 54

| -ion | -ity |
|---|---|
| relation | charity |
| decision | quality |
| position | clarity |
| education | ability |
| operation | obesity |

**5** **Listen and repeat the sentences. Mark the stress in the underlined words.** 55

1. They had a discussion about the quality of the courses at their language centre.
2. Pay attention to her ability to express herself in English.
3. I have an intention of organising an English class for the community.
4. Let's do a revision activity before the exam.
5. What is the function of the word 'identity' in this sentence?

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## A CLOSER LOOK 2

### Grammar

**Defining relative clauses**

**Remember!**

A relative clause tells us more about people and things. It usually starts with a relative pronoun.

Defining relative clauses give us essential information. Without this information, people are not clear which person(s) or thing(s) we are talking about.

Example:

- The teacher **who taught me my first words in English** is Mr Vinh.
- He gave me the dictionary **which you suggested.**

**1 Choose the correct answer A, B, C, or D to complete each sentence.**

1. English is the language _____ is known as a global language.
   A. who B. which
   C. whose D. what
2. People _____ speak English well can find jobs in international companies more easily.
   A. who B. which
   C. whose D. why
3. People from countries _____ do not share a common language use English to work together effectively.
   A. who B. which
   C. whose D. where
4. The woman _____ son won the English speaking contest felt very proud.
   A. who B. which
   C. whose D. when
5. I met a man _____ first language is Arabic at the conference.
   A. who B. which
   C. what D. whose

**Remember!**

The relative pronoun *who* or *which* can be the subject or the object of the relative clause. We must use it when it is the subject of the relative clause. We can omit it if it is the object.

Example:

- The man who (S) is talking to the girl is bilingual in English and French.
  → must use *who*
- The man who (O) you met this morning is bilingual in English and French.
  → can omit *who*

**2 Underline the relative clause in each sentence. Decide if the relative pronoun is the subject (S) or object (O) of the relative clause and if we can or cannot omit it.**

1. The new vocabulary items which we learnt yesterday are difficult to remember.
2. I don't like the grammar exercises which are in this book.
3. The man who translated this novel into Vietnamese must be proficient in English.
4. The students who love languages can join our Reading Club.
5. The teacher who we admire can speak three languages.

**3 Are these sentences right or wrong? Correct them if necessary.**

1. My sister doesn't like films have unhappy endings.
2. What is the name of the man who is the director of the language centre?
3. One of the four official languages people use in Singapore is English.
4. I like the English lesson which Ms Oanh taught yesterday.
5. Students who grades are high can compete in this contest.

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**4** **Combine the two sentences into one, using a relative pronoun.**

1. I met a woman. Her husband is a famous linguist.

_____

2. My friend's father gave us the tickets. He owns a travel agency.

_____

3. The grammar exercise was very complicated. Nobody could do it.

_____

4. I study English in a language school. It is in the centre of the city.

_____

5. The student completed the quiz the fastest. The teacher praised him.

_____

**5** GAME **Clues for you**

**Work in two teams. A student from each team gives clues about an object or a person in class, using a relative clause. Students from the other team guess which object or person it is.**

Example:




# COMMUNICATION

## Everyday English

### Saying good luck and responding

**1** **Listen and read the conversations. Pay attention to the highlighted parts.** 56

① *Tom:* Good luck with your English exam.

*Mi:* Thanks. I'll try my best.

② *Phong:* I've heard that you're moving to the US. I wish you all the best of luck.

*Neighbour:* Thank you so much.

**2** **Work in pairs. Practise saying good luck and responding in the following situations.**

1. Your friend is giving a presentation in English this week.
2. Your cousin is taking the university entrance exam next week.
3. Your English teacher is going to the UK for further study.

## Interesting facts about English

**3** **Work in pairs. Read the interesting facts below about English. Order them from the most interesting to the least interesting.**

1. The most common letter in English is 'e'.
2. Only two English words in current use end in '-gry'. They are 'angry' and 'hungry'.
3. The word 'uncopyrightable' is the longest English word in normal use which contains no letter more than once.
4. The longest English word without a true vowel (*a, e, i, o,* or *u*) is 'rhythms'.
5. 'Queueing' and 'cooeeing' are the two words with five consecutive vowels (five vowels in a row).

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**4** **QUIZ** **Work in groups. Work out the answers to the questions in the quiz.**

1. Which of these languages has the highest number of native speakers?

   A. English. B. Chinese. C. Spanish.

2. Which language do people use the most at international events?

   A. English. B. Chinese. C. Spanish.

3. Americans call it "truck". What do the British call it?

   A. Car. B. Bus. C. Lorry.

4. The British call it "chemist's". What do Americans call it?

   A. Shop. B. Drugstore. C. Store.

5. Which is the longest word in English which has only one vowel?

   A. Length. B. Strengths. C. Depth.

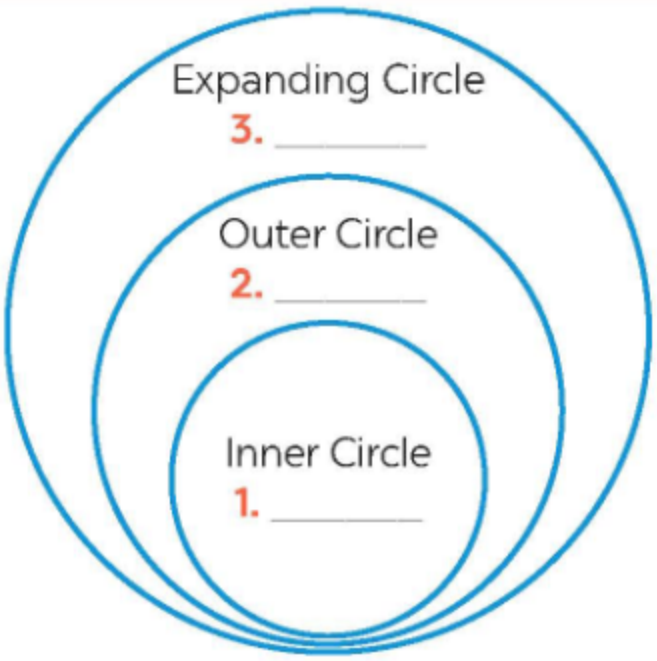
**5** **Share your group's answers with the class. Which group has the most correct answers?**

## SKILLS 1

### Reading

**1** **Look at the diagram. Put the names of the countries where English is spoken in the correct circle.**

| | | |
|---|---|---|
| Viet Nam | Singapore | Russia |
| New Zealand | Malaysia | The UK |




**Now read the text quickly to check your answers.**

**2** **Read the text and choose the correct answer A, B, C, or D.**

Braj Kachru was a Professor of Linguistics who invented the term 'World Englishes'. The term refers to the fact that English has become a global means of communication with a lot of varieties.

In 1985, Kachru proposed a **model** of the different uses of English around the world. There are three concentric circles in the model.

The first of these circles is the Inner Circle, which consists of the traditional English-speaking countries, such as the UK, the USA, Australia, New Zealand, and Canada. In these regions, English is the first language, and their speakers provide the standards of English.

The next circle is the Outer Circle where English is not the first language but the second or official language. The countries in this circle include India, Singapore, the Philippines, Pakistan, Malaysia, etc. The speakers of these places follow the standards which the countries in the Inner Circle provide.

The last circle is the Expanding Circle. People in **this circle** speak English as a foreign language. Some of the countries in the Expanding Circle are Brazil, Japan, Russia, and Viet Nam. Speakers of English in these places follow the rules which the people in the Inner Circle have established.

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1. What is the text mainly about?

A. Professor Braj Kachru.
B. The three circles of World Englishes.
C. Native speakers of English.
D. The development of English.

2. The word "**model**" in paragraph 2 means _____.

A. an excellent person
B. an example to copy
C. a small copy of something
D. a description of a system

3. The phrase "**this circle**" in paragraph 5 refers to the _____.

A. model
B. Inner Circle
C. Outer Circle
D. Expanding Circle

**3** **Read the text again and fill in each blank in the summary with no more than TWO words.**

Kachru's Model

| | |
|---|---|
| **Inner Circle** | – English is the (1) _____.<br>– Countries: the UK, the USA, Australia, etc.<br>– Speakers provide the standards. |
| **Outer Circle** | – English is the second or (2) _____ language.<br>– Countries: India, Singapore, the Philippines, etc.<br>– Speakers (3) _____ the standards. |
| **Expanding Circle** | – English is a (4) _____.<br>– Countries: Brazil, Russia, Viet Nam, etc.<br>– Speakers follow the (5) _____ established. |

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## Speaking

**4** **Work in pairs. Read the following words. What do all the words have in common?**

*banh mi, sushi, robot, piano, kung fu*

**5** **Work in groups. Discuss and write the meaning / explanation of each word and choose the language of origin for each word from the given list. Then present your answers to the class.**

Chinese – Japanese – Vietnamese – Italian – Czech

| Words | Meaning / Explanation | Language of origin |
|---|---|---|
| banh mi | A type of Vietnamese sandwich filled with cold meats, pâté, and vegetables | Vietnamese |
| sushi | | |
| kung fu | | |
| robot | | |
| piano | | |

## SKILLS 2

### Listening

**1** **Work in pairs. Look at the pictures and answer the questions.**

1. What is the person in each picture doing?
2. How can these activities help them learn English?

a



b



**2** **Listen to Trang talking. Decide if the statements are true (T) or false (F).** 57

| | T | F |
|---|---|---|
| 1. Trang has studied English for seven years. | | |
| 2. She talks about how she has learnt English vocabulary and grammar. | | |
| 3. She has learnt new words from reading English books. | | |
| 4. She is confident about her English vocabulary now. | | |

**3** **Listen again and fill in each blank with no more than TWO words.** 58

**Tips to improve English vocabulary learning**

**Reading English books**
- Guessing the (1) _____

**Using a good dictionary**
- Checking the meaning and (2) _____

**Using a vocabulary notebook**
- (3) _____ all new words into a notebook

**(4) _____ in English**
- Trying to use the words learnt and (5) _____ more new words

### Writing

**4** **Work in pairs. Discuss the questions below.**

1. What is the thing you find most challenging when learning English?
2. What have you done to improve it?

**5** **Write a paragraph (100 – 120 words) about the most challenging thing you face when learning English and what you have done to improve it.**

**You can start your paragraph as follows:**

*When learning English, I find _____ the most challenging, and I have done several things to improve it. Firstly, _____*

_____

_____

_____

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# LOOKING BACK

## Vocabulary

**1** **Fill in each blank with a word from the box.**

| | | |
|---|---|---|
| bilingual | mean | immigrants |
| concentric | fluent | |

1. What does this word _____ in English?
2. The Kachru's model has three _____ circles.
3. The little boy talks to his mum in Vietnamese and to his dad in English. He's _____.
4. Many children in this area are _____ English speakers, but they can't write in English.
5. The number of _____ in this country has increased quickly for the last three years.

**2** **Choose the correct answer A, B, C, or D to complete each sentence.**

1. My students usually go _____ their homework before they hand it in.
   A. into B. over
   C. in D. up
2. Do you know how many _____ of English are there?
   A. grammars B. vocabulary
   C. varieties D. official languages
3. For homework, please copy these English sentences _____ your notebook.
   A. into B. over
   C. on D. up
4. She's good at _____ English short stories into Vietnamese.
   A. translating B. picking
   C. looking D. copying
5. After living in Singapore for several years, she has _____ up some Singaporean English.
   A. copied B. gone
   C. looked D. picked

## Grammar

**3** **Read each sentence and circle the relative pronoun which can be omitted.**

1. These are the words which are the same in both British English and American English.
2. English is the language which people use the most in the world.
3. The boy who is giving a presentation in English on the stage is my student.
4. Spanish is the language which has the second largest number of native speakers.
5. The exchange student who we invited to join our club comes from the Philippines, so his English is so good.

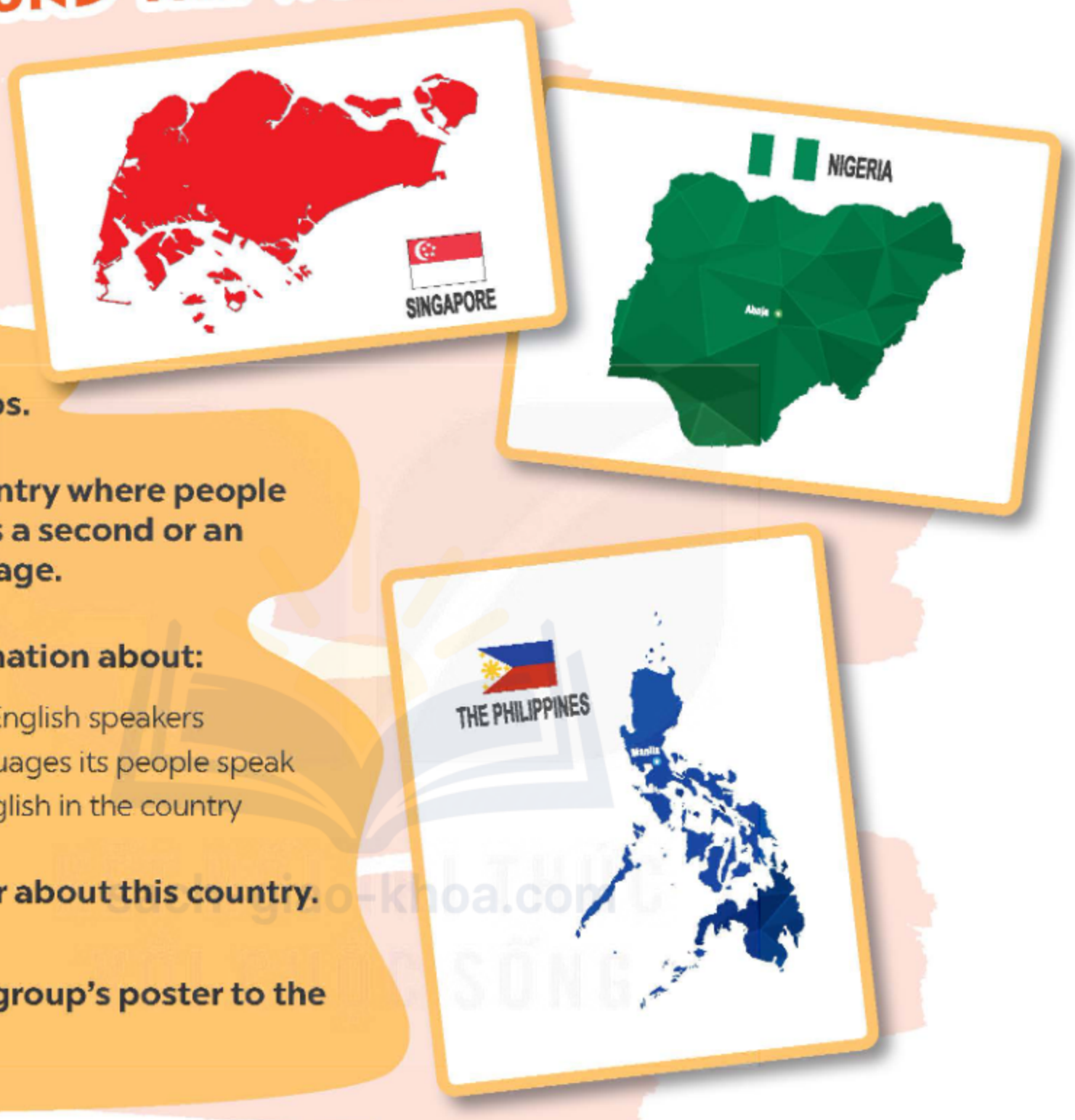
**4** **Combine the two sentences, using a relative pronoun. Start the new sentence with the given phrase.**

1. The English-English dictionary is on the table. My dad gave it to me last year.
   → The English-English dictionary _____.
2. She used some words in her speech. These words are from French.
   → She used some _____.
3. He has learnt English on a website. I recommended the website to him two years ago.
   → He has learnt _____.
4. Some languages have a lot of speakers. English is one of them.
   → English is one of _____.
5. My sister is learning English at a language centre. It has the best teachers in our town.
   → My sister is learning _____.

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## PROJECT

# ENGLISH AROUND THE WORLD




**Work in groups.**

1. **Choose a country where people use English as a second or an official language.**

2. **Collect information about:**
   - its number of English speakers
   - any other languages its people speak
   - the roles of English in the country

3. **Make a poster about this country.**

4. **Present your group's poster to the class.**

| **Now I can ...** | ✓ | ✓✓ | ✓✓✓ |
|---|---|---|---|
| • use the words related to the topic *World Englishes*.<br>• pronounce the words ending in *-ion* and *-ity* with correct stress.<br>• use defining relative clauses.<br>• say good luck and respond.<br>• read about the three circles of English.<br>• talk about borrowed words.<br>• listen about ways to improve one's English vocabulary.<br>• write a paragraph about ways to improve an area of English learning. | | | |

# REVIEW 3 (UNITS 7 - 8 - 9)

## LANGUAGE

### Pronunciation

**1 Listen and repeat the sentences. Mark the stress in the underlined words.** 59

1. This snack is nutritious and easy to prepare.
2. He is a bit slow, but he's ambitious.
3. Seafood is a local speciality, but I'm allergic to it.
4. The electronic dictionary includes some animations.
5. The celebration continued with a fantastic activity.

### Vocabulary

**2 Choose the correct answer A, B, C, or D to complete each sentence.**

1. Mount Everest, which is _____ on the border between China and Nepal, attracts climbers of all ages.
   A. founded B. placed
   C. positioned D. located
2. The view of my village and the paddy fields from the mountain top was _____.
   A. magnificent B. conservative
   C. interested D. beneficial
3. Our _____ includes a visit to Stonehenge – a famous tourist attraction.
   A. calendar B. itinerary
   C. voyage D. touring
4. When you _____ a word in the dictionary, remember to learn its pronunciation.
   A. pick up B. try on
   C. look up D. get to
5. The landscape there is amazing, but boat is the only way to _____ it.
   A. get access to B. enter
   C. admit D. open

**3 Complete the sentences with the words and phrases from the box.**

| | |
|---|---|
| package tour | promotes |
| flora and fauna | varieties |
| native speaker | |

1. One advantage of tourism is that it _____ international understanding and cooperation.
2. A _____ is a person who speaks a language as their first language.
3. A _____ is a holiday that is organised by a company at a fixed price and that includes everything.
4. There are many different _____ of English around the world.
5. The Amazon Rainforest has very rich _____, but services and facilities there are limited.

### Grammar

**4 Rewrite the sentences in reported questions.**

1. "Is the plane arriving soon?" they asked Jane.
   → _____
2. The teacher asked: "Can you write a report after your visit to the Dolomites?"
   → _____
3. "Does the tour guide have your telephone number?" she asked me.
   → _____
4. I asked Kate: "Will anybody meet you at the airport tomorrow?"
   → _____
5. "Are you sure about the quality of these English courses?" I asked them.
   → _____

**5 Join each pair of sentences, using a relative pronoun.**

1. The path was made by trekkers. They cross the mountains each summer.
   _____
2. I know an English restaurant. The restaurant serves excellent fish and chips.
   _____
3. The local people were very friendly and helpful. We met them last week.
   _____
4. Ms Linda teaches a class of students. Their native language is not English.
   _____
5. The English dictionary is very useful. I can't afford to buy it.
   _____

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# SKILLS

## Reading

**1** **Read the following passage and choose the correct answer A, B, C, or D to each question.**

If you want to learn English more quickly, lots of reading is important. When you read in English, you can improve your vocabulary, grammar, and writing at the same time.

When you read, try to **figure out** the meaning of a new word from the words around it. Even if you are not always correct, it is good to practise thinking about what a new word might mean. You may need to learn the meaning of a word or phrase. The more words you understand, the better you will be able to read. A dictionary – hard copy or online version – can help you find the meanings of words **which** are new to you. You should keep a list of new words, their definitions, and a sentence for each word which shows how to properly use it. You can keep this vocabulary list in a notebook you always have with you. This helps you to revise what you have learnt wherever you are.

1. What skill can you improve when you read in English?
   A. Social. B. Speaking.
   C. Writing. D. Listening.
2. The phrase '**figure out**' in the passage probably means _____.
   A. understand B. try out
   C. look up D. use
3. You can guess the meaning of a new word from the _____.
   A. phrase B. context
   C. grammar D. notebook
4. The word '**which**' in the passage refers to _____.
   A. dictionary B. copy
   C. meanings D. words
5. The writer's advice for English readers is to _____.
   A. buy a dictionary
   B. find new words
   C. show how to use words
   D. keep a vocabulary list

## Speaking

**2** **Work in pairs. Look at the list of the natural wonders below. Rank them from 1 (most interesting) to 5 (least interesting), based on how interesting the places are for you.**

- The Amazon Rainforest
- The Sahara Desert
- The Galápagos Islands
- Ha Long Bay
- Mount Everest

**What place would you like to visit most, and why?**

## Listening

**3** **Listen to the passage and fill in each blank with no more than TWO words.** 60

**What Travellers Can Do to Help Protect the Galápagos Islands**



1. There are _____ for travellers to the Galápagos Islands.
2. Travellers can't bring any food or live _____ to the islands.
3. Travellers mustn't litter on the islands or _____ into the ocean.
4. Visitors shouldn't buy souvenirs made from animals or _____ from the islands.
5. Visitors can help _____ this natural wonder of the world.

## Writing

**4** **Make sentences using the words and phrases given.**

1. village / nearly inaccessible / by cars / rainy days / .

   _____
2. what countries / people / speak English / first language / ?

   _____
3. should learn / speak English / fluently / a native speaker / .

   _____
4. We / stay / hotel / which / my friend / recommend / us / .

   _____
5. Many / foreign tourist / like Viet Nam / because / accommodation and food / affordable / .

   _____

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# Unit 10 PLANET EARTH

**THIS UNIT INCLUDES:**

**Vocabulary**
- Planet Earth
- Habitats
- Flora and fauna

**Pronunciation**
Rhythm in sentences

**Grammar**
Non-defining relative clauses

**Skills**
- Reading about flora and fauna
- Talking about threats to flora and fauna and how to protect them
- Listening about the effects of living things on the environment
- Writing a summary

**Everyday English**
Persuading someone to do something and responding

## GETTING STARTED

### In a science club

**1 Listen and read.** 61

***President:*** Hi, welcome to our science club. Our topic today is planet Earth. Our guest is Mr An, an earth scientist.

***Mr An:*** Hi everybody. Pleased to meet you. I'm looking forward to answering your questions about our planet.

***Lan:*** Mr An, where's Earth in the Solar System?

***Mr An:*** There are eight planets in the Solar System, and Earth is the third from the Sun, after Mercury and Venus. It's also the fifth largest in our system.

***Nick:*** Is it also called the Blue Planet?

***Mr An:*** Right. From the outer space it looks blue because water covers more than 70 per cent of it.

***Lan:*** Is it the only planet that has liquid water?

***Mr An:*** Exactly. Without it, there wouldn't be living things, like humans, or the flora and fauna of your habitat.

***Nick:*** How about the role of air, light, and heat? How do they affect Earth?

***Mr An:*** Well, water bodies and landforms, which are main areas on Earth, together with air, light, and heat, provide essential habitats for plants and animals.

***Nick:*** It's fascinating to observe and study these habitats.

***Mr An:*** Yes. However, they are being destroyed by pollution. We should all help out to preserve them. ...



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

| | T | F |
|---|---|---|
| 1. The students are asking about the Solar System. | | |
| 2. Another name for Earth is the Blue Planet. | | |
| 3. Water covers four fifths of Earth. | | |
| 4. Water bodies and landforms are essential habitats for plants and animals. | | |
| 5. Mr An thinks pollution is threatening the habitats of plants and animals. | | |

## 3 Write a word or phrase from the box under the correct picture.

liquid water | landforms
flora and fauna | water bodies
Solar System | outer space



1. _____



2. _____



3. _____



4. _____









5. _____



6. _____

## 4 Complete each sentence with a word or phrase from 3.

1. _____ refer to the plants and animals of a particular place.
2. Oceans, seas, rivers, and lakes are different types of _____ on Earth.
3. There are eight planets in the _____.
4. The Soviet Union launched Sputnik 1 into _____ in 1957.
5. Some examples of _____ include mountains, grassland, and deserts.

## 5 QUIZ Work in groups. Answer the following questions.

1. How many continents are there on Earth?
2. How many oceans are there on Earth?
3. How many moons orbit Earth?
4. Which gas is essential for life on Earth?
5. Which planet has conditions similar to those on Earth?



# A CLOSER LOOK 1

## Vocabulary

**1** **Write a word or phrase from the box under each picture.**

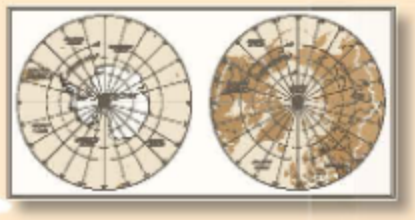
| | |
|---|---|
| habitats | flora and fauna |
| grassland | nature reserves |
| food chain | poles |



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

**2** **Complete each sentence with a word or phrase from 1.**

1. In a _____, some animals eat other animals and become food for a third group of animals.
2. A _____ is often wide and its plants are mostly grass and flowers.
3. Areas of land to protect animals and plants are called _____.
4. The North and South _____ are both extremely cold and icy.
5. Natural _____ for pandas are bamboo forests.

**3** **Choose the correct answer A, B, C, or D.**

1. When humans use a natural habitat for farming and housing, they cause _____.

   A. climate change B. global warming
   C. habitat loss D. ecological balance

2. When Earth's average temperature increases, we face _____.

   A. ecological balance B. global warming
   C. pollution D. protection

3. Each of us can lend a hand to _____ the natural environment.

   A. hunt B. change
   C. preserve D. pollute

4. We can keep a(n) _____ by stopping hunting and cutting down trees.

   A. ecological balance B. habitat loss
   C. climate change D. nature reserve

5. One way to _____ Mother Earth is by planting more trees.

   A. keep B. harm
   C. provide D. protect

## Pronunciation

**Rhythm in sentences**

**Remember!**

When we speak English, we place stress on certain syllables in a sentence. The combination of stressed and unstressed syllables produces rhythm in spoken English.

**4** **Listen to the sentences and pay attention to the bold syllables. Does the speaker place stress on them?** 62

1. **Earth** is the **third pla**net from the **Sun**.
2. **O**ceans, **seas**, **ri**vers, and **lakes** are **wa**ter **bo**dies.
3. The **North** and **South poles** are ex**treme**ly **cold** and **i**cy.
4. Do **moon**quakes **last** up to **half** an **hour**?
5. Pre**ser**ving **na**tural re**sour**ces is very im**por**tant.

**5** **Circle the stressed syllables in the sentences. Listen, check, and repeat.** 63

1. We're doing a study on climate change.
2. What is the distance from Earth to Mars?
3. They'll have a discussion on natural habitats.
4. Plants provide us with food, oxygen, and energy.
5. Our school organised various activities on Earth Day.

# A CLOSER LOOK 2

## Grammar

### Non-defining relative clauses

**Remember!**

- We use non-defining relative clauses to add extra information.

  Example: Earth, **which is the third planet from the Sun**, depends much on the Sun for its energy.

- If we remove the non-defining relative clause, the sentence still makes sense.

  Example: Earth depends much on the Sun for its energy.

- We use comma(s) with non-defining relative clauses.

- Relative pronouns cannot be omitted in non-defining relative clauses.

**1 Complete the sentences with correct relative pronouns.**

1. Planet Earth, _____ is also called the Blue Planet, is covered with water and land.
2. Peter Molnar, _____ has done many studies on climate change, is one of the best-known Earth scientists.
3. Neil Armstrong, _____ trip to the moon marked a giant leap for mankind, was the first to walk on the moon.
4. Suoi Thau, _____ is in Tuyen Quang, is one of the most gorgeous grasslands in Viet Nam.
5. People often do green things to protect Earth on the Earth Day, _____ is celebrated on 22nd April.

**2 Underline the relative clauses. Tick (✓) if the relative clause can be omitted.**

1. _____ The second planet from the Sun is Venus, which is sometimes called the Earth's sister.
2. _____ The ocean, which is the body of salt water, contains 97% of Earth's water.
3. _____ Landforms make up the areas which include mountains, hills, plains, and plateaus.
4. _____ One of the world's most famous Earth scientists is James Hutton, who is a British geologist.
5. _____ Arctic Ocean ice and water make up a habitat for polar bears, whose main food is seals.

**3 Complete each sentence (1 – 5) with a non-defining relative clause (A – E).**

A. which is a Germanic word
B. which is also called the Red Planet
C. whose radius is nearly 4 million miles
D. who explained ecological balance to us
E. which has a large collection of animals, birds and reptiles, and unique plants

1. Mars, _____, is very much similar to Earth.
2. Earth, _____, is the fifth largest planet in our solar system.
3. The name of our planet, _____, simply means "the ground".
4. Cat Ba National Park, _____, is one of the most famous tropical rainforests in Viet Nam.
5. We were interested in the talk by Mr An, _____.

**4 Combine the two sentences into one, using a non-defining relative clause.**

1. The Moon is Earth's only natural satellite. Its surface is dark.

_____

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2. Moonquakes are much weaker than Earthquakes. Moonquakes can last up to half an hour.

3. Mars has mountains and canyons on its surface. It is a rocky planet like Earth.

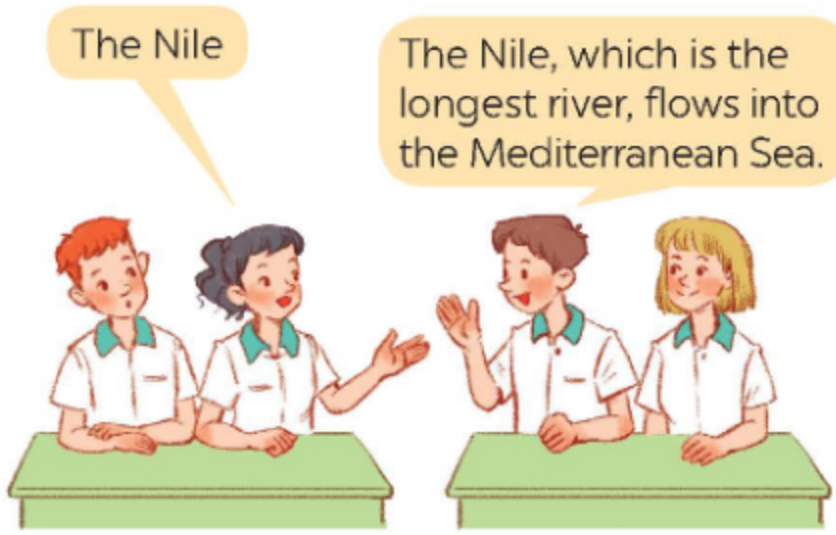
4. Venus is considered the twin sister of Earth. Venus has a similar size and structure as Earth.

5. We should protect rivers and lakes. Rivers and lakes provide humans with their main sources of fresh water.

**5** **Work in two groups. Take turns to say aloud one of the places in the table. The other group explains or gives more information about it. The team that has the most correct sentences wins.**

| Place | Feature | Feature |
|---|---|---|
| The Nile | longest river | flows into the Mediterranean Sea |
| Pacific Ocean | covers 30% of planet surface | largest ocean |
| Viet Nam | has the shape of letter S | has a long coastline |
| The Sahara | largest desert | has almost no rainfall |
| Mount Fansipan | highest peak in Viet Nam | also called the 'Roof of Indochina' |

Example:




# COMMUNICATION

## Everyday English

**Persuading someone to do something and responding**

**1** **Listen and read the conversations. Pay attention to the highlighted parts.** 64

① ***Mi:*** Have you read this book about the Solar System?

***Tom:*** Not yet. I don't feel like reading it.

***Mi:*** Why don't you give it a go? You will like it.

***Tom:*** OK, I'll think about that.

② ***Lan:*** How would you feel about contributing to the fund to protect our wildlife?

***Local resident:*** Contribute to a fund?

***Lan:*** Yes, your contribution would really help us out.

***Local resident:*** Alright. I'll make a contribution.

**2** **Work in pairs. Make similar conversations with the following situations.**

1. You persuade your friend to watch a movie about planet Earth.
2. You persuade local people to contribute to a fund to build a nature reserve.

## Earth's habitats

**3** **Read the short descriptions of various habitats and match them with their features.**

**Polar habitats** include the North Pole and the South Pole. These habitats are covered in ice and extremely cold and dry. Animals here include small fish, polar bears, penguins, leopard seals, etc.

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**Forest habitats** include tropical forests, temperate forests, and boreal forests. They are considered the Earth's lungs because they produce oxygen. They also provide homes to bats, owls, deer, squirrels, foxes, lizards, etc.

**Ocean habitats** include the Pacific, Atlantic, Indian, Southern, and Arctic Oceans. They produce more than 50 per cent of Earth's oxygen and help adjust the climate. They provide living places for plants like seagrasses, microscopic algae, and fish, etc.

**Grasslands** include tropical and temperate ones. The main plants are grasses. They are crucial for grazing livestock. Grassland animals include giraffes, zebras, lions, elephants, etc.

| | |
|---|---|
| 1. Polar regions | a. two main types and are crucial for livestock grazing |
| 2. Forests | b. largest, produce oxygen and adjust the climate |
| 3. Oceans | c. extremely cold, dry, covered in snow and ice |
| 4. Grasslands | d. the lungs of Earth, home to many species |

**4** **Work in pairs. Choose two habitats and compare them.**

**You can refer to the following:**

- their specific types / examples
- their importance
- plants / animals living there
- other special features

**5** **Report the results of your comparison to the class.**

Example:

While oceans are water bodies, forests are landform habitats. Both oceans and forests provide oxygen to Earth.

## SKILLS 1

### Reading

**1** **Tick (✓) the things that show the roles of plants and animals.**

1. providing sources of food ☐
2. causing habitat loss ☐
3. keeping the ecological balance ☐
4. making Earth beautiful ☐

**2** **Read the passage and choose the correct answer A, B, C, or D.**

Plants and animals are an essential part of Earth's ecology. When we speak about a specific habitat and time, we refer to them as flora and fauna. Flora refers to plants and fauna refers to animals. They are fascinating to study due to their beauty and significance to human life.

First, the flora and fauna on Earth create an ecological balance, making life possible for humans. Flora releases oxygen for humans. The carbon dioxide we breathe out is vital to plants. Humans also rely on the plants and animals for food, medicine, and water.

Second, plants and animals combine to create a food chain. In the food chain, the animals play an important part. They feed on plants and, in turn, are the prey of other animals. Their droppings become fertilisers for plants.

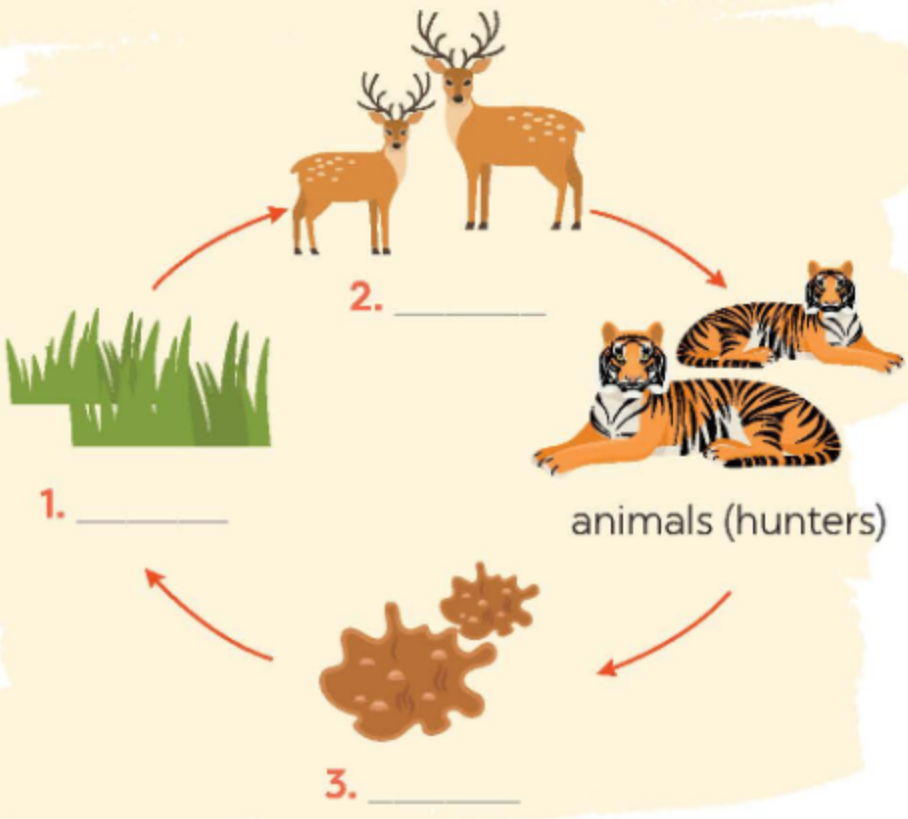
Finally, plants and animals add a lot of beauty to our earth. People love and **appreciate** the natural beauty, the relaxed feeling in green spaces and water areas.

However, plants and animals are facing habitat loss, pollution, and climate change. To protect them, we should raise people's awareness of their significance, stop hunting, plant more trees, and build nature reserves for our wildlife.

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1. What is the passage mainly about?
   A. The beauty of plants and animals.
   B. How plants and animals protect the environment.
   C. The wonder of plants and animals.
   D. The natural food chain.
2. The author mentions _____ significant roles plants and animals play.
   A. two  B. three
   C. four  D. five
3. Which of the following do plants provide humans?
   A. Oxygen.
   B. Aquatic environment.
   C. Carbon dioxide.
   D. Habitat loss.
4. Which action does NOT preserve plants and animals?
   A. Planting more trees.
   B. Raising awareness.
   C. Building nature reserves.
   D. Hunting animals.
5. The word "**appreciate**" means _____.
   A. protect the qualities of
   B. recognise the wonder of
   C. learn more about
   D. be aware of

**3** **Read the passage again and fill in the diagram.**




## Speaking

**4** **Work in pairs. Discuss the threats to plants and animals and how we can protect them. You can use the ideas from the reading or your own ideas.**

| Threats | Actions |
|---|---|
| - habitat loss<br>... | - building nature reserves<br>... |

**5** **Report the results of your discussion to the class.**

Example:

There are many threats to plants and animals. First, they face habitat loss. ...

We can do several things to preserve their habitat. We should ...

## SKILLS 2

## Listening

**1** **Look at the pictures and answer the questions below.**




1. Which animal do you see in picture A?
2. What is it doing in picture A?
3. What do you see in picture B?

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## 2 Listen to a conversation and choose the correct answer A, B, or C. 65

1. Mr An is talking about _____.

   A. effects of the habitats on plants and animals

   B. the effects of habitat loss

   C. effects of plants and animals on the habitats

2. What did Mr An suggest humans should do?

   A. Bring plants and animals from one place to another.

   B. Preserve habitats.

   C. Use pesticides.

## 3 Listen again and fill in each blank in the summary with ONE word. 66

| | |
|---|---|
| **Effects from plants** | – They help or (1) _____ the environment.<br>– They make a place more beautiful.<br>– They (2) _____ over the resources of local plants. |
| **Effects from animals** | – They can cause harm to or (3) _____ a habitat.<br>– Beavers can build dams and ponds, which helps some plants and animals.<br>– Beavers may (4) _____ the homes of other plants and animals. |
| **We should** | – (5) _____ habitats.<br>– stop destroying forest habitats.<br>– stop using (6) _____. |

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# Writing

## 4 Work in pairs. Ask and answer the questions below.

1. What is the main topic of Mr An's talk?
2. How do plants affect their habitats?
3. How do animals affect their habitats?
4. What should humans do?

## 5 Write a summary (100 – 120 words) of the main points of the conversation. Use the information in 3 and answers in 4.

You can start the summary as follows:

Mr An talked about the effects of plants and animals on their habitats and the things people should do. Firstly, plants help _____

_____

_____

_____

# LOOKING BACK

## Vocabulary

**1** **Fill in the table with words and phrases about habitats.**

| Types of habitats | Things in a habitat |
|---|---|
| poles | flora and fauna |

**2** **Complete the passage, using the words and phrases in the box.**

| | |
|---|---|
| nature reserves | habitat loss |
| ecological balance | food chain |
| climate change | |

Earth's habitats are various and many are threatened. Each habitat includes living things, non-living things, and the surrounding environment. The relations of all living things and their environment in a habitat make up the habitat's ecology. (1) _____ or changes in population of plants and animals can cause changes to the natural (2) _____ and the ecology. That means to maintain a(n) (3) _____, we shouldn't cause changes to the climate and the plants and animals of any habitat. In many countries, people have built (4) _____ to keep endangered plants and animals safe. People should also avoid activities that may cause pollution and (5) _____.



## Grammar

**3** **Complete each sentence (1 – 5) with a non-defining relative clause (A – E).**

A. who is considered the God of Thunder
B. which are large and extremely dry areas
C. whose work in geology is considered very important
D. which is the oldest national park in Viet Nam
E. which attract many tourists worldwide

1. The Alps are a well-known mountain range, _____.
2. Deserts on Earth, _____, hardly get any rain.
3. People used to believe that Thor, _____, causes storms and lightning.
4. We spent time trekking, bird-watching, and kayaking in Cuc Phuong, _____.
5. James Hutton, _____, was one of the first scientists to study geology.

**4** **Combine the two sentences into one, using a non-defining relative clause.**

1. Boreal forests cover vast areas in Canada, Alaska, and Russia. They are also called Taiga.

   _____

2. Polar bears are endangered animals. Their natural habitat is the Arctic.

   _____

3. Julie Arblaster focuses on studying climate change. She is an Australian scientist.

   _____

4. Antarctica is Earth's least populated continent. It is surrounded by the Southern Ocean.

   _____

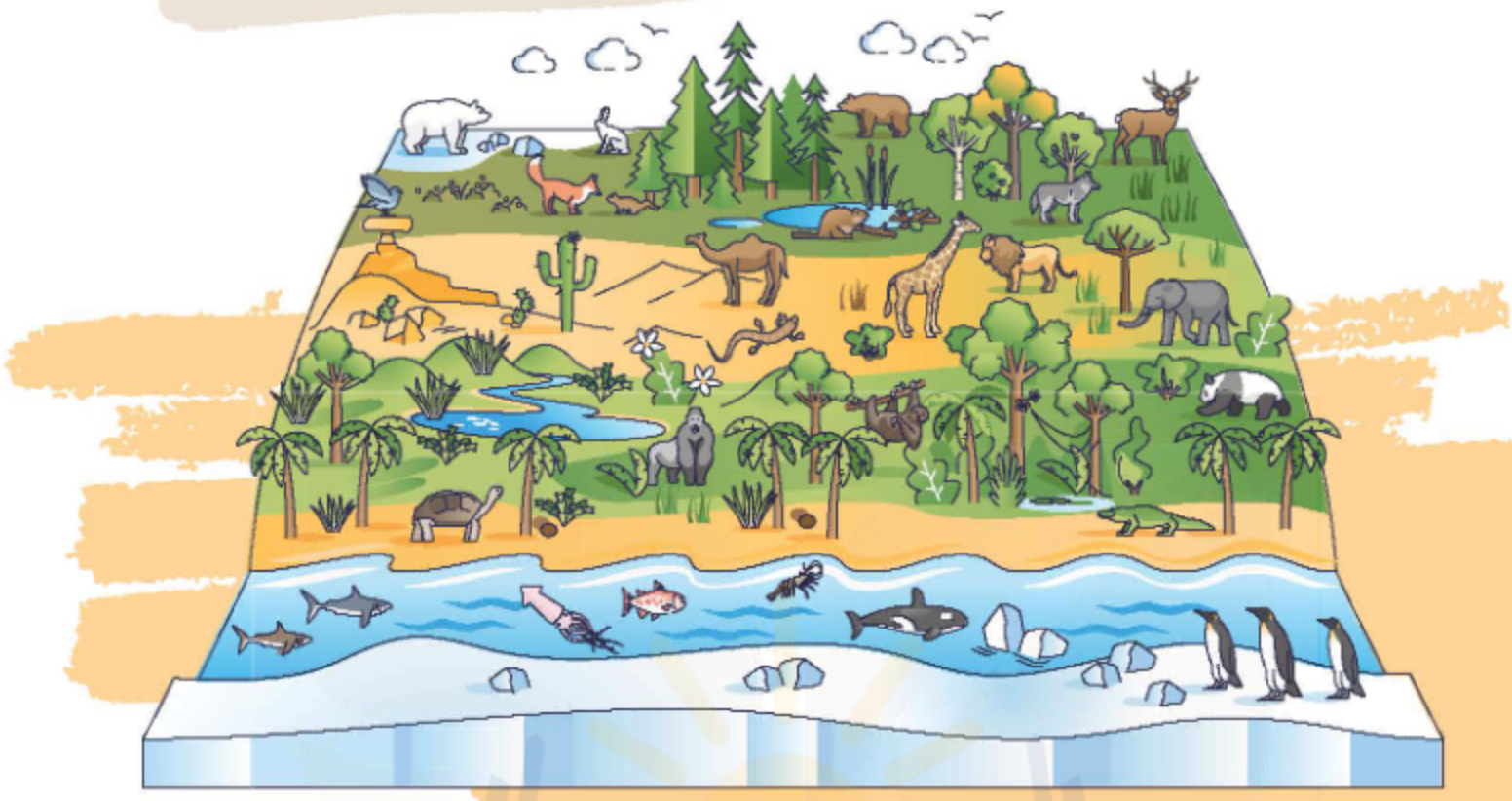
5. The natural world is the world of living things. Living things include plants and animals.

   _____

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PROJECT

# Our flora and fauna



Work in groups.

1. Choose an area you know / like.
2. Collect pictures of some flora and / or fauna in that area.
3. Create a poster.
4. Introduce the area's flora and fauna to the class.

| Now I can ... | ✓ | ✓✓ | ✓✓✓ |
|---|---|---|---|
| • use the words and phrases related to planet Earth, habitats, and flora and fauna.<br>• say sentences with correct rhythm.<br>• use non-defining relative clauses.<br>• persuade someone to do something and respond.<br>• read about flora and fauna.<br>• talk about threats to flora and fauna and how to protect them.<br>• listen about the effects of living things on the environment.<br>• write a summary. | | | |

# Unit 11 ELECTRONIC DEVICES

**THIS UNIT INCLUDES:**

**Vocabulary**
Electronic devices

**Pronunciation**
Stress on all words in sentences

**Grammar**
*suggest / advise / recommend* + V-*ing* / a clause with *should*

**Skills**
- Reading about electronic devices
- Talking about an electronic device which is important to you
- Listening about the current and future uses of one's favourite electronic device
- Writing a passage about the current and future capabilities of one's favourite electronic device

**Everyday English**
Checking understanding and responding

## GETTING STARTED

### In an electronic shop

**1** **Listen and read.** 67

***Shop assistant:*** Good morning! What can I do for you?

***Customer:*** Good morning! I'd like to buy a computer for my son.

***Shop assistant:*** We have desktops, laptops, and tablets. Which one are you interested in?

***Customer:*** I want to buy one for my son that is portable and can be used for studying and entertainment.

***Shop assistant:*** Ah, in this case I suggest you should buy a tablet. Look at this grey tablet. It can work as effectively as a laptop. But it's the size of a book. And it's much lighter than a laptop because it's smaller. It also has a lightweight aluminium case.

***Customer:*** Sounds good.

***Shop assistant:*** It also has two cameras to take photos, shoot videos, and scan documents. It has a touchscreen, so you can do everything with your fingers.

***Customer:*** Is it easy to type on?

***Shop assistant:*** Yes, it is. There is a virtual keyboard. If you don't want to use it, you can use the wireless hardware keyboard.

***Customer:*** Can I write and draw on it?

***Shop assistant:*** You can use its pencil to take notes, draw pictures or diagrams, and make 3D designs.



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## 2 Read the conversation again and answer the following questions.

1. What does the customer want to buy?
2. What kind of electronic device does the shop assistant suggest the customer should buy?
3. What is the tablet's case made of?
4. What is the tablet's pencil used for?

## 3 Match the following words with their definitions.

| | |
|---|---|
| 1. aluminium | a. a screen of a laptop or a tablet that enables the user to interact directly with what is displayed |
| 2. portable | b. made to appear to exist by the use of computer software, rather than in the real world |
| 3. touchscreen | c. not needing wires to make a connection or to communicate |
| 4. wireless | d. a light, silver-grey metal |
| 5. virtual | e. easy to carry or to move |

## 4 Complete the sentences with the words from 3.

1. The website allows you to take a _____ tour of the art gallery.
2. You can carry your _____ laptop with you from class to class because it's small and light.
3. Nowadays we often use _____ keyboards because they are portable.
4. We often use _____ to make vehicles like aircraft or cars because of its strength and lightweight.
5. Most smartphones today have a _____ which allows us to navigate, type, and interact with apps and games easily.

## 5 GAME Work in pairs. Think of an electronic device and describe it to your partner. Can your partner guess what you are describing?

Example:

*A:* It's a small, flat computer. We can control it by touching its screen or by using a special pen.

*B:* Is that a portable music player?

*A:* No. Try again.





# A CLOSER LOOK 1

## Vocabulary

**1** **Match the electronic devices with the correct pictures.**

a 

b 

c 


1. robotic vacuum cleaner
2. e-reader
3. smartwatch
4. portable music player
5. 3D printer
6. camcorder

d 

e 

f 

**2** **Complete the sentences with the material words from the box.**

| | | |
|---|---|---|
| rubber | cardboard | steel |
| plastic | copper | |

1. We often use _____, which is a soft reddish-brown metal, to make electric wire, pipes, and coins.
2. Today, _____ is often used to make cases of electric devices because it doesn't conduct electricity and it is light, and easily be shaped into many different forms.
3. We often use _____ in the construction industry because it is a strong and hard metal.
4. We use _____, which comes from rubber trees, for making tyres, boots, etc.
5. The kids need a piece of _____ to easily cut shapes and make toys.

**What do you call these materials in Vietnamese?**

**3** **Circle the correct words or phrases to complete the following sentences.**

1. The most common use for rubber / iron is for producing tyres for cars, motorbikes, bicycles, etc.
2. The most popular material for the construction of buildings and bridges is plastic / steel because it is strong enough to support heavy loads.
3. Today 3D printers / photocopiers allow us to create three-dimensional objects, e.g. medical implants, clothes, cars, etc.
4. We use copper / cardboard to make food packaging such as cereal and pasta boxes, as it is food-safe and not harmful to the environment.
5. They use camcorders / portable music players for live-streaming video content such as concerts, live events, and webinars.

## Pronunciation

**Stress on all words in sentences**

**4** **Listen and repeat the sentences. Pay attention to the stress pattern of each sentence.** 68

1. Don't talk!
2. Don't worry!
3. Keep silent!
4. Look out!

**5** **Write each sentence in the suitable box. Then listen, check, and repeat.** 69

1. I see!
2. Be quiet!
3. Say sorry!
4. Watch out!
5. That long?
6. Speak louder!

| oo | ooo |
|---|---|
| | |

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## A CLOSER LOOK 2

### Grammar

***suggest / advise / recommend* + V-*ing* or a clause with *should***

**Remember!**

After the verbs *suggest*, *advise*, and *recommend* we can use V-*ing* or a clause with *should* to report someone's ideas about what someone else should do, or what they should do themselves.

*suggest / advise / recommend* + V-*ing*

*suggest / advise / recommend* + (that) + sb + (*should*) + bare infinitive

Example:

My sister suggested **buying** a new laptop.

They recommended **(that) he (should) give up writing.**

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

1. The sales assistant suggested that Tom _____ the portable laptop.
   A. should buy B. will buy
   C. buys D. bought
2. My smartphone broke down last week, and Mary recommended _____ it to the repair centre.
   A. I will bring B. I bringing
   C. I bring D. me bring
3. My uncle recommended _____ a robotic vacuum cleaner.
   A. to buy B. buying
   C. to buying D. buy
4. I suggest that you _____ the directions carefully before assembling the computer.
   A. should read B. would read
   C. will read D. could read
5. She advises _____ a yoga class to improve flexibility and relaxation.
   A. to take B. took
   C. take D. taking

**2 Write the correct form of each verb in brackets.**

1. I recommended (collect) _____ old electronic devices.
2. The sales assistant suggested that I (exchange) _____ the digital music player I bought last month.
3. The teacher advised that we (access) _____ the Internet for extra information about our lecture.
4. The doctor advised (not use) _____ digital devices before bedtime.
5. My classmate recommended that I (have) _____ the PC repaired as soon as possible.

**3 Find a mistake in the underlined parts in each sentence below and correct it.**

1. The teacher (A) suggested that we don't waste (B) time playing (C) video games (D).
2. I advise to try (A) a new workout routine (B) to keep (C) things interesting (D).
3. Her parents recommend that (A) she studies (B) harder so that (C) she can get into (D) a good university.
4. The sales (A) assistant suggested that I must (B) choose a tablet with (C) a brighter colour (D).
5. If (A) you like (B) chicken, I recommend eat (C) at the restaurant opposite (D) our office.

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**4** **Fill in each blank with the correct form of the verb in brackets. Then practise the exchanges with your partner.**

Example:

*A:* What should we do to keep our house clean?

*B:* I suggest (buy) buying a robotic vacuum cleaner.

1. *A:* What should we do to create three dimensional objects?
   *B:* I recommend (use) _____ a 3D printer.
2. *A:* What should we do to prevent global warming?
   *B:* I suggest we should (reduce) _____ exhaust fumes.
3. *A:* What should we do if we want to communicate with others on the move?
   *B:* I advise (use) _____ a smartphone.
4. *A:* What should we do to protect and preserve our national parks?
   *B:* I advise that we should (limit) _____ the number of visitors every day.
5. *A:* What should we do to improve our health?
   *B:* I recommend (eat) _____ more fruits and vegetables.

**5** **Work in pairs. Tell your partner what he / she should do in the following situations, using *suggest* / *advise* / *recommend* + V-*ing* OR clauses with *should*.**

1. His / Her laptop has broken down.
2. He / She is considering buying a new smartphone.
3. He / She likes to read a lot of books but he / she doesn't want them to take up too much space.
4. He / She is feeling tired.

Example:

*A:* Oh no! My laptop has broken. What should I do?

*B:* I recommend bringing it to a computer repair centre. / I recommend that you (should) bring it to a computer repair centre.

# COMMUNICATION

## Everyday English

### Checking understanding and responding

**1** **Listen and read the conversations. Pay attention to the highlighted sentences.** Track 70

① ***Sister:*** I can't do my English homework. Can you help me?

***Brother:*** You just read it carefully and find the key words from the questions. Got it?

***Sister:*** OK, I got what you mean.

② ***Manager:*** First, enter the Event Title and then enter the Event Description. Next, select the Location and Room. Do you follow me?

***Employee:*** I'm sorry. I don't quite follow you. Could you say that again, please?

**2** **Work in pairs. Make similar conversations for the following situations.**

1. Your friend asks you to explain the rules of a game. You explain the rules to him / her and check if he / she understands what you are saying. He / She answers that he / she understands it.
2. A stranger asks you the way to the nearest hospital. You tell him / her the way and check if he / she could follow you. He / She answers that he / she doesn't quite follow you and asks you to repeat it.

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## Electronic devices in modern classrooms

**3** **Read Nick's and Phong's ideas about the use of electronic devices in modern classrooms and tick (✓) T (True) or F (False).**

***Nick:*** Nowadays, electronic devices are becoming more and more popular in modern classrooms. Teachers can use electronic devices to teach interactive lessons, provide real-time feedback to students, etc. Students can use them to access online resources, cooperate with their classmates, and complete assignments online. Some schools use digital textbooks and educational software instead of traditional print materials.

***Phong:*** There are some disadvantages of using electronic devices in modern classrooms. Students may become distracted by non-educational content such as social media or entertainment websites. Additionally, constant use of electronic devices may cause eye strain, headaches, and poor posture, as well as other health problems.

| | T | F |
|---|---|---|
| 1. Nick says that electronic devices help students collaborate with their classmates. | | |
| 2. According to Nick, print materials have been replaced by digital textbooks and educational software in most schools. | | |
| 3. Phong says social media or entertainment websites help increase students' focus and attention during class time. | | |
| 4. According to Phong, prolonged use of electronic devices can lead to health problems. | | |

**4** **Work in pairs. Put the advantages and disadvantages of using electronic devices in modern classrooms (1 – 6) in the suitable column.**

1. Using electronic devices in classrooms can help students stay engaged and motivated.
2. Relying too much on electronic devices for information can lead to a decrease in critical thinking, problem-solving, and creativity skills.
3. Using electronic devices in classrooms can help students develop technology skills and better prepare them for future careers.
4. Electronic devices can be expensive, and schools may need to invest more to purchase and maintain them for students.
5. Electronic devices can be used by students to cheat on tests and assignments.
6. Electronic devices can help students store, organise, and access their notes and assignments.

| Advantages | Disadvantages |
|---|---|
| | |

**5** **Work in groups. Take turns to give your opinions about the use of electronic devices in modern classrooms.**

**You can begin as follows:**

I think / don't think that the use of electronic devices in modern classrooms is convenient / good /... First, ...

## SKILLS 1

### Reading

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

What electronic device do you use most often? What do you use it for?

**2** **Read the following leaflets and match the highlighted words with their meanings.**




You can do a lot of things with this small smartphone! This light, stylish phone has a special self-portrait feature that helps you send great photos of yourself right away. Its camcorder will record important moments, so you can share them with friends. Besides standard text messaging and phone calls, it can keep you connected through emails, video calls, and social networking apps.



This portable music player can carry your music collection everywhere you go and supply your favourite hits at your fingertips. Listen to up to 24 hours of high-quality music wherever you are – on the bus, in the car, or at the gym. The portable music player allows you to store up to 5,000 songs and even play games.



This smart window shade doesn't only help you control how much light comes into your house, but it also saves money by preventing heat or cold from entering our house. It's an excellent option for those that have trouble controlling the temperature of their houses. It can also give additional privacy to apartments by blocking out light as well as unwanted views.

| Words | Meanings |
|---|---|
| 1. stylish | a. a piece of material fixed onto a roller that we can pull down to cover a window |
| 2. self-portrait | b. fashionable; elegant and attractive |
| 3. window shade | c. the state of being not watched or disturbed by other people |
| 4. privacy | d. a picture or photograph that you make of yourself |

**3** **Read the leaflets again and tick T (True) or F (False).**

| | T | F |
|---|---|---|
| 1. The smartphone allows you to connect with everybody through emails, video calls, and social networking apps. | | |
| 2. You can send the photographs of yourself immediately with the smartphone. | | |
| 3. The portable music player doesn't allow you to play games on it. | | |
| 4. You cannot control how much light comes into your house with the smart window shade. | | |
| 5. The smart window shade allows you to control the temperature of your house. | | |

### Speaking

**4** **Work in pairs. Ask and answer the following questions about an electronic device which is important to you. Make notes of your partner's answers.**

1. What electronic device is important to you?
2. How long have you had it?
3. What does it look like?
4. When do you use it?
5. Why is it important to you?

**5** **Work in groups. Take turns to talk about the electronic device that is important to your partner.**

**You can begin as follows:**

I talked with ... about his / her ... that is important to him / her. He / She has had it for ...

## SKILLS 2

### Listening

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



1. What is this electronic device?
2. Do you want to have one in your home? Why / Why not?

**2** **You will hear Trang talking about her favourite electronic device. Listen and choose the correct answer A, B, or C.** 71

1. In Trang's opinion, cleaning the floor _____.
   - A. is an easy and interesting task
   - B. is boring and takes a lot of time
   - C. can only be done by housekeepers
2. Trang's current robotic vacuum cleaner can clean _____.
   - A. almost every dust, spot, and dirty mark in her house
   - B. only dust, spots, and dirty marks that we can see
   - C. dust, spots, and dirty marks under human control
3. If you drop crumbs to the floor, robotic vacuum cleaners of the future will come by and _____.
   - A. wipe all of them with a rubber
   - B. suck them all up
   - C. remind you to clean them
4. In the future, laser technology will enable robot vacuum cleaners to _____.
   - A. get to any floor or room in our houses
   - B. climb stairs and open doors or drawers
   - C. see everything on the ground

**3** **Listen again and fill in each blank with ONE word that you hear.** 72

1. Trang can control her current robotic vacuum cleaner with an app on her _____.
2. Trang's current robotic vacuum cleaner is easy to store and _____.
3. Robotic vacuum cleaners of the future will be able to recognise patterns and then take _____.
4. Trang thinks robotic vacuum cleaners will be more _____ to us in the future.

### Writing

**4** **Think of one of your favourite electronic devices. Make notes of your answers to the following questions.**

- What is your favourite electronic device?
- What can it do for you now?
- What will it be able to do for you in the future?

**5** **Write a paragraph (100 – 120 words) about what your favourite electronic device can do now and what it will be able to do in the future. Use the ideas in 4 or of your own.**

My favourite electronic device is _____

_____

_____

_____

_____.

# LOOKING BACK

## Vocabulary

**1** **Write the name of an electronic device under each picture.**



1. e-reader



2. _____



3. _____



4. _____



5. _____



6. _____

**2** **Complete the sentences with the words from the box.**

| | | |
|---|---|---|
| 3D printer | copper | plastic |
| e-reader | smartwatch | |

1. We often use _____ to make power lines and electrical wires because it is a good conductor of electricity.
2. I can adjust the text size and font to suit my reading preferences on my _____.
3. My _____ can track my physical activity, heart rate, and sleep patterns, so it can help me monitor my overall health and fitness.
4. We often use _____ to make toys for children because it's durable, lightweight, and easy to mould into different shapes.
5. If I need a replacement part for a machine or device, I can use my _____ to create a new one that is a perfect fit.

## Grammar

**3** **Choose the correct answer A, B, C, or D.**

1. My teacher advised that I _____ harder to pass the exam.
   A. studies B. study
   C. studying D. to study
2. The professor suggested he _____ the research before March.
   A. submit B. submitting
   C. submits D. would submit
3. Her leader suggested _____ on time.
   A. be B. being
   C. is D. to be
4. Linh recommended that Nam _____ a new e-reader.
   A. should buy B. bought
   C. buying D. will buy
5. The coaches advised that we _____ a Facebook group.
   A. creating B. created
   C. to create D. create

**4** **Fill in each blank with the correct form of the verb in brackets.**

1. I recommend that you (reduce) _____ your screen time.
2. It's so cold outside. We suggest (close) _____ the window.
3. My teacher advised that I (look) _____ for a part-time job to earn more money.
4. Henry has recommended (choose) _____ a better smartwatch for your dad.
5. The government advised (travel) _____ by bus to reduce environmental pollution.

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## PROJECT

# A COMPETITION FOR DESIGNING LEAFLETS ON ELECTRONIC DEVICES



**You are taking part in a competition for designing leaflets on electronic devices. Work in groups.**

**1** **Choose an electronic device and design a leaflet to promote it, including:**

- name of the electronic device
- its appearance, main parts, key features, etc.
- its benefits
- pictures or photos to illustrate the electronic device.

**2** **Present your leaflet to the other groups.**

**3** **Vote for the best leaflet.**



| Now I can ... | ✓ | ✓✓ | ✓✓✓ |
|---|---|---|---|
| • use the words and phrases about electronic devices.<br>• say sentences with all words having stress correctly.<br>• use the verb *suggest / advise / recommend* + V-*ing* / a clause with *should*.<br>• check understanding and respond.<br>• read about electronic devices.<br>• talk about an electronic device which is important to me.<br>• listen about the current and future uses of one's favourite electronic device.<br>• write a passage about the current and future capabilities of one's favourite electronic device. | | | |

# Unit 12 CAREER CHOICES

**THIS UNIT INCLUDES:**

**Vocabulary**
Jobs

**Pronunciation**
Intonation in statements used as questions

**Grammar**
Adverbial clauses of concession, result, and reason

**Skills**
- Reading about the future world of work
- Talking about the job you want to do in the future
- Listening about people's career paths
- Writing an email about your future favourite job

**Everyday English**
Expressing hope and responding

## GETTING STARTED

### What will you do in the future?

**1** **Listen and read.** 73

***Mi:*** Did you attend the career orientation session yesterday?

***Nick:*** No, I didn't. I had to complete my project. How was it?

***Mi:*** It was really informative. There were three guest speakers from vocational colleges. They introduced their job training courses for lower secondary leavers.

***Nick:*** My teacher told us that if we didn't like academic subjects, we should apply for courses which would prepare us for a job such as mechanic, hairdresser, or garment worker. That way, we could start working and earn a living earlier.

***Mi:*** My cousin did that. He learnt bartending after finishing grade 9. Now he's a skilful bartender and makes lots of money.

***Nick:*** And you? What will you be in five years from now?

***Mi:*** Well, I'll be studying at a teachers' college because I want to be a teacher. How about you?

***Nick:*** I'll be a fashion designer.

***Mi:*** You really want to be a fashion designer?

***Nick:*** Yeah. My art teacher says I have such a good sense of style that I should get formal training in fashion design after high school.

***Mi:*** Hope you'll achieve your dream.

***Nick:*** Thanks. I think we should know our passions and abilities to make a good career choice.



## 2 Read the conversation again and answer the following questions.

1. Where did the guest speakers come from?
2. According to Nick's teacher, who should apply for vocational courses?
3. What did Mi's cousin do after finishing grade 9?
4. What quality does a fashion designer need to have?
5. What do we need to know to make a good career choice?

## 3 Match the words and phrases in the conversation with their pictures.





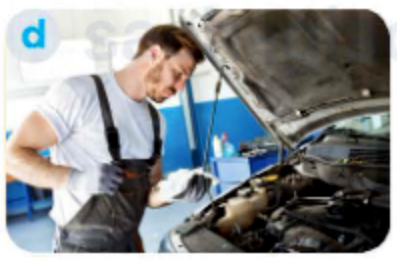


1. bartender
2. fashion designer
3. garment worker
4. hairdresser
5. mechanic













## 4 Choose the correct answer A, B, C, or D to complete each sentence.

1. Subjects like maths, physics, English, and literature are called _____ subjects.

   A. theoretical  B. art
   C. academic  D. physical

2. She earns a _____ by selling home-made foods.

   A. life  B. salary
   C. money  D. living

3. He went to college to get _____ training in business management.

   A. life-long  B. informal
   C. formal  D. online

4. Finding a _____ job in big cities is rather difficult.

   A. teacher  B. teaching
   C. taught  D. teach

5. Career _____ programmes are useful because they help students make good decisions about their future jobs.

   A. orientation  B. pressure
   C. tradition  D. income

## 5 GAME Guess my job.

**Work in two groups. Take turns to explain and guess the jobs the teacher shares. The group with more correct answers wins.**

**Example:** (T shows a picture of a mechanic)

***Group members:*** This person works in a garage. He repairs cars or motorbikes.

***Student A:*** A mechanic.



# A CLOSER LOOK 1

## Vocabulary

**1** **Match the jobs in A with their descriptions in B to make complete sentences.**

| A | B |
|---|---|
| 1. A tailor | a. receives and pays out money in a shop, bank, restaurant, etc. |
| 2. A surgeon | b. performs a particular task in the process of making a product in a factory. |
| 3. An assembly worker | c. designs and develops computer software. |
| 4. A cashier | d. performs medical operations. |
| 5. A software engineer | e. makes clothes. |

**2** **Choose the correct answer A, B, C, or D to complete each sentence.**

1. My brother is applying for a _____ as a customer manager in a supermarket.
   A. job B. duty
   C. career D. work
2. Mr Hoang was a police officer. He had a successful _____ in the police force.
   A. work B. job
   C. career D. task
3. A cashier has to do _____ tasks, such as receiving money and printing receipts.
   A. effective B. creative
   C. decisive D. repetitive
4. A tailor can have a _____ job if he / she is creative and knowledgeable about fabric.
   A. boring B. basic
   C. well-paid D. difficult
5. A surgeon's job is _____. He / She works long hours and occasionally deals with life-and-death situations.
   A. easy B. demanding
   C. rewarding D. stress-free

**3** **Complete the texts, using the words from the box.**

demanding repetitive
software engineer well-paid
assembly worker

***Mr Lam:*** I'm a(n) (1) _____ . I design and develop programmes for computers. My job is (2) _____. I work long hours on the computer, especially when deadlines approach. However, it's a (3) _____ job, so I'm happy with it.

***Ms Nga:*** I'm a(n) (4) _____. I'm in charge of sticking labels on the products. Besides basic skills, I must be able to stand for a long time and do (5) _____ tasks at a reasonable speed.

## Pronunciation

**Intonation in statements used as questions**

**Remember!**

We use a statement question when we want to express our surprise at the previous statement. In some cases, we use it to check if our information is correct. In these cases, we raise our voice at the end of the statement.

Example:

***A:*** I want to be a doctor. ↘

***B:*** You want to be a doctor? ↗

**4** **Listen to the conversations. Pay attention to the intonation in the statement questions. Then practise the conversations with a partner.** 74

1. ***Minh:*** It's 4:20 now. I must go.
   ***Hoa:*** It's 4:20? Oh dear, I must go, too!
2. ***Mai:*** Mum, Ms Lan has invited you to a party.
   ***Mother:*** She invited me to a party?

**5** **Complete each conversation with a statement question. Then practise the conversations with a partner. Pay attention to the intonation of each sentence.**

① ***Nick:*** Minh is very happy with the vocational test.
***Trang:*** _____? He told me something different.

② ***Elena:*** I want to become a surgeon.
***Tom:*** _____? Do you have skilful hands?

## A CLOSER LOOK 2

### Grammar

**Adverbial clauses of concession, result, and reason**

**Remember!**

An adverbial clause of concession expresses contrast. It is introduced with a subordinate conjunction. The most common conjunctions are *though* and *although*. *Though* and *although* can be placed at the beginning or in the middle of the sentence.

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

1. Although / But footballers are well-paid, they have short careers.
2. She still applied for the job so / though she had almost no chance to get it.
3. Although / However she went to the cinema early, she couldn't buy the ticket.
4. She has to do repetitive tasks in her job, although / but she still likes it.
5. Though / But Mike felt tired, he managed to finish his homework.

**Remember!**

- An adverbial clause of result shows the result of an action or event. It is often introduced with *so / such ... that ...* We use *so + adj + that* and *such (+ a / an) + adj + noun + that*.

  Example:

  The box was **so** heavy **that** the worker couldn't lift it up.

  She is **such** a skilful tailor **that** all the ladies in the neighbourhood like the clothes she makes.
- An adverbial clause of reason explains the reason why an action is done or an event happens. It is often introduced with *because* and *since*. *Since* is often placed at the beginning of a sentence. *Because* can be placed at the beginning or in the middle of the sentence.

  Example:

  James wants to become a tour guide **because** he loves travelling. / **Because** he loves travelling, James wants to become a tour guide.

  **Since** she was late, she couldn't join the career orientation session.

**2** **Complete the sentences with *so* or *such*.**

1. The factory was _____ far from his home that he couldn't go there to work.
2. Katie was _____ a lazy worker that no manager wanted to hire her.
3. They are _____ creative designers that everyone admires them.
4. Can you speak louder? Your voice is _____ soft that I can't hear you.
5. He is _____ a handsome man that many people think he could be an actor.

**3** **Join the sentences, using the given words in brackets.**

1. Jenny didn't attend the job fair. She was ill. (because)

   _____

2. Henry is excellent at maths. Everyone thinks he will become a mathematician. (since)

   _____

3. Mai practised speaking English a lot. She wanted to get a high score on the speaking test. (because)

_____

4. Ms Nga is away this week. We'll put off the next class meeting. (since)

_____

5. I couldn't go to the office on time. There was a traffic jam. (because)

_____

## 4 Rewrite each sentence. Use the given word in brackets.

1. I forgot to bring money, so I couldn't buy the career guidebook. (because)

→ I couldn't _____

_____.

2. My navigation skill is very bad. I could never work as a taxi driver. (so)

→ I'm _____

_____.

3. Sally couldn't use the computer. There was a power cut. (since)

→ Since _____

_____.

4. She had a university degree, but she couldn't find a good job. (although)

→ Although _____

_____.

5. The florist was very skilful. Her flower shop attracted many customers. (such)

→ She was _____

_____.

## 5 Complete the sentences with your own ideas. Then exchange them with a partner.

1. Although my sister is a fashion designer, _____.
2. I want to become a pilot because _____.
3. My father has such a hard job that _____.
4. Since most vocational courses take a short time to finish, _____.
5. The garment worker felt so bored that _____.

# COMMUNICATION

## Everyday English

### Expressing hope and responding

**1 Listen and read the conversations below. Pay attention to the highlighted parts.** 175

① ***Minh:*** I've filled in the registration form. Hopefully, I'll be a member of the science club.

***Duong:*** I hope so, too.

② ***Student:*** Here's my teacher's reference letter. I hope I'll get the job.

***Staff:*** Thank you. Good luck.

**2 Work in pairs. Make similar conversations with the following situations.**

1. A friend has just taken part in a design competition. She is looking forward to the result.
2. A teacher is asking a student to give a teacher-parent conference invitation to his / her parents. She hopes that the parents will come.

## What's your future job?

**3 Work in pairs. Read about the jobs that Khang and An want to do. Then complete the summary table.**

***Khang:*** I've always dreamt of this job. I'll enter a medical university. This seems to be a suitable job for me because I have good hand-eye coordination. Besides, I'm calm and decisive, so I can lead a surgical team.

***An:*** I hope I can do this job as soon as possible. I've got hands-on training on how to use the scanner and calculator. I can do this job well because I have good basic maths skills. I'm patient and helpful to customers even when the store is busy.

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| | Training | Skills | Personal qualities |
|---|---|---|---|
| Khang | (1) _____ degree | hand-eye coordination | (2) _____ and decisive |
| An | (3) _____ training | using some equipment<br>having basic (4) _____ | patient and (5) _____ |

**4** **Work in pairs. Look at the jobs below. Which job might be appropriate for each person in 3? Explain your choice.**

1. surgeon 2. mechanic 3. nurse 4. cashier

**5** **Work in groups. Think of a job that you like or know well. Discuss the type of training, skill(s), and personal qualities which are necessary for it.**

**Now present your group's ideas and have the class guess the job you are describing.**

## SKILLS 1

### Reading

**1** **Look at the jobs below and answer the questions.**




1. Which job is most repetitive?
2. Which job relates to beauty?
3. Which job depends heavily on technology?

**2** **Read the article and do the tasks that follow.**

When you turn 15, you should start thinking seriously about your career. However, making career choices can be challenging, especially in this changing world.

**1.** Assembly workers and ticket sellers, whose jobs are repetitive, are being replaced by machines. However, technology has also created new jobs, such as software engineers and online teachers. Besides, beauty jobs like nail artists and hairdressers are becoming popular because people want to take better care of themselves.

**2.** Computer skills have become a must for many jobs. For example, doctors need to keep digital medical records of their patients. People also collaborate with each other so often that teamwork and communication skills are now increasingly important.

**3.** Many teenagers are willing to take vocational courses instead of going to university. Training can be both face-to-face and online. Opportunities to learn new skills are open to everyone provided that they have inquiring minds.

In the future, there may be even more changes in the world of work. It's a good idea for you to work well in teams, keep on learning and have good computer skills. By doing so, you can move confidently on your career path.

**a. Which number (1 – 3) does each sentence (A – C) below fit in? Tick (✓) the correct number for each sentence.**

| | 1 | 2 | 3 |
|---|---|---|---|
| A. The skills needed for the jobs are changing, too. | | | |
| B. The preferred type of training is also changing. | | | |
| C. The kinds of jobs people are doing are changing. | | | |

**b. Which of the following is the best title for the article?**

A. The changing world of work
B. How to choose your career path
C. Making good job decisions

**3** **Read the article again and tick (✓) T (True) or F (False).**

| | T | F |
|---|---|---|
| 1. Teenagers should consider their career paths as soon as they reach 18. | | |
| 2. A nail artist is an example of a job created by technology. | | |
| 3. In many jobs, people need to be able to use computers well. | | |
| 4. People can get job training in more ways than they could in the past. | | |
| 5. There will be fewer changes in the world of work in the future. | | |

## Speaking

**4** **Complete the conversation with the sentences from the box. Then practise it with a partner.**

A. You're creative and fashionable. You're good at persuading other people, too.
B. What skills do you need for the job?
C. What job do you think you'll do in the future?
D. Why do you like this job?

***Ben:*** (1) _____

***Hoa:*** I want to be a hairdresser.

***Ben:*** Interesting! (2) _____

***Hoa:*** Well, I'm keen on creating new hairstyles. I can also earn a good living because it's a well-paid job.

***Ben:*** (3) _____

***Hoa:*** Though there are many skills, I think hair cutting and colouring are the most important.

***Ben:*** You'll do that job well. (4) _____

***Hoa:*** Thanks. I hope I'll be such a successful hairdresser that I'll have my own hair salon some day.

**5** **Work in pairs. Make similar conversations about the job you want to do in the future. Then report your conversation to the class.**

**You may use the following template for your report:**

My partner is ... She wants to be a ... because ... She'll need to learn many skills, such as ... She'll do the job well since ... She hopes that one day, she'll ...

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## SKILLS 2

### Listening

**1** **Work in pairs. Which of the reasons below is the most important to you when choosing a job?**

1. passion
2. family tradition
3. ability
4. salary
5. opportunity to travel

**2** **Listen to two people talking about their career paths and tick (✓) T (True) or F (False).** 76

| | T | F |
|---|---|---|
| 1. Minh's parents were farmers. | | |
| 2. Minh is now working for an agricultural company. | | |
| 3. Ann first learnt cooking from a family member. | | |
| 4. Ann is now a chef in a famous restaurant. | | |

**3** **Listen again. Choose the correct answer A, B, or C.** 77

1. Why did Minh decide to learn agriculture engineering?
   - A. Because he wanted to help the farmers.
   - B. Because he could get a well-paid job.
   - C. Because he had no other choice for university.
2. What does Minh's job involve?
   - A. Using technology in farming.
   - B. Solving problems among farmers.
   - C. Creating new kinds of plants.
3. How did Ann earn her cooking certificate?
   - A. By taking a short course in cooking.
   - B. By attending a vocational college.
   - C. By enrolling in an online course.
4. In the future, Ann wants to _____.
   - A. work in a hotel restaurant
   - B. get another cooking certificate
   - C. open her own restaurant

### Writing

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

1. What is your favourite job?
2. What does this job involve?
3. What skills does this job need?
4. What personal qualities do you need to have for this job?

**5** **Write an email (100 – 120 words) to your friend telling him / her about your future favourite job. You can use the ideas from 4.**

Start and end the email as follows:

*Dear* _____,

It's nice to hear from you again. Let me tell you about _____

_____

_____

_____

_____

_____

Write to me soon.

*Cheers,*

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# LOOKING BACK

## Vocabulary

**1** **Put the words and phrases in the appropriate column.**

| | |
|---|---|
| surgeon | demanding |
| repetitive | well-paid |
| designing | assembly worker |
| teamwork | software engineer |
| hand-eye coordination | |

| Jobs | Job features | Job skills |
|---|---|---|
| | | |

**2** **Complete the text, using words / phrases from the box.**

| | | |
|---|---|---|
| job | creative | career |
| rewarding | sewing | |

My mum first learnt (1) _____ skills from my grandmother. She got her (2) _____ as a tailor when she was 16. Now she owns a small tailor shop in the village. She is (3) _____ and hardworking. She has such an excellent sense of style that many ladies love the clothes she makes. Though sometimes she has to work late at night, she finds her job (4) _____ because she can satisfy her customers. I think my mum has had a successful (5) _____ in tailoring.



## Grammar

**3** **Combine each pair of sentences into one, using the given word in brackets.**

1. The salary was low. She accepted the job. (though)

→ She _____.

2. My sister is too shy. She can't be an MC. (such)

→ My sister is _____.

3. Life in the city was too demanding, so he came back to his village. (because)

→ He came _____.

4. Her backache was too painful. She had to stop working in the factory. (so)

→ Her backache _____.

5. Clara didn't like academic subjects. Her mum insisted that she go to university. (although)

→ Clara's mum _____.

**4** **Fill in each gap in the text with a conjunction from the box.**

| | | |
|---|---|---|
| although | because | since |
| so | such | |

Making career choices is (1) _____ a difficult process that conflicts happen in many families when they discuss their teenager's future career. (2) _____ some parents consider their child's dream job unrealistic, they try to stop him / her from pursuing it. Sometimes, the parents force their child to study for a job which is (3) _____ demanding that he / she feels stressed just (4) _____ they overestimate their child's ability. (5) _____ parents want to help their children make good career decisions, they really need to understand their teenaged children's passions and abilities.

## PROJECT

# YOUR FUTURE JOBS





**Work in groups.**

**1** **Choose TWO jobs that members of your group would like to do in the future.**

**2** **Compare the jobs in terms of:**

- what they are
- what type(s) of training they require
- what skills and personal qualities you need to do them well
- whether they will be popular in the future

**3** **Prepare a poster presentation.**

**4** **Present your poster to the class.**

| Now I can ... | ✓ | ✓✓ | ✓✓✓ |
|---|---|---|---|
| • use the words and phrases related to jobs.<br>• say statements used as questions with correct intonation.<br>• use adverbial clauses of concession, result, and reason.<br>• express hope and respond.<br>• read about the future world of work.<br>• talk about the job I want to do in the future.<br>• listen about people's career paths.<br>• write an email about my future favourite job. | | | |

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# REVIEW 4 (UNITS 10 - 11 - 12)

## LANGUAGE

### Pronunciation

**1 Listen and repeat.** Track 78

1. Don't panic!
2. He is doing a study on environmental protection.
3. Jupiter is the largest planet in the solar system.
4. ***A:*** I want to travel to the Amazon.
   ***B:*** You want to travel to the Amazon?
5. ***A:*** Jane went to the job fair this morning.
   ***B:*** She went to the job fair this morning?

### Vocabulary

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

1. Pu Luong is a _____ in Viet Nam. It has beautiful limestone mountains with high biodiversity.
   A. nature reserve B. disaster area
   C. grassland area D. natural habitat
2. Pesticides can affect the whole _____ by entering plants first, then insects and birds, and people.
   A. flora and fauna B. food chain
   C. habitat D. food tour
3. To make the best quality videos, the scientist used a modern _____ to film the animals in their habitats.
   A. printer B. e-reader
   C. camcorder D. touchscreen
4. With a _____ music player, she could listen to music anywhere she goes.
   A. portable B. grand
   C. heavy D. smart
5. A firefighter's job is one of the most _____ ones. He / She can help people out of a dangerous fire.
   A. interesting B. basic
   C. repetitive D. rewarding

**3 Fill in each blank with the correct form of the given word.**

1. A _____ must be able to keep calm while performing a medical operation. (SURGERY)
2. Deforestation is one of the causes of serious habitat _____. (LOSE)
3. A food chain helps maintain _____ balance. (ECOLOGY)
4. She closed the curtains because she wanted some _____. (PRIVATE)
5. Household electronic devices save people a lot of time from doing _____ chores. (REPEAT)

### Grammar

**4 Which of the underlined parts in each question is incorrect? Find and correct it.**

1. That (A) new 3D printer is such (B) expensive that my (C) company cannot (D) afford it.
2. Scientists suggest (A) that (B) people not taking (C) plants and animals to (D) other countries.
3. Ms Ngoc, which (A) is a famous doctor (B), has saved (C) a lot of (D) people's lives.
4. George was so (A) a friendly engineer that (B) his colleagues liked him (C) very much (D).
5. Maintaining (A) the food chain, that (B) is created by plants and animals, is (C) vital to the (D) ecosystem.

**5 Rewrite each sentence. Use the given word in brackets.**

1. "You should buy this music player," her cousin said. (suggested)
   → Her cousin _____.
2. I don't have good eye-hand coordination. I can't be a good surgeon. (because)
   → I can't _____.
3. Ms Hoa couldn't present her interactive lessons. The smartboard was out of order. (since)
   → Since _____.
4. The Taronga Zoo is located in Sydney. It is home to over 4,000 animals. (which)
   → The Taronga Zoo, _____.
5. The boy was very lazy. He ordered his home robot to do homework for him. (so)
   → The boy was _____.

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# SKILLS

## Reading

**1** **Read the article. Choose the best option A, B, C, or D.**

Invasive species are the foreign plants or animals which come into a place and badly affect it. Invasive species can harm local living things and people's health.

In the 1970s, fish farmers brought silver carp into the United States with the hope to improve water quality in fish ponds. Many carp then escaped into the Mississippi River. They have gradually taken over the resources of paddlefish in the river. Their population have grown so rapidly that paddlefish don't have enough food and are dying out.

Water hyacinth, which is native to South America, came to Africa in the 1980s. At first, people planted it for its beautiful purple flowers. Since then, the plant has spread very quickly and covered Lake Victoria, the largest lake in Africa. Water hyacinth blocks the flow of lake water and creates homes for mosquitoes and insects.

Since invasive species cause many types of problems, there should be stricter laws to stop people from taking plants and animals to a new place.

1. What is the article mainly about?
   A. Definition of invasive species.
   B. Some troubles caused by invasive species.
   C. How local environments affect new species.
   D. The impact of invasive animals on local people.
2. How do silver carp affect paddlefish in the Mississippi River?
   A. They eat paddlefish.
   B. They become food for the paddlefish.
   C. They use up most of the paddlefish's food.
   D. They make the river water dirty.
3. People in Africa first used water hyacinth as a type of _____.
   A. decorative plant
   B. herb medicine
   C. fish food
   D. insect killer
4. Which of the following is true about water hyacinth in Lake Victoria?
   A. It is poisonous to local people.
   B. It feeds the paddlefish in the lake.
   C. It helps clean up the lake water.
   D. It allows mosquito populations to increase.
5. The text suggests preventing the spread of invasive species by _____.
   A. introducing stricter laws
   B. taking animals to a new place
   C. raising people's awareness
   D. growing new types of plants

## Speaking

**2** **Work in groups. Imagine a job that may be popular in the future. Discuss the answers to the questions about the job and report them to the class.**

1. What may be a popular job in the future?
2. What type(s) of training does it require?
3. What skill(s) do you need to do it?
4. What personal qualities are necessary to do the job well?

## Listening

**3** **Listen to a conversation between Trang and Tom. Fill in each blank with no more than TWO words.** 79

1. Trang is reading about newly invented _____.
2. Trang wants to have a _____.
3. Trang wants the View-me window to show the _____ all day.
4. Tom says that with the blue hat, Trang doesn't need to carry along a _____.
5. Trang doesn't like the blue hat because it's not _____.

## Writing

**4** **Write an email (100 – 120 words) to your friend telling him / her about an organisation which protects the ocean. You can use the ideas below.**

- **Name of the organisation:** Save the Oceans
- **Importance of ocean habitats:** produce half of the earth's oxygen; adjust the climate; create homes for plants and animals
- **Current situation:** habitat loss due to overfishing and pollution
- **What the organisation does:** promotes smart fishing; encourages people to use fewer plastic bags; organises campaigns to clean up the beach and the sea

**Start and end the email as follows:**

*Dear* _____,
It's nice to hear from you again. I've read an article about _____. Let me tell you about it.
_____
_____
_____
Write to me soon.
*Cheers,*

# GLOSSARY

## Abbreviations

| | | | |
|---|---|---|---|
| **adj** | adjective | **n** | noun |
| **adv** | adverb | **pre** | preposition |
| **con** | conjunction | **v** | verb |

## Unit 1

| | | |
|---|---|---|
| artisan (n) | /ˌɑːtɪˈzæn/ | thợ làm nghề thủ công |
| community (n) | /kəˈmjuːnəti/ | cộng đồng |
| community helper | /kəˈmjuːnəti ˈhelpə/ | người phục vụ cộng đồng |
| craft village | /ˌkrɑːft ˈvɪlɪdʒ/ | làng nghề thủ công |
| cut down on | /kʌt daʊn ɒn/ | cắt giảm |
| delivery person | /dɪˈlɪvəri ˈpɜːsn/ | nhân viên giao hàng |
| electrician (n) | /ɪˌlekˈtrɪʃn/ | thợ điện |
| facilities (n, plural) | /fəˈsɪlətiz/ | cơ sở vật chất |
| firefighter (n) | /ˈfaɪəfaɪtə/ | lính cứu hoả |
| fragrance (n) | /ˈfreɪgrəns/ | hương thơm |
| function (n) | /ˈfʌŋkʃn/ | chức năng |
| garbage collector (n) | /ˈgɑːbɪdʒ kəlektə/ | nhân viên dọn vệ sinh |
| get on with | /get ɒn wɪð/ | có quan hệ tốt với |
| hand down | /hænd daʊn/ | truyền lại |
| handicraft (n) | /ˈhændikrɑːft/ | sản phẩm thủ công |
| look around | /lʊk əˈraʊnd/ | ngắm nghía xung quanh |
| original (adj) | /əˈrɪdʒənl/ | nguyên bản |
| pass down | /pɑːs daʊn/ | truyền lại |
| police officer (n) | /pəˈliːs ɒfɪsə/ | công an |
| pottery (n) | /ˈpɒtəri/ | đồ gốm |
| preserve (v) | /prɪˈzɜːv/ | bảo tồn |
| run out of | /rʌn aʊt əv/ | hết, cạn kiệt |
| speciality (n) | /ˌspeʃiˈæləti/ | đặc sản |
| suburb (n) | /ˈsʌbɜːb/ | vùng ngoại ô |
| tourist attraction | /ˈtʊərɪst əˈtrækʃn/ | điểm du lịch |

## Unit 2

| | | |
|---|---|---|
| bustling (adj) | /ˈbʌslɪŋ/ | hối hả, nhộn nhịp, náo nhiệt |
| carry out | /ˈkæri aʊt/ | tiến hành (nghiên cứu, nhiệm vụ) |
| come down with (v) | /kʌm daʊn wɪð/ | bị ốm (vì bệnh gì) |
| concrete jungle (n) | /ˌkɒŋkriːt ˈdʒʌŋgl/ | rừng bê tông (dùng để miêu tả một khu vực có nhiều nhà cao tầng) |
| congested (adj) | /kənˈdʒestɪd/ | tắc nghẽn (giao thông) |
| construction site (n) | /kənˈstrʌkʃn saɪt/ | công trường xây dựng |
| downtown (n) | /ˌdaʊnˈtaʊn/ | khu trung tâm thành phố, thị trấn |
| get around | /get əˈraʊnd/ | đi xung quanh (khu vực), di chuyển từ nơi này đến nơi khác |
| hang out with | /hæŋ aʊt wɪð/ | đi chơi (cùng ai) |
| hygiene (n) | /ˈhaɪdʒiːn/ | vệ sinh, vấn đề vệ sinh |
| itchy (adj) | /ˈɪtʃi/ | ngứa, gây ngứa |
| leftover (n) | /ˈleftəʊvə/ | thức ăn thừa |
| liveable (adj) | /ˈlɪvəbl/ | (nơi, địa điểm) đáng sống |
| metro (n) | /ˈmetrəʊ/ | hệ thống tàu điện ngầm |
| pricey (adj) | /ˈpraɪsi/ | đắt đỏ |
| process (v) | /ˈprəʊses/ | xử lí |
| public amenities | /ˈpʌblɪk əˈmiːnətiz/ | những tiện ích công cộng |
| rush hour (n) | /ˈrʌʃ aʊə/ | giờ cao điểm |
| sky train | /skaɪ treɪn/ | tàu điện trên không |
| tram (n) | /træm/ | xe điện |
| underground (n) | /ˌʌndəˈgraʊnd/ | (hệ thống) tàu điện ngầm |

## Unit 3

| | | |
|---|---|---|
| accomplish (v) | /əˈkʌmplɪʃ/ | hoàn thành, đạt được (mục đích ...) |
| additional (adj) | /əˈdɪʃənl/ | thêm, thêm vào |
| anxiety (n) | /æŋˈzaɪəti/ | nỗi lo, mối băn khoăn, sự lo lắng |
| appropriately (adv) | /əˈprəʊpriətli/ | phù hợp, thích đáng |
| assignment (n) | /əˈsaɪnmənt/ | nhiệm vụ, bài tập dành cho học sinh / sinh viên |
| counsellor (n) | /ˈkaʊnsələ/ | cố vấn, người tư vấn |
| deadline (n) | /ˈdedlaɪn/ | thời hạn cuối cùng, hạn cuối |
| delay (v) | /dɪˈleɪ/ | (làm) chậm trễ, trì hoãn |
| distraction (n) | /dɪˈstrækʃn/ | điều làm sao lãng |
| due date (n) | /ˈdjuː deɪt/ | hạn chót (ngày đến hạn để hoàn thành một việc gì đó) |
| fattening (adj) | /ˈfætnɪŋ/ | gây béo phì |
| mental (adj) | /ˈmentl/ | (thuộc) tinh thần, (thuộc) trí tuệ, (thuộc) trí óc |
| minimise (v) | /ˈmɪnɪmaɪz/ | giảm đến mức tối thiểu |
| mood (n) | /muːd/ | tâm trạng |
| optimistic (adj) | /ˌɒptɪˈmɪstɪk/ | lạc quan |
| physical (adj) | /ˈfɪzɪkl/ | (thuộc) cơ thể, (thuộc) thân thể |

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| | | |
|---|---|---|
| priority (n) | /praɪ'ɒrəti/ | sự ưu tiên, trường hợp ưu tiên |
| stressed out (adj) | /strest aʊt/ | căng thẳng |
| well-balanced (adj) | /ˌwel 'bælənst/ | cân bằng, đúng mực |

## Unit 4

| | | |
|---|---|---|
| ancient (adj) | /'eɪnʃənt/ | cổ đại, lâu đời |
| anniversary (n) | /ˌænɪ'vɜːsəri/ | ngày kỉ niệm, lễ kỉ niệm |
| barefoot (adj, adv) | /'beəfʊt/ | chân trần |
| basic (adj) | /'beɪsɪk/ | cơ bản |
| castle (n) | /'kɑːsl/ | lâu đài |
| communal (adj) | /kə'mjuːnl/ | dùng chung, thuộc cộng đồng |
| complex (n) | /'kɒmpleks/ | khu phức hợp, quần thể |
| deep-rooted (adj) | /ˌdiːp 'ruːtɪd/ | lâu đời, ăn sâu bén rễ |
| face to face (adv) | /ˌfeɪs tə 'feɪs/ | trực tiếp, trực diện |
| fish and chips (n) | /ˌfɪʃ ən 'tʃɪps/ | món cá và khoai tây rán (món ăn truyền thống của người Anh) |
| found (v) | /faʊnd/ | thành lập |
| generation (n) | /ˌdʒenə'reɪʃn/ | thế hệ |
| monument (n) | /'mɒnjumənt/ | tượng đài |
| observe (v) | /əb'zɜːv/ | duy trì, tuân theo |
| occupied (adj) | /'ɒkjupaɪd/ | có người ở |
| occupy (v) | /'ɒkjupaɪ/ | chiếm giữ |
| promote (v) | /prə'məʊt/ | thúc đẩy |
| recognise (v) | /'rekəgnaɪz/ | công nhận |
| religious (adj) | /rɪ'lɪdʒəs/ | (thuộc) tôn giáo |
| structure (n) | /'strʌktʃə/ | cấu trúc |
| takeaway (n) | /'teɪkəweɪ/ | đồ ăn bán sẵn (để mang về) |

## Unit 5

| | | |
|---|---|---|
| amazing (adj) | /ə'meɪzɪŋ/ | ngạc nhiên ở mức đáng ngưỡng mộ |
| army-like (adj) | /'ɑːmi laɪk/ | như trong quân đội |
| brilliant (adj) | /'brɪliənt/ | rất ấn tượng, rất thông minh |
| campus (n) | /'kæmpəs/ | khuôn viên (của một trường học) |
| confidence (n) | /'kɒnfɪdəns/ | niềm tin, sự tin tưởng, sự tự tin |
| coral reef (n) | /'kɒrəl riːf/ | rặng san hô |
| eco-tour (n) | /'iːkəʊ ˌtʊə/ | du lịch sinh thái |
| embarrassing (adj) | /ɪm'bærəsɪŋ/ | làm ai bối rối, ngượng ngùng |
| exhilarating (adj) | /ɪg'zɪləreɪtɪŋ/ | đầy phấn khích |
| experience (n) | /ɪk'spɪəriəns/ | sự trải nghiệm |
| explore (v) | /ɪk'splɔː/ | khám phá, tìm tòi và học hỏi |
| fauna (n) | /'fɔːnə/ | tất cả động vật của một khu vực |
| flora (n) | /'flɔːrə/ | tất cả thực vật của một khu vực |
| lack (v) | /læk/ | thiếu |
| learn by rote | /lɜːn baɪ rəʊt/ | học vẹt |
| memorable (adj) | /'memərəbl/ | đáng nhớ |
| performance (n) | /pə'fɔːməns/ | buổi biểu diễn |
| seabed (n) | /'siːbed/ | đáy biển |
| snorkelling (n) | /'snɔːkəlɪŋ/ | môn thể thao bơi lặn dưới nước có bộ lặn và ống thở |
| theme (n) | /θiːm/ | chủ đề, đề tài |
| thrilling (adj) | /'θrɪlɪŋ/ | rất phấn khích và rất vui |
| touching (adj) | /'tʌtʃɪŋ/ | gây xúc động, tạo cảm giác đồng cảm |
| tribal dance | /'traɪbl dɑːns/ | điệu múa của bộ tộc |
| unpleasant (adj) | /ʌn'pleznt/ | không thoải mái, không vui vẻ |

## Unit 6

| | | |
|---|---|---|
| democratic (adj) | /ˌdemə'krætɪk/ | thuộc dân chủ |
| dependent (adj) | /dɪ'pendənt/ | lệ thuộc vào |
| dye (v) | /daɪ/ | nhuộm |
| extended (adj) | /ɪk'stendɪd/ | nhiều thế hệ (trong một gia đình) |
| family-oriented (adj) | /'fæməli 'ɔrientɪd/ | hướng về, coi trọng gia đình |
| gap (n) | /gæp/ | khoảng cách |
| generation (n) | /ˌdʒenə'reɪʃn/ | thế hệ |
| household (n) | /'haʊshəʊld/ | hộ gia đình |
| lifestyle (n) | /'laɪfstaɪl/ | lối sống |
| memorise (v) | /'meməraɪz/ | ghi nhớ |
| monk (n) | /mʌŋk/ | nhà sư |
| nuclear (adj) | /'njuːkliə/ | hai thế hệ (trong một gia đình) |
| opportunity (n) | /ˌɒpə'tjuːnəti/ | cơ hội |
| popularity (n) | /ˌpɒpju'lærəti/ | sự phổ biến |
| privacy (n) | /'prɪvəsi/ | sự riêng tư |
| promise (n, v) | /'prɒmɪs/ | lời hứa, hứa |
| pursue (v) | /pə'sjuː/ | theo đuổi |
| replace (v) | /rɪ'pleɪs/ | thay thế |
| take notes | /teɪk nəʊts/ | ghi chép |

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| | | |
|---|---|---|
| trend (n) | /trend/ | xu hướng |
| Western (adj) | /'westən/ | thuộc phương Tây |

## Unit 7

| | | |
|---|---|---|
| access (n) | /'ækses/ | tiếp cận, đến được |
| annual (adj) | /'ænjuəl/ | (xảy ra) hằng năm |
| biodiversity (n) | /ˌbaɪəʊdaɪ'vɜːsəti/ | sự đa dạng sinh học |
| coral (n, adj) | /'kɒrəl/ | san hô |
| crazy (adj) (about something) | /'kreɪzi/ | thích mê |
| destination (n) | /ˌdestɪ'neɪʃn/ | điểm đến |
| ecosystem (n) | /'iːkəʊsɪstəm/ | hệ sinh thái |
| feature (n) | /'fiːtʃə/ | đặc điểm |
| locate (v) | /ləʊ'keɪt/ | định vị, đặt ở |
| location (n) | /ləʊ'keɪʃn/ | địa điểm, nơi chốn |
| majestic (adj) | /mə'dʒestɪk/ | uy nghi, tráng lệ |
| occur (v) | /ə'kɜː/ | xảy ra |
| paradise (n) | /'pærədaɪs/ | thiên đường, nơi đẹp tuyệt trần |
| peak (n) | /piːk/ | đỉnh, đỉnh núi |
| permission (n) | /pə'mɪʃn/ | sự cho phép |
| permit (v) | /pə'mɪt/ | cho phép |
| possess (v) | /pə'zes/ | có, sở hữu |
| support (v) | /sə'pɔːt/ | ủng hộ, giúp đỡ |
| sustainable (adj) | /sə'steɪnəbl/ | bền vững |
| travel destination | /'trævl ˌdestɪ'neɪʃn/ | điểm đến du lịch |
| urgent (adj) | /'ɜːdʒənt/ | gấp, cấp bách |

## Unit 8

| | | |
|---|---|---|
| agency (n) | /'eɪdʒənsi/ | hãng (du lịch) |
| agent (n) | /'eɪdʒənt/ | nhân viên hãng |
| brochure (n) | /'brəʊʃə/ | quyển quảng cáo (du lịch) |
| domestic tourism | /də'mestɪk tʊərɪzəm/ | du lịch trong nước |
| estimate (v) | /'estɪmeɪt/ | ước tính |
| fixed (adj) | /fɪkst/ | cố định |
| food tourism | /fuːd 'tʊərɪzəm/ | du lịch ẩm thực |
| graveyard (n) | /'greɪvjɑːd/ | nghĩa địa |
| holidaymaker (n) | /'hɒlədeɪmeɪkə/ | người đi nghỉ |
| homestay (n) | /'həʊmsteɪ/ | nhà trọ |
| hop-on hop-off (n) | /hɒp ɒn hɒp ɒf/ | (tour) bằng xe buýt có thể lên, xuống tại nhiều điểm |
| hunt (v) | /hʌnt/ | săn tìm |
| itinerary (n) | /aɪ'tɪnərəri/ | lịch trình |
| loft (n) | /lɒft/ | gác mái |
| low season (n) | /'ləʊ siːzn/ | mùa (du lịch) vắng khách |
| online app (application) | /ˌɒn'laɪn æp/ (/ˌæplɪ'keɪʃn/) | ứng dụng trên mạng |
| package holiday (n) | /'pækɪdʒ hɒlədeɪ/ | kì nghỉ trọn gói |
| ruinous (adj) | /'ruːɪnəs/ | đổ nát |
| self-guided | / self 'gaɪdɪd/ | tự tổ chức |
| shopping tourism | /'ʃɒpɪŋ 'tʊərɪzəm / | du lịch mua sắm |
| smooth (adj) | /smuːð/ | trôi chảy |
| wander (v) | /'wɒndə/ | dạo chơi |
| world-famous (adj) | /ˌwɜːld 'feɪməs/ | nổi tiếng thế giới |
| work out | /wɜːk aʊt/ | soạn thảo, lên (kế hoạch) |

## Unit 9

| | | |
|---|---|---|
| bilingual (adj) | /baɪ'lɪŋgwəl/ | sử dụng được hai ngôn ngữ |
| borrowed word | /'bɒrəʊ wɜːd/ | từ mượn |
| concentric (adj) | /kən'sentrɪk/ | đồng tâm |
| consist (v) | /kən'sɪst/ | bao gồm |
| copy (v) | /'kɒpi/ | chép lại |
| establish (v) | /ɪ'stæblɪʃ/ | thành lập |
| exchange student | /ɪks'tʃeɪndʒ stjuːdnt/ | học sinh trao đổi |
| Expanding Circle | /ɪk'spændɪŋ sɜːkl/ | vòng tròn mở rộng |
| first language (n) | /ˌfɜːst 'læŋgwɪdʒ/ | ngôn ngữ thứ nhất |
| fluent (adj) | /'fluːənt/ | trôi trảy; thành thạo |
| go over | /gəʊ 'əʊvə/ | ôn tập lại |
| immigrant (n) | /'ɪmɪgrənt/ | người nhập cư |
| Inner Circle | /ˌɪnə 'sɜːkl/ | vòng tròn bên trong |
| look up | /lʊk ʌp/ | tra (từ điển) |
| mean (v) | /miːn/ | nghĩa là |
| model (n) | /'mɒdl/ | mô hình |
| official language (n) | /ˌəfɪʃl 'læŋgwɪdʒ/ | ngôn ngữ chính thức |
| Outer Circle | /ˌaʊtə 'sɜːkl/ | vòng tròn bên ngoài |
| pick up | /pɪk ʌp/ | học (ngôn ngữ tự nhiên) |
| propose (v) | /prə'pəʊz/ | đề xuất |
| second language (n) | /ˌsekənd 'læŋgwɪdʒ/ | ngôn ngữ thứ hai |
| standard (n) | /'stændəd/ | chuẩn mực |
| translate (v) | /trænz'leɪt/ | dịch |

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| | | |
|---|---|---|
| variety (n) | /vəˈraɪəti/ | biến thể |
| vocabulary (n) | /vəˈkæbjələri/ | từ vựng |

## Unit 10

| | | |
|---|---|---|
| affect (v) | /əˈfekt/ | gây ảnh hưởng |
| appreciate (v) | /əˈpriːʃieɪt/ | đánh giá cao |
| climate change (n) | /ˈklaɪmət tʃeɪndʒ/ | biến đổi khí hậu |
| droppings (n) | /ˈdrɒpɪŋz/ | phân (động vật) |
| essential (adj) | /ɪˈsenʃl/ | vô cùng quan trọng |
| ecological balance | /ˌiːkəˈlɒdʒɪkl ˈbæləns/ | cân bằng sinh thái |
| fascinating (adj) | /ˈfæsɪneɪtɪŋ/ | rất thú vị và hấp dẫn |
| fertiliser (n) | /ˈfɜːtəlaɪzə/ | phân bón |
| food chain (n) | /ˈfuːd tʃeɪn/ | chuỗi thức ăn |
| grassland (n) | /ˈgrɑːslænd/ | khu vực đồng cỏ |
| habitat (n) | /ˈhæbɪtæt/ | môi trường sống của động thực vật |
| harm (v) | /hɑːm/ | làm hại |
| landform (n) | /ˈlændfɔːm/ | dạng địa hình, địa mạo |
| nature reserve (n) | /ˈneɪtʃə rɪzɜːv/ | khu bảo tồn thiên nhiên |
| observe (v) | /əbˈzɜːv/ | quan sát, chú ý |
| orbit (v) | /ˈɔːbɪt/ | quay quanh quỹ đạo |
| outer space (n) | /ˌaʊtə ˈspeɪs/ | ngoài vũ trụ |
| pesticide (n) | /ˈpestɪsaɪd/ | thuốc diệt cỏ |
| pole (n) | /pəʊl/ | cực (bắc / nam) |
| preserve (v) | /prɪˈzɜːv/ | bảo tồn |
| threat (n) | /θret/ | nỗi đe doạ |
| vital (adj) | /ˈvaɪtl/ | quan trọng mức sống còn |

## Unit 11

| | | |
|---|---|---|
| 3D printer (n) | /ˌθriː diː ˈprɪntə/ | máy in 3D |
| aluminium (n) | /ˌæljəˈmɪniəm/ | nhôm |
| camcorder (n) | /ˈkæmkɔːdə/ | máy quay phim xách tay |
| cardboard (n) | /ˈkɑːdbɔːd/ | bìa cứng, các tông |
| copper (n) | /ˈkɒpə/ | đồng |
| e-reader (n) | /ˈiː riːdə/ | máy đọc sách điện tử |
| leaflet (n) | /ˈliːflət/ | tờ rơi (để quảng cáo) |
| plastic (n) | /ˈplæstɪk/ | chất dẻo |
| portable (adj) | /ˈpɔːtəbl/ | có thể mang theo, xách tay |
| portable music player | /ˈpɔːtəbl ˈmjuːzɪk ˌpleɪə/ | máy nghe nhạc cầm tay |
| robotic vacuum cleaner | /rəʊˈbɒtɪk ˈvækjuːm ˌkliːnə/ | robot hút bụi tự động |
| rubber (n) | /ˈrʌbə(r)/ | cao su |
| self-portrait (n) | /ˌself ˈpɔːtreɪt/ | ảnh chân dung tự chụp |
| smartwatch (n) | /ˈsmɑːtwɒtʃ/ | đồng hồ thông minh |
| steel (n) | /stiːl/ | thép |
| stylish (adj) | /ˈstaɪlɪʃ/ | hợp thời trang, kiểu cách |
| suck (v) | /sʌk/ | hút |
| touchscreen (n) | /ˈtʌtʃskriːn/ | màn hình cảm ứng |
| virtual (adj) | /ˈvɜːtʃuəl/ | ảo |
| window shade (n) | /ˈwɪndəʊ ʃeɪd/ | mành cửa sổ |
| wireless (adj) | /ˈwaɪələs/ | không dây, vô tuyến |

## Unit 12

| | | |
|---|---|---|
| agriculture engineering | /ˈægrɪkʌltʃə ˌendʒɪˈnɪərɪŋ/ | ngành kĩ sư nông nghiệp |
| assembly worker (n) | /əˈsembli ˈwɜːkə/ | công nhân dây chuyền |
| bartender (n) | /ˈbɑːtendə/ | thợ pha chế đồ uống có cồn |
| career (n) | /kəˈrɪə/ | sự nghiệp |
| cashier (n) | /kæˈʃɪə/ | thu ngân |
| decisive (adj) | /dɪˈsaɪsɪv/ | quyết đoán |
| demanding (adj) | /dɪˈmɑːndɪŋ/ | (yêu cầu) khắt khe, phức tạp |
| fabric (n) | /ˈfæbrɪk/ | vải vóc |
| garment worker | /ˈgɑːmənt ˈwɜːkə/ | công nhân may |
| hand-eye coordination | /hænd aɪ kəʊˌɔːdɪˈneɪʃn/ | sự phối hợp tay và mắt |
| hands-on (adj) | /ˌhændz ˈɒn/ | có tính thực tiễn, thực hành |
| inquiring (adj) | /ɪnˈkwaɪərɪŋ/ | ham học hỏi, tìm tòi |
| knowledgeable (adj) | /ˈnɒlɪdʒəbl/ | am hiểu, thông thạo |
| mechanic (n) | /məˈkænɪk/ | thợ sửa chữa |
| orientation (n) | /ˌɔːriənˈteɪʃn/ | sự định hướng |
| repetitive (adj) | /rɪˈpetətɪv/ | lặp đi lặp lại |
| rewarding (adj) | /rɪˈwɔːdɪŋ/ | bổ ích, xứng đáng |
| sew (v) | /səʊ/ | khâu, may vá |
| software engineer (n) | /ˈsɒftweər endʒɪˈnɪə/ | kĩ sư phần mềm |
| surgeon (n) | /ˈsɜːdʒən/ | bác sĩ phẫu thuật |
| vocational (adj) | /vəʊˈkeɪʃənl/ | thuộc về nghề nghiệp, hướng nghiệp |
| well-paid (adj) | /ˌwel ˈpeɪd/ | được trả lương cao |

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