BỘ GIÁO DỤC VÀ ĐÀO TẠO

GLOBAL SUCCESS

Tiếng Anh 10

SÁCH HỌC SINH



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

Pearson

HOÀNG VĂN VÂN (Tổng Chủ biên) – HOÀNG THỊ XUÂN HOA (Chủ biên)
CHU QUANG BÌNH – HOÀNG THỊ HỒNG HẢI
KIỀU THỊ THU HƯƠNG – NGUYỄN THỊ KIM PHƯỢNG

GLOBAL SUCCESS

Tiếng Anh 10

SÁCH HỌC SINH

(Tái bản lần thứ tư)



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

Pearson

CONTENTS

	Page
Book Map	4
UNIT 1: FAMILY LIFE	8
UNIT 2: HUMANS AND THE ENVIRONMENT	18
UNIT 3: MUSIC	28
Review 1	38
UNIT 4: FOR A BETTER COMMUNITY	42
UNIT 5: INVENTIONS	52
Review 2	62
UNIT 6: GENDER EQUALITY	66
UNIT 7: VIET NAM AND INTERNATIONAL ORGANISATIONS	76
UNIT 8: NEW WAYS TO LEARN	86
Review 3	96
UNIT 9: PROTECTING THE ENVIRONMENT	100
UNIT 10: ECOTOURISM	110
Review 4	120
Glossary	124

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LỜI NÓI ĐẦU

Tiếng Anh 10 – Global Success – Sách học sinh 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 bộ sách tiếng Anh trung học cơ sở (Tiếng Anh 6, Tiếng Anh 7, Tiếng Anh 8, Tiếng Anh 9).

Tiếng Anh 10 – Global Success – Sách học sinh được biên soạn theo dường hướng giao tiếp, giúp học sinh phát triển năng lực giao tiếp bằng tiếng Anh dưới bốn hình thức nghe, nói, dọc, viết thông qua sử dụng ngữ liệu (ngữ âm, từ vựng, ngữ pháp). Đồng thời, sách dược biên soạn theo dường hướng lấy người học làm trung tâm, theo đó mọi hoạt động dạy học dược thiết kế và tổ chức dều nhằm phát huy tính tích cực, chủ dộng của học sinh và tạo diều kiện tối da cho học sinh tham gia vào các hoạt dộng luyện tập và phát triển năng lực giao tiếp tiếng Anh.

Tiếng Anh 10 – Global Success – Sách học sinh được biên soạn theo hướng tích hợp các kĩ năng, theo đó các kĩ năng đọc, nói, nghe, viết bổ trợ cho nhau và được phát triển xoay quanh bốn chủ điểm (Theme) gần gũi với học sinh: Cuộc sống của chúng ta (Our Lives); Xã hội của chúng ta (Our Society); Môi trường của chúng ta (Our Environment) và Tương lai của chúng ta (Our Future). Bốn chủ điểm này được cụ thể hoá thành mười đơn vị bài học (Unit), mỗi dơn vị bài học tương ứng với một chủ dề (Topic). Sau mỗi chủ diểm 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 10 – Global Success – Sách học sinh coi trọng dặc diểm tâm lí lứa tuổi của học sinh và các đặc điểm văn hoá của Việt Nam, của các nước nói tiếng Anh và của các nước trên thế giới. Ngoài ra, **Tiếng Anh 10 – Global Success – Sách học sinh** còn được biên soạn theo hướng giúp bổ sung, làm giàu thêm kiến thức nền của học sinh về một số lĩnh vực khoa học và đời sống xã hội.

Tiếng Anh 10 – Global Success – Sách học sinh dược biên soạn dựa trên cơ sở lí luận hiện dại về biên soạn sách giáo khoa ngoại ngữ trên thế giới, dặc biệt là những kinh nghiệm thực tiễn của việc dạy tiếng Anh cấp trung học phổ thông ở Việt Nam, với sự hợp tác chặt chẽ về chuyên môn và kĩ thuật của Tập doàn xuất bản Giáo dục Pearson.

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

Các tác giả

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

BOOK MAP

UNIT	PRONUNCIATION	VOCABULARY	GRAMMAR	READING
Unit 1: FAMILY LIFE	Consonant blends: */br/*, */kr/*, and */tr/*	Words and phrases related to family life	Present simple vs. present continuous	Reading for specific information in a text about the benefits of doing housework for children
Unit 2: HUMANS AND THE ENVIRONMENT	Consonant blends: */kl/*, */pl/*, */gr/*, and */pr/*	Words and phrases related to human activities and the environment	– The future with *will* and *be going to* – Passive voice	Reading for main ideas and specific information in a text about green living
Unit 3: MUSIC	Stress in two-syllable words	Words and phrases related to music	– Compound sentences – *To*-infinitives and bare infinitives	Reading for specific information in a text about a famous TV music show
REVIEW 1				
Unit 4: FOR A BETTER COMMUNITY	Stress in two-syllable words with the same spelling	– Words and phrases related to community development – Adjective suffixes: *-ed* vs. *-ing*; *-ful* vs. *-less*	Past simple vs. past continuous with *when* and *while*	Reading for main ideas and specific information in a text about a volunteer club
Unit 5: INVENTIONS	Stress in three-syllable nouns	Words and phrases related to inventions	– Present perfect – Gerunds and *to*-infinitives	Reading for main ideas and specific information in a text about an invention
REVIEW 2				

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SPEAKING	LISTENING	WRITING	EVERYDAY ENGLISH	CULTURE / CLIL	PROJECT
Explaining why children should or shouldn't do housework	Listening for specific information in a talk show about family life	Writing about family routines	Expressing opinions	Family values in the UK	Doing research on Family Day in Viet Nam or other countries
Talking about ways to live green	Listening for specific information in an announcement about a green event	Writing about ways to improve the environment	Asking for and giving advice	Carbon footprint	Planning activities for a *Go Green Weekend* event
Talking about a TV music show	Listening for gist and specific information in an interview about a music festival	Writing a blog about an experience at a music event	Making and responding to suggestions	*Chau van* singing	Doing research on a form of traditional music in Viet Nam or another country
Talking about the benefits of volunteering activities	Listening for specific information in an announcement for volunteers	Writing an application letter for volunteer work	Expressing feelings	*Save the Children* organisation	Doing research on a volunteer project in your community
Talking about inventions and their uses	Listening to instructions on how to use an invention for specific information	Writing about the benefits of an invention	Making and responding to requests	Computer hardware	Collecting information about an existing invention for the classroom or creating a new one

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UNIT	PRONUNCIATION	VOCABULARY	GRAMMAR	READING	
Unit 6: GENDER EQUALITY	Stress in three-syllable adjectives and verbs	Words and phrases related to gender equality	Passive voice with modals	Reading for specific information in a text about gender equality	
Unit 7: VIET NAM AND INTERNATIONAL ORGANISATIONS	Stress in words with more than three syllables	Words and phrases related to international organisations	Comparative and superlative adjectives	Reading for specific information in a text about UNICEF's support for Viet Nam's education	
Unit 8: NEW WAYS TO LEARN	Sentence stress	Words and phrases related to different ways of learning	Relative clauses: defining and non-defining relative clauses with *who, that, which,* and *whose*	Reading for main ideas and specific information in a text about online and face-to-face learning	
REVIEW 3					
Unit 9: PROTECTING THE ENVIRONMENT	Rhythm	Words and phrases related to the environment and ways to protect it	Reported speech	Reading for main ideas and specific information in a text about environmental problems	
Unit 10: ECOTOURISM	Intonation	Words and phrases related to ecotourism	Conditional sentences Type 1 and Type 2	Reading for specific information in a brochure about ecotours	
REVIEW 4					

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SPEAKING	LISTENING	WRITING	EVERYDAY ENGLISH	CULTURE / CLIL	PROJECT
Talking about career choices	Listening for specific information in a talk about the first woman in space	Writing about jobs for men and women	Expressing agreement and disagreement	Women's football	Doing a survey on students' future jobs
Talking about programmes for communities	Listening for specific information in a conversation about Viet Nam's participation in international organisations	Writing about Viet Nam's participation in international organisations	Making and responding to invitations	FAO and its activities to support Viet Nam	Doing research on an international organisation
Talking about the advantages and disadvantages of online learning	Listening to instructions on how to prepare for a blended learning class for specific information	Writing about the benefits of blended learning	Giving instructions	Modern schools	Doing a survey to find out how students use electronic devices to learn
Talking about environmental solutions	Listening for specific information in a conversation about ways to protect endangered animals	Writing about a wildlife organisation	Making and responding to apologies	Earth Hour	Doing research on a local or an international environmental organisation
Talking about how to become an ecotourist	Listening for specific information in a tour guide speech welcoming ecotourists in the Mekong Delta	Writing a website advertisement for an ecotour	Asking for and giving advice	Tourism impact on the environment	Designing an ecotour to a local attraction

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Unit 1

Family life

This unit includes:

LANGUAGE

Pronunciation

/br/, /kr/, and /tr/

Vocabulary

Words and phrases related to family life

Grammar

Present simple vs. present continuous

SKILLS

Reading: Reading for specific information in a text about the benefits of doing housework for children

Speaking: Explaining why children should or shouldn't do housework

Listening: Listening for specific information in a talk show about family life

Writing: Writing about family routines

COMMUNICATION AND CULTURE / CLIL

Everyday English

Expressing opinions

Culture

Family values in the UK

PROJECT

Doing research on Family Day in Viet Nam or other countries

I GETTING STARTED

Household chores

1 (2) **Listen and read.**

Nam: Hello, Minh.

Minh: Hi, Nam. How are you? I'm going to play football at our school sports field with a few friends this evening. Are you free to join us?

Nam: I'd love to, but I'm afraid I can't. I'm preparing dinner.

Minh: Really? Doesn't your mum cook?

Nam: Oh, yes. My mum usually does the cooking, but she's working late today.

Minh: How about your sister, Lan? Does she help with the housework?

Nam: Yes. She often helps with the cooking. But she can't help today. She's studying for her exams.

Minh: I see. I never do the cooking. It's my mother's job.

Nam: Really? So how do you divide the household chores in your family?

Minh: Mum is the homemaker, so she does the chores. My dad is the breadwinner; he earns money. And we, the kids, study.

Nam: Well, in my family, we divide the housework equally – Mum usually cooks and shops for groceries; Dad cleans the house and does the heavy lifting.

Minh: What about you and your sister?

Nam: My sister does the laundry. I do the washing-up and put out the rubbish. We also help with the cooking when our mum is busy.

Minh: That sounds fair! Anyway, I have to go now. See you later.

Nam: Bye. Have fun.



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

	T	F
1. Nam's mother is cooking now.		
2. Everybody in Nam's family does some of the housework.		
3. The children in Minh's family don't have to do any housework.		

3 **Write the verbs or phrasal verbs that are used with the nouns or noun phrases in the conversation in 1.**

	Verbs / Phrasal verbs	Nouns / Noun phrases
1.	*put out*	the rubbish
2.		the laundry
3.		groceries
4.		the heavy lifting
5.		the washing-up

4 **Complete the sentences from the conversation with the correct forms of the verbs in brackets.**

1. I'd love to, but I'm afraid I can't. I (prepare) _____ dinner.

2. My mum usually (do) _____ the cooking, but she (work) _____ late today.



II LANGUAGE

Pronunciation

/br/, /kr/, and /tr/

1 **Listen and repeat. Pay attention to the consonant blends /br/, /kr/, and /tr/.**

/br/	/kr/	/tr/
breadwinner	crash	track
breakfast	crane	tree
brown	cream	train

2 **Listen to the sentences and circle the words you hear.**

1. a. brush **b.** crash **c.** trash

2. a. brain **b.** crane **c.** train

3. a. bread **b.** create **c.** tread

Vocabulary

Family life

1 Match the words with their meanings.

1 breadwinner	a a person who manages a home and often raises children instead of earning money
2 housework	b someone who earns money to support their family
3 groceries	c picking up and carrying heavy objects
4 homemaker	d work around the house such as cooking, cleaning, or washing clothes
5 heavy lifting	e food and other goods sold at a shop or a supermarket

2 Complete the sentences using the words in 1.

1. My mother is a _____. She doesn't go to work, but stays at home to look after the family.
2. When I lived in this city, I used to shop for _____ at this supermarket.
3. My eldest son is strong enough to do the _____ for the family.
4. Hanna hates doing _____ except cooking.
5. Mr Lewis is the _____ of the family, but he still helps his wife with the housework whenever he has time.

Grammar

Present simple vs. present continuous

Remember!

- We use the present simple to talk about habits or things we do regularly.
  *Example: My mother **cooks** every day.*
- We use the present continuous to talk about things which are happening at the moment of speaking.
  *Example: My mother **isn't cooking** now. She's **working** in her office.*

Note: We don't usually use the present continuous tense with stative verbs (*like, love, need, want, know, agree,* etc.).

1 Choose the correct form of the verb in each sentence.

1. Mrs Lan usually does / is doing the cooking in her family.
2. I'm afraid he can't answer the phone now. He puts out / is putting out the rubbish.
3. He cleans / is cleaning the house every day.
4. My sister can't do any housework today. She studies / is studying for her exams.
5. My mother does / is doing the laundry twice a week.

2 Read the text and put the verbs in brackets in the present simple or present continuous.

Mrs Lam is a housewife. Every day, she (1. do) _____ most of the housework. She cooks, washes the clothes, and cleans the house. But today is Mother's Day, so Mrs Lam (2. not do) _____ any housework. At the moment, she (3. watch) _____ her favourite TV programme. Her children (4. do) _____ the cooking and her husband (5. tidy up) _____ the house. Everybody (6. try) _____ hard to make it a special day for Mrs Lam.

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III READING

Benefits of doing housework

1 Work in pairs. Look at the picture and answer the questions.

1. What is each person in the picture doing?
2. Do you think that they are happy? Why or why not?



2 Read the text and tick (✓) the appropriate meanings of the highlighted words.

Most people think that housework is boring and is the responsibility of wives and mothers only. Many parents don't ask their children to do housework so that they have more time to play or study. However, studies show doing chores is good for children.

Kids who do housework develop important life skills that they will need for the rest of their lives. Doing the laundry, cleaning the house, and taking care of others are among the important skills that children will need when they start their own families. These are the things that schools cannot fully teach, so it's important for children to learn them at home. Sharing housework also helps young people learn to take responsibility. They know that they have to try to finish their tasks even though they do not enjoy doing them.

Doing chores also helps develop children's gratitude to their parents. When doing housework, they learn to appreciate all the hard work their parents do around the house for them. In addition, doing chores together helps strengthen family bonds, creating special moments between children and parents. It makes children feel they are members of a team.

All in all, doing housework can bring a lot of benefits to children. It teaches them life skills and helps build their character. Therefore, parents should encourage their kids to share the housework for their own good as well as the good of the whole family.

1. responsibility
- ☐ **a.** duty
- ☐ **b.** hobby

2. gratitude
- ☐ **a.** the feeling of being great
- ☐ **b.** the feeling of being grateful

3. strengthen
- ☐ **a.** make something stronger
- ☐ **b.** make something more difficult

4. bonds
- ☐ **a.** close connections
- ☐ **b.** common interests

5. character
- ☐ **a.** qualities that make a person the same as others
- ☐ **b.** qualities that make a person different from others

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

1. What do most people think about housework?
2. Why don't many parents make their children do housework?
3. What are some important life skills children can learn when doing housework?
4. What do children learn as they finish household tasks that they don't enjoy?
5. Why does sharing housework strengthen family bonds?

4 **Work in pairs. Discuss the question.**

What benefits do you think you can get from sharing housework?

IV SPEAKING

Why should / shouldn't children do housework?

1 **Below are reasons why children should or shouldn't do housework. Put them in the correct column. Add some more if you can.**

1. Doing housework helps them develop life skills.
2. Doing housework teaches them to take responsibility.
3. Kids should be given plenty of playtime when they are young.
4. They may break or damage things when doing housework.
5. Doing housework helps strengthen family bonds.
6. They need more time to study and do homework.

Should	Shouldn't
Doing housework helps them develop life skills.	

2 **Work in pairs. Complete the conversation between Anna, Nam, and Minh using some ideas from 1. Then listen to the conversation and check your answers.**

Anna: Nam, why do you think children should do housework?

Nam: Because (1) _____.

Anna: It's true. Life skills such as cooking, cleaning, or taking care of others are really necessary for kids when they grow up.

Nam: Yes, we should all have these basic life skills to be adults.

Anna: Now Minh, why do you think children shouldn't do housework?

Minh: I think kids are kids. (2) _____.

Nam: I don't agree with you. I'm afraid too much playtime isn't good for children.

Anna: Well, thank you both for sharing your ideas. They are very useful for my project.

3 **Work in groups. Have similar conversations exchanging opinions about whether children should or shouldn't do housework. You can use the ideas from 1 and the reading text.**



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V LISTENING

Family support

1 Work in pairs. Look at the picture and answer the questions.

1. What can you see in the picture?
2. What do you think the student is talking about?



2 (6) Listen to the introduction to the talk show and check whether your answer to Question 2 above is correct or not.

3 (7) Listen to the talk show and decide whether the statements are true (T) or false (F).

	T	F
1. There are three people in Hieu's family.		
2. Hieu's parents teach him physics.		
3. When Hieu needs help, his brother always helps him.		
4. Hieu's family routines help them spend some time together every week.		

4 (8) Listen again and complete each sentence with ONE word from the recording.

1. Hieu's parents always listen to him and cheer him up whenever he has _____.
2. His parents' _____ and trust give him strength to carry on.
3. Hieu's brother is his best friend. He shares his happy and _____ moments with him.

5 Work in groups. Discuss the following question.

How can parents help their children achieve success in their studies?

VI WRITING

Writing about family routines

1 Work in groups. Which of the following activities in the pictures do you think can be family routines?

a



having dinner

b



having a picnic

c



watching a game show

d



visiting grandparents

e



celebrating birthdays

f



cleaning the house

2 Read Joey's email about his family routines and complete the table with the information from it.

New message

To: dong@webmail.com

Subject: My family routines

Hi Dong,

How are you getting on? In your last email you asked me about my family routines. Well, we have quite a few routines to help us learn life skills and build family bonds, but I'll tell you about three main ones.

First, my family always have dinner together. Dinners are important for us since we share our daily experiences and talk about the latest news. Second, we watch our favourite game show on TV together every Friday evening. We discuss the questions and guess the answers. It's great fun every time we get a correct answer. Third, every two weeks, on Saturday we clean the house together. We make a list of all the chores. Each of us then chooses one or two household tasks according to personal choice. We all feel happy and proud when we see our home spotlessly clean at the end of the day.

Do you have similar family routines? I'd be interested to know about your family.
Please write back soon.

Best,

Joey

SEND

Routines	When / How often	Things to do to strengthen family bonds
1. have dinner together		
2.	every Friday evening	
3.		- make a list of chores - choose tasks

3 **Complete the email about Dong's family routines using the information in the box.**

Routines	When / How often	Things to do to strengthen family bonds
1. have breakfast together	every day	- eat bread or noodles - share their plans for the day
2. watch TV together	every Saturday evening	- watch a film and share snacks - exchange opinions after the film
3. visit grandparents	on the second Sunday of the month	- do some housework for grandparents - have lunch with them

New message

To: joey@webmail.com

Subject: My family routines

Hi Joey,

How are you? We're all doing fine here. You asked me about my family routines. Well, we have a number of routines to help us learn life skills as well as build family bonds. Here are three main ones.

.....

.....

.....

.....

.....

.....

What do you think about my family routines? Please write back soon and let me know.

Best wishes,

Dong

SEND

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Expressing opinions

1 **Listen and complete the conversation with the expressions in the box. Then practise it in groups of three.**

A. I strongly believe that

B. I'm not sure about that

C. I have no doubt that

Anna: Do you guys think that teenagers should do housework?

Minh: Yes, (1) _____ teenagers as well as other members of the family should share the housework.

Anna: Do you mean everybody in the family has to help with the housework?

Minh: That's right. (2) _____ doing household chores together helps build family bonds.

Tu: Well, (3) _____. Teenagers should spend all their time studying instead of doing housework. They'll need good grades to get into top universities.

2 **Work in groups. Have similar conversations exchanging opinions about whether family members should spend time together.**

Useful expressions	
Strong opinion	**Neutral opinion**
- I strongly believe that ... - I'm sure that ... - I have no doubt that ...	- In my opinion, ... - To my mind ... - I suppose that ...

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Culture

1 Read the text and list the five family values of British people in the 21st century in the table below.

BRITISH FAMILY VALUES

Family values are ideas about how people want to live their family life and are passed on from parents to children. Strong family values can prepare children for a happy life. Results of a recent survey in the UK show that even though modern family life has changed greatly, a number of traditional family values are still important in the UK nowadays.

On top of the list are the values of being truthful and honest, and respecting older people. Children are taught to tell the truth from an early age. They learn to show respect to older people, who have a wealth of life experiences. Having good table manners is the third important family value. Coming fourth and fifth on the list are the values of remembering to say *please* and *thank you*, and helping with family chores respectively.

It is clear that in the 21st century, British people still follow some traditional family values.

	Traditional British family values
1.	
2.	
3.	
4.	
5.	

2 Work in pairs. Discuss whether Vietnamese people have similar family values.

VIII LOOKING BACK

Pronunciation

Track 10 Listen and write /br/, /kr/, or /tr/ above the word that has the corresponding consonant blends. Then practise reading the sentences.

1. I like ice cream, but my brother likes bread pudding.
2. Tracy crashed her car into a tree and broke her leg.
3. They often have crab soup for breakfast.

Vocabulary

Complete the text. Use the correct forms of the word and phrases in the box.

do the washing-up	do the heavy lifting
do the cooking	clean the house
laundry	

In Thanh's family, everybody shares the housework. His mother (1) _____. Thanh really enjoys the food she cooks. Thanh's father is a strong man, so he (2) _____. Thanh helps with the (3) _____. He feels proud that he knows how to run a washing machine. Thanh's sister helps with (4) _____. She does it regularly, so their house is never dirty. She also (5) _____ after each meal.

Grammar

There is a mistake in each sentence below. Find the mistake and correct it.

1. I'm writing to you to tell you how much I'm wanting to see you.
2. Jack is away on business, so now I look after his dog.
3. Nam's often looking untidy.
4. She can't answer the phone now. She cooks dinner.
5. Excuse me, do you read the newspaper? Could I borrow it?
6. What are your family doing in the evenings?

PROJECT

Happy Family Day!



Work in groups. Do research on Family Day in Viet Nam or other countries in the world.

Present your findings to the class. Your presentation should include:

- where it is celebrated
- when it is celebrated
- when it was first celebrated
- why it is celebrated
- what people often do to celebrate the day

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Now I can ...	✓	✓✓	✓✓✓
• pronounce the consonant blends /br/, /kr/, and /tr/ correctly in isolation and in sentences. • understand and use words and phrases related to family life. • use the present simple to talk about something that happens regularly in the present, and the present continuous to talk about activities happening at the moment of speaking. • read for specific information in a text about the benefits of doing housework for children. • explain why children should or shouldn't do housework. • listen for specific information in a talk show about family life. • write about family routines. • express opinions. • understand family values in the UK. • do research on Family Day in Viet Nam or other countries and give a group presentation about it.			

Unit

2

Humans and the environment



This unit includes:

LANGUAGE

Pronunciation

/kl/, /pl/, /gr/, and /pr/

Vocabulary

Words and phrases related to human activities and the environment

Grammar

- The future with *will* and *be going to*
- Passive voice

SKILLS

Reading: Reading for main ideas and specific information in a text about green living

Speaking: Talking about ways to live green

Listening: Listening for specific information in an announcement about a green event

Writing: Writing about ways to improve the environment

COMMUNICATION AND CULTURE / CLIL

Everyday English

Asking for and giving advice

CLIL

Carbon footprint

PROJECT

Planning activities for a *Go Green Weekend* event

I GETTING STARTED

Go Green Club

1 11 **Listen and read.**

Mike: What are you going to do this weekend, Nam?

Nam: I'm going to attend the first meeting of my school's Go Green Club.

Mike: Really? Can you tell me about the club, please?

Nam: Well, it was set up by the Youth Union in my school. Its aim is to improve our environment and encourage people to adopt a greener lifestyle.

Mike: Sounds interesting. What's the first thing you are going to do?

Nam: We're going to clean up the school right after the ceremony.

Mike: Do you have any other planned events?

Nam: Not yet, but I think we'll organise more activities to raise local people's awareness of environmental issues.

Mike: I'm keen to reduce my carbon footprint, but I don't know what to do. Can I join the club?

Nam: Sure. The club welcomes all students in the area. I hope we'll be able to do a lot to protect our environment.

Mike: Great. Can you please give me the time and place of the club meeting?

Nam: OK. I'll text you. See you then.

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2 **Read the conversation again and answer the following questions.**

1. Who set up the Go Green Club?
2. What does the club want to achieve?
3. What does Nam think the club will do in the future?

3 **Match the verbs and phrasal verbs in A with suitable nouns and noun phrases in B to make phrases in 1.**

A	B
1. raise	a. a club
2. reduce	b. a greener lifestyle
3. clean up	c. awareness
4. adopt	d. your carbon footprint
5. set up	e. the school

4 **Complete the following sentences based on the conversation in 1.**

1. The club _____ by the Youth Union in Nam's school.
2. The club members _____ clean up the school right after the ceremony.
3. Nam thinks they _____ organise more activities to raise local people's awareness of environmental issues.

II LANGUAGE

Pronunciation

/kl/, /pl/, /gr/, and /pr/

1 (12) **Listen and repeat. Pay attention to the consonant blends /kl/, /pl/, /gr/, and /pr/.**

/kl/	/pl/	/gr/	/pr/
club	please	green	practise
clean	place	group	present
class	play	ground	protect

2 (13) **Listen and practise saying the following sentences.**

1. The club members will clean up all the classrooms.
2. We are pleased that we created an interesting plot for the school play.
3. Our group will make the playground green again.
4. The students are practising their presentation on environmental protection.

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Vocabulary

The environment

1 Match the words and phrases with their meanings.

1 household appliances	a the amount of carbon dioxide (CO_2) produced by the activities of a person or an organisation
2 energy	b rubbish lying in an open or public place
3 carbon footprint	c causing no harm to the environment
4 litter	d devices, such as fridges or TVs, used in people's homes
5 eco-friendly	e power used for driving machines, providing heat and light, etc.

2 Complete the sentences using the words and phrases in 1.

1. _____ car models always attract great attention at exhibitions.
2. Remember to turn off your _____ when they are not used.
3. Small positive changes in your daily habits can help reduce the _____ you produce.
4. One of the most important sources of _____ is the sun.
5. Students are reminded to pick up _____ that they see on the ground.

Grammar

The future with will *and* be going to

Remember!

We use *will* and *be going to* to talk about future actions.

We use *will* to talk about:

- plans which are made at the moment of speaking.

  Example: This shirt looks beautiful. I ***will buy*** *it.*

- predictions based on what we think or believe about the future.

  Example: I think our team ***will win*** *the competition.*

We use *be going to* to talk about:

- plans which are made before the moment of speaking.

  Example: I have made a reservation. We ***are going to have*** *dinner at the Chinese restaurant nearby.*

- predictions based on what we see or know.

  Example: Look at the dark clouds. It ***is going to rain*** *soon.*

Complete the following sentences with *will* or the correct forms of *be going to*.

1. I don't think she _____ come tonight. She has to revise for her exam tomorrow.
2. We have already made the decision. We _____ buy a new house next month.
3. I'm sure she _____ pass the final exam.
4. Look at the sun. It _____ be a beautiful day.
5. I forgot to phone Dad. I _____ do it right after lunch.

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Passive voice

Rewrite the following sentences using the passive voice. Begin each sentence as shown.

1. More and more people adopt a green lifestyle.

A green lifestyle _____.

2. The students didn't put the rubbish in the bins after the party yesterday.

The rubbish _____.

3. We will plant more trees in the neighbourhood.

More trees _____.

4. Our club is going to organise a lot of clean-up activities this weekend.

A lot of clean-up activities _____.

5. They discussed important environmental issues at the meeting.

Important environmental issues _____.

Remember!

We use the passive voice when the person or thing that does the action is not important or not known, or we don't want to say who the doer is. We focus on the action itself.

Example: The school playground ***is cleaned*** *up every day (by students).*

III READING

1 Work in groups. Look at the pictures and answer the questions.

Which pictures show a green lifestyle? Why?

a



b



c



d



2 Read the following text and choose the best title for it.

A. Green living

B. Green issues

C. Green products

Tips

When you choose the best title, you should:

- read through the whole text.
- pay attention to the opening paragraph.
- choose the title that best represents the idea of the whole text, not just part of it.

More and more people adopt a green lifestyle. It is a choice we make to change to a greener and more sustainable lifestyle. There are many things you can do to become an eco-friendly person. Here are some of them.

Turning off your appliances when they are not in use

This is one of the easiest ways to save energy and reduce your carbon footprint. It also helps reduce energy bills and prevent any dangerous situations such as a fire or an explosion.

Buying products that are grown using more natural and organic methods

This helps reduce the use of harmful chemicals in food. Organic food is better for us because it is safer and healthier. It also tastes better.

Cutting down on plastic use

This really helps the environment because it takes many years for plastic waste to break down into small pieces. Bring a reusable bag when you go shopping, and your own refillable bottle instead of buying bottled water.

Recycling as much as possible

This prevents pollution because it reduces the need to collect new raw materials and protects natural resources such as water and trees. So don't throw away your used household items, but sort and recycle them.

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3 Circle the correct meanings of the highlighted words and phrases in the text.

1. sustainable
   - **a.** causing little or no damage to the environment
   - **b.** bringing no benefits to the environment
2. organic
   - **a.** without the use of animal organs
   - **b.** without the use of chemicals
3. cutting down on
   - **a.** reducing
   - **b.** reusing
4. natural resources
   - **a.** materials supporting life
   - **b.** materials harmful to life

4 Read the text again and decide whether the following statements are true (T) or false (F).

	T	F
1. Green living is now compulsory for many people.		
2. Turning off electrical appliances when not in use is an easy way to save energy.		
3. It takes a long time for plastic waste to break down.		
4. The use of refillable water bottles is not encouraged.		

5 Work in pairs. Discuss the following question.

In your opinion, which of the suggestions in the text is the easiest way to live green?

IV SPEAKING

Living green

1 Which of the following activities do you think teenagers should or shouldn't do to live green? Put a tick (✓) in the appropriate column.



Activities	Should	Shouldn't
1. Leaving your appliances on when not in use		
2. Recycling your used items		
3. Using plastic bags when shopping		
4. Buying organic food		
5. Dropping litter in the street		
6. Planting trees		



2 The table below presents the reasons why teenagers should or shouldn't do the activities in 1. Work in pairs and match them with the activities.

Reasons	Activities
a. This makes the street dirty and polluted.	
b. This wastes electricity and creates dangerous situations.	
c. It takes years for the material to break down into small pieces.	
d. This reduces the use of harmful chemicals in food.	
e. This protects natural resources.	
f. They provide shade and fresh air.	

3 Work in groups. Discuss and present your ideas about what you should or shouldn't do to live green.

Example:

There are many things that we should or shouldn't do to live green. We should recycle our used items so that we can protect natural resources. We shouldn't drop litter in the street because this will make the street dirty and pollute the environment.

V LISTENING

A green event

1 **Work in pairs. Look at the picture and answer the questions.**

What are they doing? Why?



2 14 **Listen to an announcement about a *Go Green Weekend* event and decide whether the following statements are true (T) or false (F).**

		T	F
1.	In this talk, the speaker only introduces the teams and activities.		
2.	The Clean-up Team will pick up rubbish in the central market.		
3.	Both students and local people will take part in the event.		
4.	A report of the event will be produced by the Media Team.		

3 15 **Listen again and complete each gap in the table with ONE word from the recording.**

Clean-up Team	Clean the central (1) _____ • Pick up rubbish, bottles, and (2) _____ bags • Water small trees and flowers
Donation Team	Collect used items (3) _____ the items and put them into the correct bags
Media Team	(4) _____ photos of the event on the club's website Make (5) _____ for the club's future activities

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

If you have to organise a green event in your area, what will you do?

VI WRITING

Writing about suggestions for improving the environment

1 Work in pairs. Match the suggestions for improving the environment with their expected results.

Suggestions	Expected results
1 Cleaning up regularly (e.g. organising clean-up activities at weekends)	a This reduces CO_2 and makes the air clean.
2 Planting more trees (e.g. encouraging students to plant trees or flowers in their school)	b This makes the waste collection easier.
3 Setting up more rubbish bins (e.g. putting more rubbish bins in public places such as parks or bus stations)	c This keeps the environment clean and makes it safe for everyone.

2 Read the incomplete paragraph about ways to improve the environment. Fill in the blanks with the words and phrases from the box.

First In conclusion For example

There are three things we can do to improve the environment in our school. (1) _____, we should clean up all areas regularly. (2) _____, we can organise clean-up activities at weekends. By doing this, we can keep our environment clean, beautiful, and safe for everyone.

.....

.....

(3) _____, we can improve the environment in our school in many ways and even small actions can make a big difference.

3 Add two more suggestions to improve the environment in your school to complete the paragraph in 2. Use the ideas in 1 to help you.

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Asking for and giving advice

1 16 Listen and complete the conversation with the expressions in the box. Then practise it in pairs.

A. You should
B. What should I do
C. I advise you
D. Should I

Lan: I was asked to give a presentation on climate change next week. (1) _____, Mai?

Mai: (2) _____ search for information about the topic on the Internet.

Lan: (3) _____ also read books in the library?

Mai: That's a good idea. (4) _____ to collect information from different sources. Then you can decide what to include in the presentation.

2 Work in pairs. Make similar conversations asking for and giving advice about green living. Use the expressions below to help you.

Useful expressions	
Asking for advice	**Giving advice**
What should I do?	I think you should ...
What do you advise me to do?	I advise you to ...
Do you have any suggestions for me?	How about ...?
What would you do if you were me?	If I were you, I would ...
Can you give me some advice about ...?	My advice would be to ...

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CLIL

1 Read the text and complete the table.

CARBON FOOTPRINT

A carbon footprint is the total amount of CO_2 produced by human activities. It also includes the emissions of other greenhouse gases. Although calculating your carbon footprint can be difficult, you can still estimate it based on how big your family is, how much electricity your appliances use, how much you drive or fly, or how much you recycle.

Globally, the average carbon footprint per person is more than 4 tons per year. Too much CO_2 in the Earth's atmosphere can cause serious problems. It can lead to increasing global temperatures and air pollution, and destroy the natural world.

It's not difficult to reduce your carbon footprint. You can do it by making your daily activities eco-friendly. For example, you can take shorter showers. The less hot water you use, the less energy is needed to heat the water. Instead of using your personal car or motorbike, you should use public transport, walk, or cycle as much as possible.

These simple activities can help reduce your carbon footprint and your impact on the environment.

Carbon footprint		
Definition	**Effects of large carbon footprint**	**Ways to reduce it**
Carbon footprint is: - the total amount of (1) _____ produced by human activities - emissions of other greenhouse gases	- Increasing (2) _____ and air pollution - Destroying the natural world	Make your daily activities eco-friendly by: - taking shorter (3) _____ - using (4) _____, walking, or cycling

2 Work in pairs. Discuss things you can do to reduce your carbon footprint.

VIII LOOKING BACK

Pronunciation

Listen and underline the words with the consonant blends /kl/, /pl/, /gr/, or /pr/. Then practise reading the sentences.

1. The professor is proud of the results of our project.
2. Grass is growing on the ground.
3. Those toy planes are made of plastic.
4. Click the button to become a member of the club.

Vocabulary

Complete the sentences. Use the words and phrases in the box.

appliances	green lifestyle
carbon footprint	eco-friendly

1. More people adopt a(n) _____ because it is good for the environment.
2. You should cut down on electricity usage to reduce your _____.
3. Many modern houses today are built from _____ materials.
4. Modern household _____ make housework much easier.

Grammar

Choose the best answers.

1. Wind energy is used / use to produce electricity.
2. More trees are planted / plant around the school.
3. I'm sure you are going to pass / will pass your driving test. Don't worry.
4. - Mai has won the first prize in the speaking contest.
   - Really? I will / am going to phone her to give her my congratulations.
5. My parents have made their holiday plans. They will travel / are going to travel to the south of the country.
6. Do you hear the thunder? It is going to rain / will rain heavily.

PROJECT

GO GREEN WEEKEND

Work in groups. Make a plan for a *Go Green Weekend* event. Think of activities that you can organise during the weekend. You should also provide the reasons and expected results of each activity you suggest.

Present your plan to the class. Your presentation should include the following:

GO GREEN WEEKEND				
Activity	**Time**	**Place**	**Reason**	**Expected result**
Picking up litter	Sunday morning	City park	The park is dirty because many people drop litter on the paths.	It will make the park cleaner and more beautiful.

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Now I can ...	✓	✓✓	✓✓✓
• pronounce the consonant blends /kl/, /pl/, /gr/, and /pr/ correctly in isolation and in sentences. • understand and use words and phrases related to human activities and the environment. • use *will* and *be going to* to talk about the future. • use the passive voice. • read for main ideas and specific information in a text about green living. • talk about ways to live green. • listen for specific information in an announcement about a green event. • write about ways to improve the environment. • ask for and give advice. • understand what a carbon footprint is. • plan activities for a *Go Green Weekend* event and give a group presentation about the event.			

Unit 3 Music

This unit includes:

LANGUAGE

Pronunciation

Stress in two-syllable words

Vocabulary

Words and phrases related to music

Grammar

- Compound sentences
- *To*-infinitives and bare infinitives

SKILLS

Reading: Reading for specific information in a text about a famous TV music show

Speaking: Talking about a TV music show

Listening: Listening for gist and specific information in an interview about a music festival

Writing: Writing a blog about an experience at a music event

COMMUNICATION AND CULTURE / CLIL

Everyday English

Making and responding to suggestions

Culture

Chau van singing

PROJECT

Doing research on a form of traditional music in Viet Nam or another country

I GETTING STARTED

A talented artist!

1 track 18 **Listen and read.**

Mai: That pop singer looks great, Ann!

Ann: Yeah. He's a popular teen idol around the world now.

Mai: Really? You must be a fan of his!

Ann: Yep, I really love his music. He's a talented artist who can write music and play many musical instruments. He has received several awards such as the Grammy, Billboard Music, and Teen Choice Awards.

Mai: Wow! Did he go to a music school?

Ann: No, he didn't, but he learnt to play the piano, drums, guitar, and trumpet by himself. When he was a teenager, he performed at the local theatre in his home town during the tourist season.

Mai: How did he become famous?

Ann: Well, when he was 12, his mother started to upload his cover song videos on social media, and the videos made him an online star within a couple of months.



Mai: Sounds amazing!

Ann: And his videos have reached more than two billion total views. Many fans say that his beautiful songs have helped bring more love into their lives.

2 Read the conversation again and answer the following questions.

1. Who are Ann and Mai talking about?
2. What is he good at?
3. What made him popular?

3 Find words or phrases in the conversation which refer to:

1. a type of music
2. music awards
3. musical instruments
4. a way of sharing information and videos

4 Match the two parts to make complete sentences.

1 This artist didn't go to a music school,	a and he has received several awards.
2 His beautiful songs have helped	b to upload his cover song videos on social media.
3 His mother started	c bring more love into people's lives.
4 He is a talented artist,	d but he learnt to play musical instruments by himself.

II LANGUAGE

Pronunciation

Stress in two-syllable words

1 19 Listen and repeat. Pay attention to the stressed syllable in each word.

Stress on the first syllable	Stress on the second syllable
singer	relax
programme	perform
common	attract
careful	decide

Tips

- Most two-syllable nouns and adjectives have stress on the first syllable.
- Most two-syllable verbs have stress on the second syllable.

2 20 Listen and mark the stressed syllables in the words in bold.

1. She is a **famous artist**.
2. I **enjoy** his songs about **friendship**.
3. Their **latest** show **received** a lot of good **comments**.



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Vocabulary

Music

1 Match the words with their meanings.

1 perform (v)	a having a natural ability to do something well
2 judge (n)	b a music recording that has one song
3 audience (n)	c to dance, sing, or play music in order to interest or please people
4 talented (adj)	d a person who decides on the results of a competition
5 single (n)	e the people who watch, read, or listen to the same thing

2 Complete the sentences using the words in 1.

1. He has a nice voice, and he is a(n) _____ musician.
2. The TV show attracted a(n) _____ of more than 5 million.
3. Have you heard their new _____?
4. She was invited to be a(n) _____ in a popular TV talent show.
5. Many famous artists decided to _____ at the charity concert.



Grammar

Compound sentences

Remember!

A compound sentence consists of two or more independent clauses joined by a coordinating conjunction (e.g. *and, or, but, so*).

*Example: It was raining, **but** they still went to the outdoor show.*

Make compound sentences using the correct conjunctions in brackets.

1. I am a jazz fan. My favourite style is from the late 1960s. *(and / but)*
2. Jackson wants to go to the music festival on Saturday. He has a maths exam on that day. *(but / so)*
3. You can book the tickets online. You can buy them at the stadium ticket office. *(but / or)*
4. The concert didn't happen. We stayed at home. *(or / so)*

To-infinitives and bare infinitives

Remember!

- Some verbs are followed by *to*-infinitives such as *decide, expect, plan, want, promise, agree, hope, hesitate, ask ...*
- Some verbs are followed by bare infinitives such as *make, let, hear, notice ...*

Complete the following sentences using the *to*-infinitive or bare infinitive of the verbs in brackets.

1. Her fans planned (send) _____ her a surprise present on her birthday.
2. Their performance was so boring that it made us (fall) _____ asleep.
3. Due to the bad weather, the band decided (delay) _____ their live concert.
4. Her parents won't let her (watch) _____ such TV shows.

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III READING

American Idol

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

What are these shows? What do you know about them?



2 **Read the text about a famous music show. Match the highlighted words and phrases in the text with the meanings below.**

American Idol was shown for the first time on television in January 2002. At that time, there were many movies and TV series, but no reality competitions on TV. The participants in this programme are ordinary people who the audience can really identify with.

First, judges travel all round America in search of the best singers and bring them to Hollywood. Twenty-four to thirty-six participants are then chosen to go on to the next stages where they perform live on TV, and receive the judges' opinions. From the semi-final onwards, people over 13 and living in the US, Puerto Rico, or the Virgin Islands can vote for their preferred singers online or through text messaging. The singer with the lowest number of votes is eliminated. On the final night, the most popular singer becomes the winner of that *American Idol* season.

People watch *American Idol* not only to see the participants sing, but also to hear the comments of the judges, who play an important role in the competition. Their different opinions and interesting arguments make the show very exciting.

This music show has been held in many countries in the world. The first season of *Vietnam Idol* was shown in 2007. It included three stages: short performances to choose participants, semi-finals, and finals. The winners of the show's different seasons have become famous singers in Viet Nam.

1 series	a feel that they are similar to and can understand them
2 identify with	b a set of TV or radio programmes on the same subject
3 in search of	c removed from the competition
4 eliminated	d looking for

3 Read the text again and choose the best answers.

1. What is *American Idol*?
   - **A.** A game show on TV.
   - **B.** A TV singing competition.
   - **C.** A live dancing competition.
2. Which of the following statements is correct?
   - **A.** From the semi-final, singers who can go to the next stage are decided by the audience vote.
   - **B.** The judges choose as many singers as they can.
   - **C.** People around the world can vote for the songs they like.
3. Who wins *American Idol*?
   - **A.** The singer with the highest number of votes on the final night.
   - **B.** The singer with the highest number of votes and highest score from the judges.
   - **C.** The singer with the highest score from the judges.
4. Which of the following statements about the judges is NOT mentioned?
   - **A.** They give comments after each live performance.
   - **B.** They have different views about the singers' performances.
   - **C.** They are not in favour of choosing ordinary people.
5. What can be inferred about the competition in Viet Nam?
   - **A.** The audience decides who makes it to the final stage.
   - **B.** All the singers will be famous.
   - **C.** It can help develop participants' singing careers.

4 Work in pairs. Discuss whether you want to participate in *Vietnam Idol*. Give your reasons.

IV SPEAKING

Talking about a TV music show

1 Read about a TV music show and complete the notes below.

I know your face

Each week, six participants will dress up and perform as famous international or local artists in a live show. Two main judges and a guest artist will give their scores. After five weeks, only the three participants with the highest scores will remain on the show. On the final night, TV audiences can vote for their preferred performance and decide on the winner and two runners-up. The winner of the show will receive a cash prize.

1. Name: *I know your face*
2. People who give their scores: _____
3. Number of participants: _____
4. What participants have to do: _____
5. How participants win the show: _____
6. Prize(s): _____

2 Work in groups. Make up a new music show. Use the points in 1 to organise your ideas.

3 Present your show to the whole class. Use your ideas in 2 and the expressions below. Vote for the best show.

Useful expressions:

- We came up with an idea about a TV music show which is ...
- Let us give you an example.
- In our show, there will be ...
- The participants have to ...
- The winner will receive ...

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V LISTENING

Enjoying music

1 Look at the picture and answer the following questions.



1. What kind of event is it?
2. Where does the event usually take place?

2 (21) Listen to an interview about preparations for an International Youth Music Festival. Tick (✓) the information that you hear in the recording.

A. Location	
B. Guests	
C. Decoration	
D. Tickets	

3 (22) Listen again and decide whether the following statements are true (T) or false (F).

	T	F
1. This is the first International Youth Music Festival.		
2. The organisers have finished preparations for the festival.		
3. Last year, the festival was held on the beach.		
4. They are selling tickets for the festival at the park gates.		
5. The country park is far from the town centre.		

4 Work in groups. Discuss the following questions.

Do you want to go to a music festival? Why or why not?

VI WRITING

Writing a blog about an experience

1 Ann has just come back from a music event and shared her experience on a music website. Read her blog and complete the notes below.

Last Saturday, I went to the International Youth Music Festival with some friends. This music event was even bigger and better than last year. There were a lot of exciting performances with many famous bands and singers from all over the world. I must say that they were really cool on stage! We had a chance to see our favourite idols perform live and listen to their greatest hits. We also tasted a lot of yummy food from different countries such as Korea, Mexico, and Thailand.

This year the festival took place in a big country park, so there was plenty of space for us to enjoy the music and relax. We all felt excited when going to this festival because we could make new friends and enjoy the party atmosphere ...

Ann's notes

- ***Event:*** *International Youth Music Festival*
- ***When:***
- ***Where:***
- ***Who with:***
- ***Atmosphere:***
- ***What we did:***
- ***How we felt:***

BLOGGING

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2 **Work in groups. Put the words and phrases in the box below into the appropriate columns. Some words and phrases can go into more than one column.**

amazing	friendly
excited	beach
relaxed	wonderful
stadium	fun
watch fireworks	play games
take photos	see art exhibitions
play musical instruments	

Location	Atmosphere	Activities	Feeling

3 **Imagine you went to a music event. Write a blog (about 120 words) to share your experience. Use the notes in 1 and the words and phrases in 2 to help you.**

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Making and responding to suggestions

1 23 **Listen and complete the following conversation with the expressions from the box. Then practise it in pairs.**

A. How about
B. I'd love to
C. Shall
D. Let's

Ann: Do you have any plans for this Saturday evening?

Mai: No, I don't. (1) _____ we do something together?

Ann: Yes, (2) _____. (3) _____ going to a music show? Let me check the weekend programme at the Modern Arts Centre. Look at their website!

Mai: Wow, so many famous artists are going to perform there. This band looks so cool. (4) _____ go to the Saturday show.

Ann: Sounds great.

2 **Work in pairs. Have similar conversations making and responding to suggestions about going to a music show.**

Useful expressions

Making suggestions	- Shall we (do) ...? - Why don't (we) ...? - What / How about ...? - Let's ...
Responding to suggestions	- Yes, I'd love to ... - That's a good idea.
	- I don't feel like it. - I really want to ... but ...

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Culture

1 Read the passage about *chau van* singing and complete the mind map below.

Chau van singing

Chau van singing is an ancient form of Vietnamese performance art which combines singing and dancing. It started in the Northern Delta region of Viet Nam around the 16th century, and later spread to all parts of the country. It is used to praise gods or national heroes.

There are several types of *chau van* singing. One typical type is *hat tho* or worship singing – the slow chanting including an act of worship. Another type is *hat hau* – the singing and dancing of a psychic.

The main musical instruments used in *chau van* performance are the moon-shaped lute, bamboo clappers, drum, and gong.

The costumes of *chau van* performers are very important. The style of clothes, hats, and belts depends on the rank of the gods or saints the performers worship. It has changed over time, but the rules about the colours have stayed the same.

As a form of traditional performance art, *chau van* singing was recognised as part of Vietnamese national culture.



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Chau van singing – an ancient form of Vietnamese performance art

- **Origin**
  - **When:** around the 16th century
  - **Where:** in the Northern Delta region of Viet Nam
- **Typical types**
- **Main instruments**
- **Costumes**

2 Work in pairs. Tell your partner what you find most interesting about *chau van* singing.

VIII LOOKING BACK

Pronunciation

Listen and mark the stressed syllables in the following words. Then read them out.

perform concert final

singer famous enjoy

Vocabulary

Complete the text using the words in the box.

artists music concerts instrument fans

Our class survey revealed some surprising results about the students' (1) _____ habits. Most of them did not hesitate to say that they love music because they find it relaxing. Their favourite music is K-pop and British or American pop music as they are big (2) _____ of Korean and American (3) _____. Fourteen out of twenty students play a musical (4) _____ and most of them practise between one and three hours a week. Going to (5) _____ is usually popular among teenagers, but only eight people said that they like going to such music events.

Grammar

1 Match the two parts to make complete sentences.

1 She writes her own songs,	a or we can stay at home to watch the final night of *Vietnam Idol*.
2 He participated in many talent competitions,	b so we decided to walk to the stadium.
3 We can go to a live concert at City Theatre,	c and they always have deep meanings.
4 The traffic was really bad,	d but the judges never liked his songs.

2 There is a mistake in each sentence below. Find the mistake and correct it.

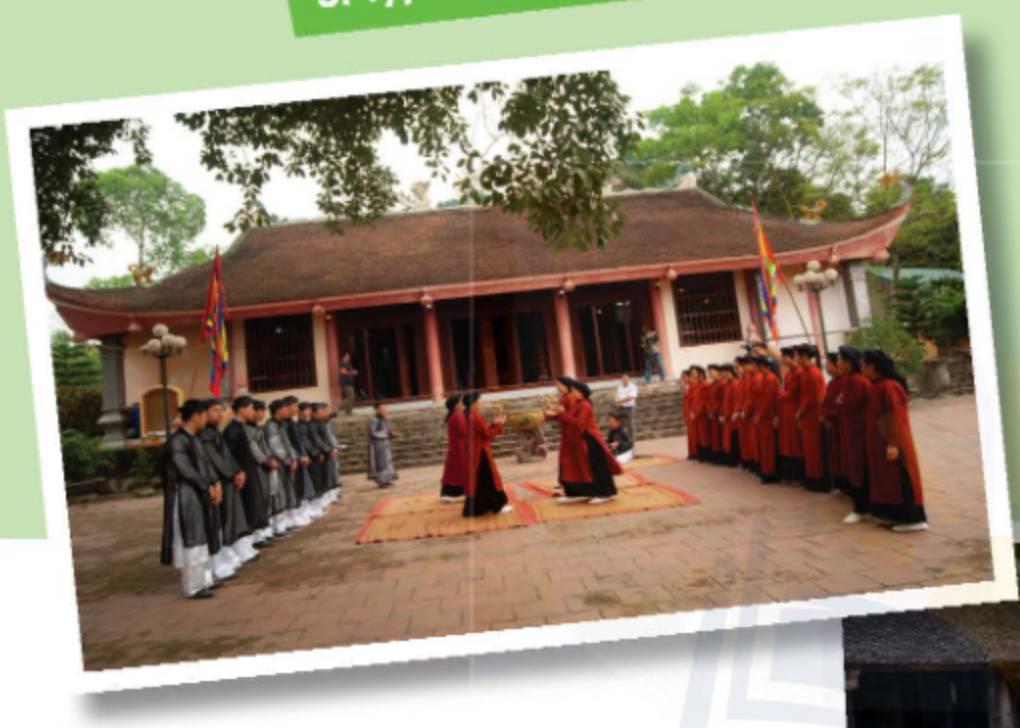
1. She asked him attend the school performance. _____
2. Don't let her to go to the music festival! _____
3. Their parents will never agree buy that expensive piano. _____
4. To develop her musical talent, her father made her to sing at family gatherings. _____

PROJECT

Traditional music

Xoan singing

1. Where it started: Phu Tho
2. Instruments: drum, clappers
3. Types: 3







Work in groups. Do research on a form of traditional music in Viet Nam or another country.

Present your findings to the class. Your presentation should include:

- when / where it started
- instrument(s)
- types
- artists / performers
- costumes

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Now I can ...	✓	✓✓	✓✓✓
• pronounce two-syllable words with correct stress. • understand and use words and phrases related to music. • use conjunctions to make compound sentences. • use *to*-infinitives and bare infinitives after some verbs. • read for specific information in a text about a famous TV music show. • talk about a TV music show. • listen for gist and specific information in an interview about a music festival. • write a blog about an experience at a music event. • make and respond to suggestions. • identify *chau van* singing. • do research on a form of traditional music in Viet Nam or another country and give a group presentation about it.			

REVIEW 1

LANGUAGE

Pronunciation

25 **Listen and write the words in the correct columns. Then practise saying the words.**

/br/	/gr/	/kr/	/pr/	/tr/

Vocabulary

1 Match the two parts to make complete sentences.

1 My father puts	a on a popular TV talent show.
2 Is it difficult to reduce	b a green lifestyle.
3 He was one of the judges	c many musical instruments?
4 Many people are trying to adopt	d our carbon footprint?
5 Can this artist play	e the rubbish out every day.

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2 Complete the following sentences using the words from the box.

audience eco-friendly laundry perform groceries

1. Viet helps his mum do the _____, clean the house, and take care of his little sister.
2. In my family, my mum does the cooking, and my dad shops for _____.
3. Will you _____ in the live music concert next week?
4. The _____ clapped for 15 minutes when the band finished playing.
5. Many people in our neighbourhood are using _____ materials to build their houses.

Grammar

1 Complete the sentences with the correct forms of the verbs in brackets.

1. Nam often (clean) _____ the house, but he can't now because he (help) _____ his sister with her homework.
2. I wanted (improve) _____ my cooking skills, and my mum let me (take) _____ a cooking course last year.
3. My grandparents (practise) _____ singing twice a week, and they (practise) _____ at the moment.
4. Next Sunday evening, I (watch) _____ their show live on TV. I think they (win) _____ a prize.

2 Complete the sentences. Make sure they mean the same as the sentences above them.

1. They collect the rubbish in the neighbourhood three times a week.
   → The rubbish _____.
2. We turned off all the electrical devices in the house.
   → All the electrical devices _____.
3. Millions of people will watch his music videos online.
   → His music videos _____.

3 Match the two parts to make complete sentences.

1 We divide household chores equally in our family,	a or I can buy tickets for the Vietnam Idol Finals next week.
2 I usually do the laundry,	b so everyone has some responsibilities.
3 Don't throw away unwanted items,	c and my sister does the washing-up.
4 We can attend the V-pop Festival this week	d but sort them and send them for recycling.



SKILLS

Listening

1 (26) **Listen and choose the best title for the talk.**

A. Presley's death

B. Presley's singles

C. Presley's life and career

2 (27) **Listen again and fill in each gap in the *Quick facts* with a number.**

Quick facts

1. He was born in _____.

2. He had his number 1 hit when he was _____.

3. He won _____ Grammy awards.

4. He died at the age of _____.

Speaking

Work in pairs. Talk about your favourite singer or musician. Use the expressions below to help you.

- My favourite singer / musician is ...
- His / Her (most famous) single / song / album / work is ...
- His / Her single became a (number 1) hit in ...
- (During his / her life), he / she has received (many / some ...) awards, including ...

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Reading

1 Read the text below. Then work in pairs to complete the crossword with five words from the text.

COLLECT WATER TO LIVE A GREEN LIFE

Water is essential for life. Therefore, the methods of collecting water are important for meeting its growing need.

The traditional method involves collecting rainwater and storing it for later use. Rainwater is collected from a roof and sent to a container. Collected rainwater is an excellent source of water for people, animals, and plants.

There is also a new method of collecting water. It can turn the tiny drops of water in the air into drinking water. Air-to-water technology creates water from air and releases it all the time. It uses the sun's energy and works well even in dry conditions.

In general, collecting rainwater or creating water from air will allow people to save natural resources, improve the environment, and live a green life.

ACROSS

3. the mixture of gases surrounding the earth that we breathe

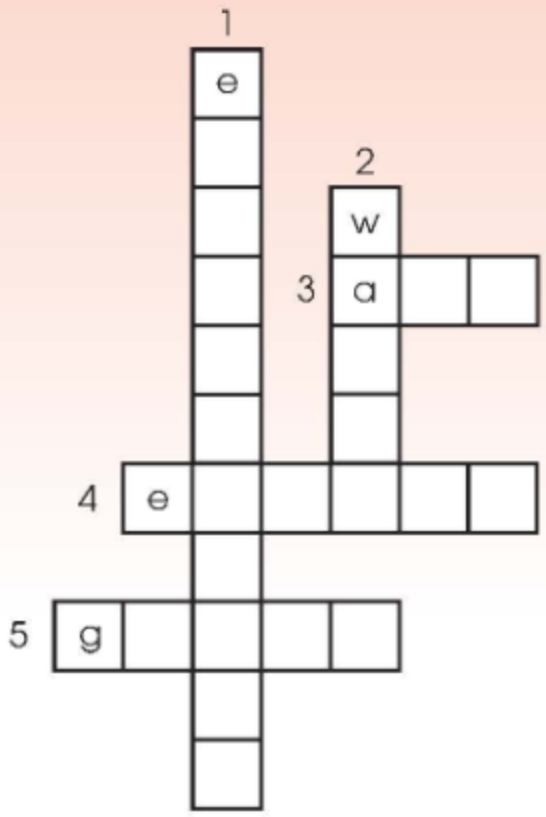
4. a source of power that can be used to provide light and heat, or drive machines

5. a way of living that is good for the environment

DOWN

1. the natural world in which people, animals, and plants live

2. a liquid without colour or smell that falls as rain and is used for drinking, washing, etc.



2 Read the text again and give short answers to the following questions.

1. What's important for meeting the growing need for water?

2. What's the traditional method of collecting rainwater?

3. What's the new method of creating water?

Writing

Think about ways of living a green lifestyle. Complete the paragraph. Use what you have learnt and the ideas below to help you.

Living green

- Planting more trees and plants
- Organising regular clean-up activities
- Collecting litter, setting up more recycling bins
- Turning off electrical devices when not in use
- Using energy from the sun, wind, and water

There are many ways you can make your life greener. _____

_____

_____

Living a green lifestyle is not difficult, but these small changes will make a big difference.



Unit

4 For a better community

This unit includes:

LANGUAGE

Pronunciation

Stress in two-syllable words with the same spelling

Vocabulary

- Words and phrases related to community development;
- Adjective suffixes: *-ed* vs. *-ing*; *-ful* vs. *-less*

Grammar

Past simple vs. past continuous with *when* and *while*

SKILLS

Reading: Reading for main ideas and specific information in a text about a volunteer club

Speaking: Talking about the benefits of volunteering activities

Listening: Listening for specific information in an announcement for volunteers

Writing: Writing an application letter for volunteer work

COMMUNICATION AND CULTURE / CLIL

Everyday English

Expressing feelings

Culture

Save the Children organisation

PROJECT

Doing research on a volunteer project in your community

I GETTING STARTED

Volunteering in the community

1 28 **Listen and read.**

Kim: Hi, Tam. I went to your house at 9 a.m., but you weren't there.

Tam: Oh, when you came, I was working as a volunteer at our local centre for community development.

Kim: Ah, I see. How did you become a volunteer there?

Tam: Just by chance. Last summer, while I was visiting the centre, I saw an advertisement for volunteers. I applied, and my application was successful.

Kim: I also want to be a volunteer. I find community work very interesting.

Tam: I agree. Community service not only benefits the local area, but can also boost our confidence and help us learn many useful skills.

Kim: What are the regular activities organised by the centre?

Tam: Oh, there are endless opportunities for getting involved. For example, you can join a local environmental group to clean up the park once a week or volunteer at an orphanage.

Kim: Sounds good. How can I apply?

Tam: I'll email you the form. You just fill it in and send it in.

Kim: Thanks so much. I'm so excited about volunteering at the centre.

Tam: No problem. Good luck. Hope your application is successful, and you enjoy the work.



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II LANGUAGE

Pronunciation

Stress in two-syllable words with the same spelling

1 (29) **Listen to the sentences and circle the word with the stress you hear.**

1. The centre keeps a *record* of all donations.
   a. 'record **b.** re'cord
2. We will *record* the charity live show for those who can't watch it live.
   a. 'record **b.** re'cord
3. There was an *increase* in house prices last year.
   a. 'increase **b.** in'crease
4. We want to *increase* students' interest in volunteering at the community centre.
   a. 'increase **b.** in'crease
5. I got this *present* from a visitor to our centre.
   a. 'present **b.** pre'sent
6. We need to help local businesses to *export* their products.
   a. 'export **b.** ex'port

Tips

In many two-syllable words with the same spelling:

– nouns are usually stressed on the first syllable.

Example: a 'record

– verbs are usually stressed on the second syllable.

Example: to re'cord

Note: There is not always a change of stress in words that are both nouns and verbs.

Example: an 'answer, to 'answer
a 'picture, to 'picture

2 (30) **Listen again and practise saying the sentences in 1.**

2 Read the conversation again and answer the questions.

1. What was Tam doing when Kim went to her house?
2. What are some regular activities at the centre for community development?
3. How can Kim apply for volunteer work at the centre?

3 Find adjectives with the following suffixes in the conversation and write them below.

-ed: _____

-ing: _____

-ful: _____

-less: _____

Tips

Meanings of adjective suffixes:

-ful: full of or having the qualities of

-less: without or lacking

-ed: describing how people are made to feel

-ing: describing things or people causing the feeling

4 Find a verb or verb phrase in the conversation in 1 to complete each sentence.

1. Oh, when you came, I _____ as a volunteer at our local centre for community development.
2. Last summer, while I was visiting the centre, I _____ an advertisement for volunteers.

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Vocabulary

Community development

1 Match the words with their meanings.

1 donate (v)	a giving or willing to give freely
2 volunteer (n)	b far away from places where other people live
3 generous (adj)	c to give money, food, clothes, etc. to a charity
4 remote (adj)	d to be in a better position because of something; to be useful to somebody
5 benefit (v)	e a person who does a job without being paid for it

2 Complete the following sentences using the correct forms of the words in 1.

1. He is very _____. He is always willing to give a lot of money to charity.
2. The school is difficult to get to because it is located in a _____ area.
3. If you don't have time to volunteer, you can _____ money and food.
4. This clean water project will _____ the people in the village.
5. Our club needs more _____ to clean up the park at the weekend.

3 Choose the correct word to complete each of the following sentences.

1. We need to be careful / careless when we record the donations.
2. I am interested / interesting in community development activities.
3. There are excited / exciting volunteering opportunities in our community.
4. Last year, I was hopeful / hopeless at maths. I couldn't even do simple addition in my head.

Grammar

Past simple vs. past continuous with when *and* while

Remember!

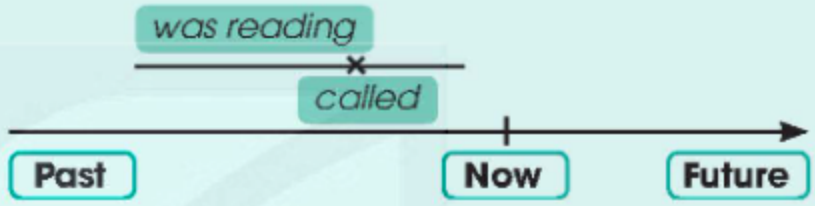
We use:

- the past continuous for a past action in progress (longer action).
- the past simple for an action which interrupted it (shorter action).

Example:

I ***was reading*** *an article when she* ***called****.*

While I ***was reading*** *an article, she* ***called****.*



1 Choose the correct verb form in each of the following sentences.

1. While Lan was working / worked as a volunteer in the countryside, she met an old friend.
2. I was revising for my civics class when my dad was telling / told me about the volunteer job.
3. We saw many unhappy children while we were helping / helped people in remote areas.
4. He was sorting the donations when he was realising / realised how generous people were.

2 Combine the two sentences using *when* or *while* where appropriate.

1. They were cleaning the streets. It started to rain.

_____

2. I was watching TV. I saw the floods and landslides in the area.

_____

3. Tim was searching for employment opportunities. He found a job advert from a non-governmental organisation.

_____

4. They decided to help build a community centre for young people. They were visiting some poor villages.

_____

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III READING

Teenagers and voluntary work

1 Work in pairs. Complete the mind map with popular volunteering activities for teenagers. Use the pictures below to help you.









2 Read the text and choose the main idea.

A. The writer's secondary school has a long and interesting history.

B. The Volunteer Club was set up 15 years ago to help teens gain work experience.

C. The club organises many volunteering activities that benefit both the community and the students.

I joined the Volunteer Club when I started secondary school. The club was formed fifteen years ago, shortly after the school was set up. Since then, it has organised various volunteering activities for all students to participate.

One of the most popular activities of our club is selling handmade items to raise money for the local orphanage and homeless old people. Last year, we also raised over one hundred million VND to help people in flooded areas. The money was used to buy warm clothes, blankets, food, and clean water.

Our club welcomes different types of donations: clothes, picture books, unused notebooks, and other unwanted items. At the end of each month, we take the donations to the community centre. Our club also organises after-school games for the children at the orphanage and concerts for the old people at the centre. In addition, it offers other volunteering activities, such as helping at a food bank or delivering free meals to poor families.

Volunteering has helped me gain life experiences and find my sense of purpose in life. When I see suffering and hardships, I feel thankful for what I have. What is more, these activities provide opportunities for me to meet other teenagers with similar interests and help me build essential life skills.

3 Match the highlighted words in the text with their meanings.

1 various	a objects or things
2 participate	b taking things to someone
3 items	c several different
4 raised	d to take part in an activity
5 delivering	e collected money

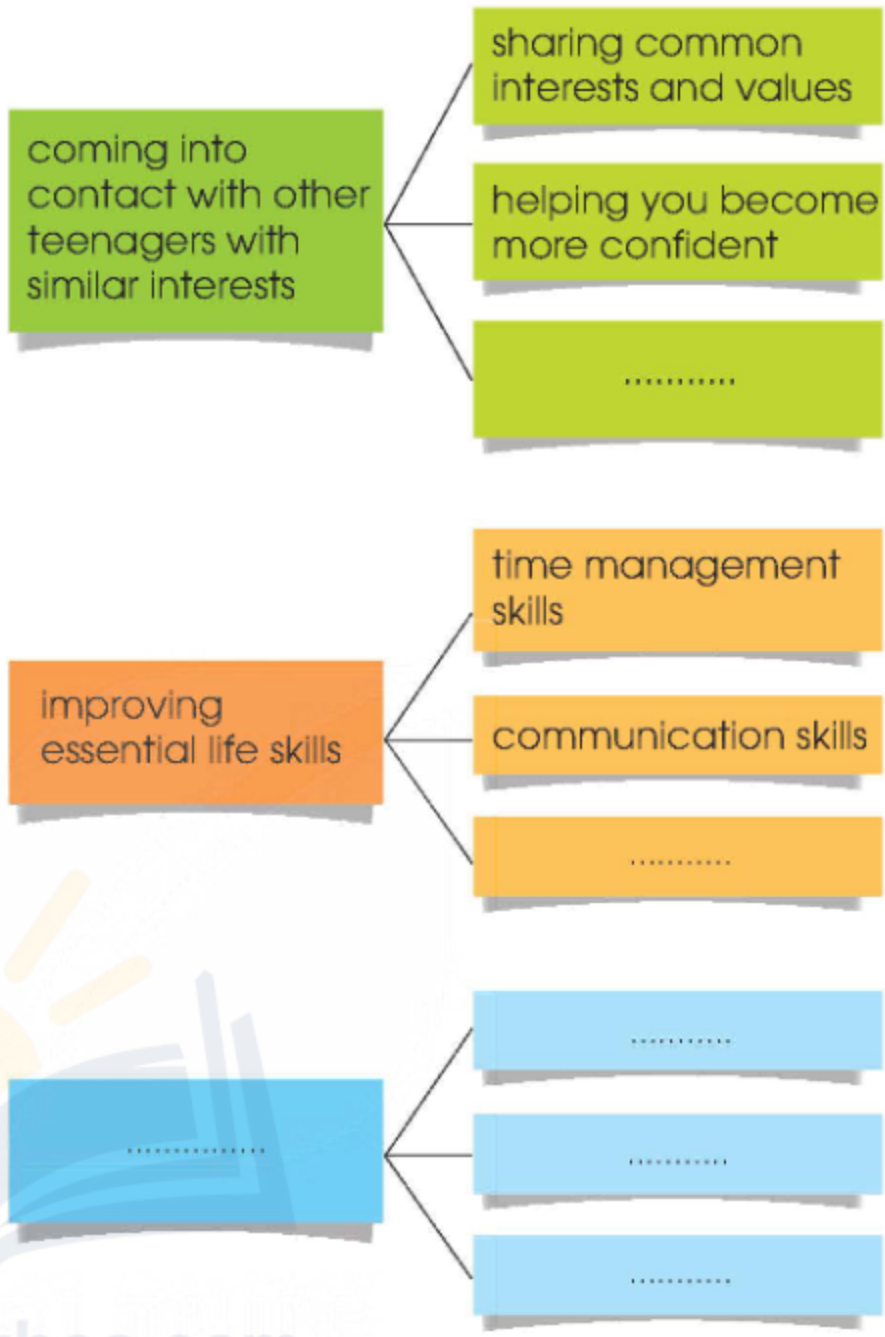
4 **Read the text again. Decide whether the following statements are true (T) or false (F).**

	T	F
1. The Volunteer Club was set up long after the school was opened.		
2. All students can join different volunteering activities.		
3. The money collected from selling handmade items is used to build a local centre for orphans and homeless old people.		
4. Students can volunteer at the orphanage or the community centre.		
5. Club members can also help cook free meals for poor families.		

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

If you were a member of the Volunteer Club, what could you do to help?

2 **Complete the following diagram with examples and details that explain the benefits of volunteering activities.**



IV SPEAKING

Benefits of volunteering activities

1 **Look at the following benefits of volunteering activities. Choose the THREE most important benefits.**

- Coming into contact with other teenagers with similar interests
- Improving essential life skills, such as skills that will get you a job, or time management skills
- Appreciating the good things in life and being positive
- Helping teenagers find a sense of purpose in life
- Gaining life experiences

3 **Work in groups. Give a presentation about the benefits of volunteering activities. Use the information in 2 and the expressions below to help you.**

Useful expressions	
First of all, ...	For example, ...
Second, ...	For instance, ...
Third, ...	... such as ...
Finally, ...	

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V LISTENING

An announcement for volunteer positions

1 Read the job advert and answer the questions.

CITY CENTRE *for* **COMMUNITY DEVELOPMENT**

Needs Volunteers!

- Interested in community development projects?
- Have a couple of hours to spare at the weekend?

➔ Apply now!!!

Location: Cau Giay, Ha Noi

Email: communitydevelopment@webmail.com

1. Who needs volunteers?
2. Who can apply for the job?









2 Listen to an announcement and choose the best answer to complete each sentence.

1. This non-profit organisation supports _____ people and communities.
   A. remote **B.** local **C.** poor
2. They organise job training courses for _____.
   A. poor people **B.** teenagers **C.** old people
3. They are looking for teenagers who can volunteer _____.
   A. on weekdays **B.** every day **C.** at the weekend
4. People whose application is successful will be trained by _____ volunteers.
   A. experienced **B.** helpful **C.** young
5. Volunteers will have a chance to meet teenagers with _____ interests.
   A. strong **B.** different **C.** similar

3 Listen again and decide whether the following statements are true (T) or false (F).

	T	F
1. This organisation helps people in the area.		
2. Only poor people can get support from the City Centre for Community Development.		
3. The centre is looking for volunteers now.		
4. The new volunteers will only become members of the local community development network.		
5. The deadline for the application letter is the 1st of January.		

4 Work in groups. Discuss the following question.

What do you think you can do to help people in your community?

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VI WRITING

Writing an application letter for volunteer work

1 Read the application letter for a volunteer position. Match the paragraphs with their aims.

A. Saying why you want to do the job

B. Saying when you are available for an interview and can start work

C. Mentioning the job you are applying for and where you got the information from

187 Giang Vo Street
O Cho Dua, Ha Noi
1 January 20___

Heart to Heart
Charitable Organisation
100 Ha Thanh Street, Ha Noi

Dear Sir or Madam,

Paragraph **1**:

I am writing to apply for a volunteer position at the local centre for community development. I heard about this opportunity in a public announcement last Monday.

Paragraph **2**:

I am interested in your community development projects because I really care about the life of people in the community and want to offer my services to you. Currently, all my Sunday afternoons are free, and I will be able to help at the centre if I am chosen.

Paragraph **3**:

I have already filled in the online application form and sent it in as requested. I am available for an interview on any weekday after 4.30 p.m. or at weekends. If my application is successful, I can start immediately.

I look forward to hearing from you.

Yours faithfully,

Nguyen Ha Vi

2 Read the job advert and answer the questions below.



- Our Heart to Heart Charitable Organisation needs reliable and hard-working volunteers to work at our head office.
- The job will involve welcoming guests and visitors to the office, and receiving and sorting donations.

1. What qualities are needed for the job?

2. What are the job duties?

3 Complete the application letter for the job in 2. You can use the ideas in 1.

..... Street
....., ...
1 January 20___

Heart to Heart
Charitable Organisation
100 Ha Thanh Street, Ha Noi

Dear Sir or Madam,

I am writing to apply for a volunteer position .....

.....

I am interested in .....

.....

I am available for an interview ..... If my application is successful, I can start

.....

I look forward to hearing from you.

Yours faithfully,

.....

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Expressing feelings

1 33 **Listen and complete the conversation with the words from the box. Then practise it in pairs.**

A. excited	**B.** worried
C. cheerful	**D.** confused

Nam: Hi Lan! You look very (1) _____ today! I heard you went on a volunteer trip to the mountains. How was it?

Lan: Great! I'm so happy and relaxed now though at first I was (2) _____. I didn't understand the purpose of the trip. I knew nothing about the place, so I also felt a little bit (3) _____.

Nam: Oh, did you go there with other members of the volunteer club? Was everything OK?

Lan: Yes, we went as a team. The local people were so friendly and helpful. Now we are preparing for our next volunteer trip in the summer. I'm so (4) _____ about it.

2 **Imagine you are back from a volunteer trip. Work in pairs. Take on a role and act out a conversation like the one in 1. Use the expressions below to help you.**

Useful expressions
I feel / felt / am / was excited / confused / confident/ pleased ...
To be honest, I'm / I was a little bit stressed / disappointed / upset ...
Volunteering / Helping people made me feel happy / grateful / appreciated ...

Culture

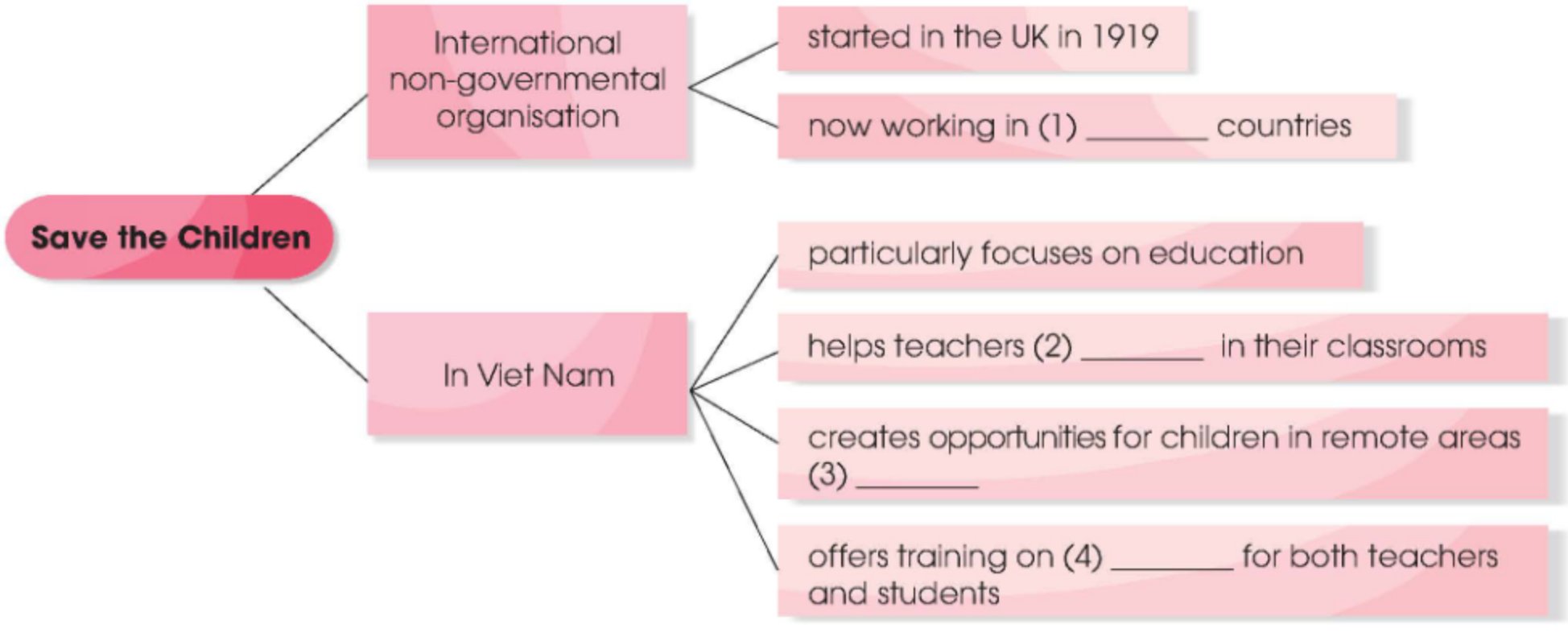
1 **Read the text below and complete the diagram (page 50) about *Save the Children*.**

Save the Children is an international non-governmental organisation that helps improve children's lives. It was set up in the United Kingdom in 1919, and now it is working in 120 countries around the world.

Save the Children started its work in Viet Nam in 1990. It provides practical support in different areas. One of the areas that the organisation particularly focuses on is education. It has organised different training courses to help teachers improve their teaching skills and use digital technology in their classrooms. It is also working on projects that create more opportunities for children in remote areas to go to school. By providing these children with books and other school materials, *Save the Children* makes sure they have access to learning. In addition, the organisation offers training on life-saving skills for both teachers and students in case of disasters. Children and households in need can also receive support from *Save the Children*.



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2 **Work in groups. Use the diagram to talk about *Save the Children*.**

VIII LOOKING BACK

Pronunciation

Listen and mark the stressed syllables in the words in bold. Then practise saying the sentences.

1. We hope that the number of volunteers will **increase** this year.

2. When will you **present** your report about the volunteer project?

3. I always keep a **record** of visitors' donations.

4. We still **import** too many products that can be made in our country.

Vocabulary

Fill in the gaps with the correct forms of the words in brackets.

1. There are (end) _____ opportunities for teenagers to volunteer these days.

2. We were very (excite) _____ to help children organise after-school activities.

3. The local people were really (help) _____. They supported us all the time we stayed there.

4. We need more (volunteer) _____ for our community projects.

5. Our charity groups received generous (donate) _____ from the local people.

Grammar

Complete the sentences using the correct forms of the verbs in brackets. Use the past simple or past continuous.

1. I first (meet) _____ Lan while we (work) _____ as volunteers.

2. While we (walk) _____ home, we (see) _____ a girl crying near a bus stop.

3. Kim (notice) _____ the poverty of the area while she (deliver) _____ free meals to old people.

4. When I (arrive) _____ at the community centre, a guest speaker (give) _____ a speech.

PROJECT

A Volunteer Project

Work in groups. Find information about a volunteer project in your community.

Present your findings to the class. Your presentation should include:

- What is the volunteer project about?
- What are the aims of the project?
- Where is it carried out?
- Who takes part in the project?
- What are the main activities of the project?
- Who will benefit from the project?







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Now I can ...	✓	✓✓	✓✓✓
• pronounce two-syllable words with the same spelling with correct stress. • understand and use words and phrases related to community development. • understand and use adjective suffixes: *-ed* vs. *-ing*; *-ful* vs. *-less*. • use the past simple and the past continuous with *when* and *while*. • read for main ideas and specific information in a text about a volunteer club. • talk about the benefits of volunteering activities. • listen for specific information in an announcement for volunteers. • write an application letter for volunteer work. • express feelings. • identify factual information about the *Save the Children* organisation and its activities to help Viet Nam. • do research on a volunteer project in my community and give a group presentation about it.			

Unit 5

Inventions



This unit includes:

LANGUAGE

Pronunciation

Stress in three-syllable nouns

Vocabulary

Words and phrases related to inventions

Grammar

- Present perfect
- Gerunds and *to*-infinitives

SKILLS

Reading: Reading for main ideas and specific information in a text about an invention

Speaking: Talking about inventions and their uses

Listening: Listening to instructions on how to use an invention for specific information

Writing: Writing about the benefits of an invention

COMMUNICATION AND CULTURE / CLIL

Everyday English

Making and responding to requests

CLIL

Computer hardware

PROJECT

Collecting information about an existing invention for the classroom or creating a new one

I GETTING STARTED

Inventions for education

1 135 **Listen and read.**

Phong: Dad, I've saved some money since Tet holiday. I think I'll buy something new for my studies.

Dad: Good idea, Phong. What do you want to buy?

Phong: I'm not sure. It's hard to choose between a smartphone and a laptop. They're both useful, and I've wanted either of them for a long time. What do you think, Dad?

Dad: Perhaps a laptop is a better choice. Since laptops were invented, they've allowed us to study better and work faster. They've completely changed our lives in the last 20 years.

Phong: That's true, Dad. But smartphones have also improved the way we work and study.

Dad: Really? I didn't know smartphones were suitable for learning.

Phong: Well, it's actually a lot of fun to learn with educational apps. It's also very convenient for learners to use them. Some of my classmates love using them on their smartphones. The apps allow them to communicate and learn at the same time.

Dad: I didn't know that! There have been so many valuable inventions. Hmm... Perhaps you should ask your teacher. She may be able to help you decide.



2 Read the conversation again and answer the questions.

1. What inventions are Phong and his dad talking about?
2. How useful are laptops?
3. Why is it fun and convenient to learn with educational apps on smartphones?

3 Find three nouns and three adjectives in the conversation in 1 to talk about inventions. Follow the example.

S	S	U	I	T	A	B	L	E	L
M	U	M	R	T	U	U	V	Y	M
A	H	L	A	P	T	O	P	W	M
R	U	A	P	P	S	U	T	E	R
T	S	X	R	R	T	G	M	R	B
P	E	F	O	G	V	V	W	Y	T
H	F	V	K	Q	W	F	E	W	X
O	U	M	A	U	K	B	Z	G	U
N	L	V	A	L	U	A	B	L	E
E	K	Z	E	O	D	N	X	F	W

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

4 Fill in each gap in the summary of the conversation with ONE word from 1.

Phong and his father are discussing what to buy for his studies. Phong has wanted a laptop or a smartphone (1) _____ a long time because they are both very useful. Laptops (2) _____ completely changed our lives since their invention, but smartphones have also (3) _____ the way we work and study. For example, it's fun (4) _____ study with educational apps on smartphones. They allow students (5) _____ (6) _____ and communicate at the same time. It's really difficult for Phong to choose between the two.

II LANGUAGE

Pronunciation

Stress in three-syllable nouns

1 (36) Listen and repeat. Pay attention to the stressed syllable in each word.

invention	computer	holiday	century
-●-	-●-	●--	●--

2 (37) Connect all the words with the stress pattern -●- to cross the river. Then listen and check your answers. Practise saying these words in pairs.



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Vocabulary

Inventions

Unscramble the underlined letters in these words. Use the pictures below and the glossary (page 127) to help you.



① EXIREPMENT

experiment



② DECEVIS



③ LOBARATORY



④ HDRAWARE



⑤ STOFWARE



⑥ EPIQUMENT

Grammar

Present perfect

Remember!

We use the present perfect (***have / has + past participle***) to talk about:

- something that happened in the past, but is still true or important now.

  *Example: I **have lost** my key. Now I can't open the door.*
- something that started in the past, and is still happening now (often used with *since* or *for*).

  *Example: They **have lived** here for a year.*
- something that was completed in the very recent past (often used with *just* or *recently*).

  *Example: He **has** just **finished** his homework.*

Circle the correct answers.

1. They just found / have just found a suitable solution to the problem.
2. Since people invented / have invented the first computer, they create / have created many more interesting inventions.
3. The woman is very angry because her son lost / has lost his smartphone.

Gerunds and to-infinitives

Remember!

We use gerunds (***verb + -ing***):

- after verbs such as *avoid, enjoy,* and *finish.*

  *Example: I enjoy **cooking**.*
- as subjects of sentences.

  *Example: **Learning** English is fun.*

We use *to*-infinitives (***to + verb***):

- after verbs such as *want, decide,* and *allow.*

  *Example: My parents don't allow me **to use** a smartphone.*
- after adjectives to give opinions, starting with *It's …*

  *Example: It's fun **to learn** English.*
- as subjects of sentences.

  *Example: **To learn** English is fun.*

Note: Some verbs, such as *like, love,* and *hate* can be followed by either gerunds or *to*-infinitives.

*Example: I like **playing / to play** computer games.*

Complete the sentences using the gerund or the *to*-infinitive of the verbs in brackets. Sometimes both forms are possible.

1. Many children enjoy (use) _____ modern devices nowadays.
2. I decided (study) _____ computer science at university.
3. (Play) _____ language games on a smartphone is fun.
4. It is very convenient (study) _____ with a smartphone.

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III READING

Artificial Intelligence

1 Look at the pictures of Asimo and Sophia and discuss the questions below in pairs.

1. What are they?
2. What do you think they can do?



Sophia in 2020



Asimo in 2000

2 Read the text below and choose the best title for it.

A. AI development over time
B. Robots: The best AI inventions
C. AI in use today
D. AI in education

In 2000, Asimo, a robot created by Honda, amazed everyone by just walking down the stairs. Twenty years later, a robot named Sophia can even communicate with people by using human language and expressing emotions.

However, robots are just one example of Artificial Intelligence (AI) – the study and development of machines that can copy human intelligence. Nowadays, AI has been applied to various areas of life.

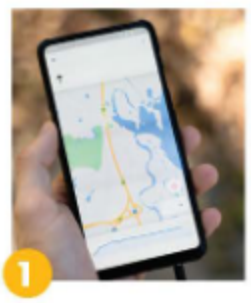
At home, devices such as vacuum cleaners can now use AI to measure the room size and recognise any furniture. They can then decide on the most effective way to clean the house.

In transport, AI can be used on many smartphones to collect information about traffic. This can then help drivers find the most suitable route. Travelling has become much more convenient thanks to AI.

At work, the uses of AI are even more useful and exciting. Computer programs, such as AI software or chatbots, can help customers plan their holidays, book flights and hotels, and answer questions.

AI is one of the most important inventions of the 21st century. It has completely changed our daily work and life.

3 Read the text again and match the pictures with the uses of AI.







a. Uses of AI at home

b. Uses of AI at work

c. Uses of AI in transport

4 Decide whether the following statements are true (T) or false (F).

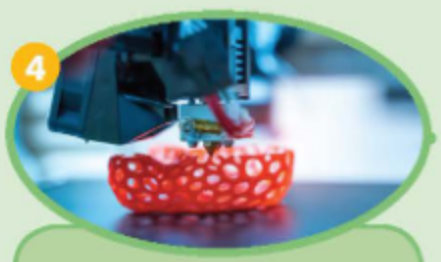
	T	F
1. Sophia can show emotions when talking to humans.		
2. AI helps to make machines that think and act like humans.		
3. AI is one of the most important inventions of the 20th century.		

5 Work in groups and discuss how AI can be used in schools. Then share your ideas with the class.

IV SPEAKING

Inventions and how they are used

1 Work in pairs. Talk about the uses of these inventions. Use the expressions below to help you.

Inventions	Main uses
 the Internet	communicate over long distances
 e-readers	store and read texts from the Internet
 robots	do difficult or dangerous tasks effectively
 3D printing	make three dimensional objects
 driverless cars	travel around without a person in control

Useful expressions:

– … help(s) / allow(s) us to do sth.

Example: The Internet ***helps us to communicate*** *over long distances.*

– We / People (can) use sth to do / for sth.

Example: People can use the Internet ***to communicate*** *over long distances.*

– … is / are used for sth / doing sth.

Example: The Internet ***is used for communication / communicating*** *over long distances.*

2 Work in groups. Talk more about one of the inventions in 1. Use the outline below to help you prepare a presentation.

Talking about an invention

Introduction:

What is it?

Development:

- *What are its uses? What are some examples?*
- *Have you ever used it? When / Where / How (often) do you use it?*

Conclusion:

- *How important is it in our daily life?*
- *Do you like using it?*

3 Present your ideas to the whole class. Then vote for the most interesting group presentation.

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V LISTENING

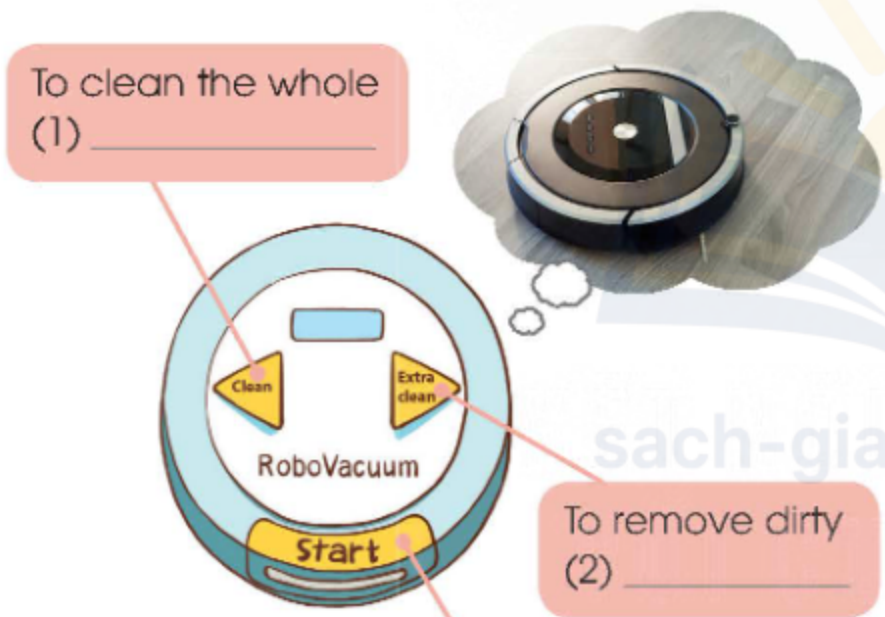
RoboVacuum

1 Complete the sentences with the words in the box.

button	charge	stain

1. Press the _____ to start the device.
2. There is a dirty _____ on your smartphone. Wipe it away.
3. You need to _____ your mobile phone. The battery is very low.

2 (38) Listen to a conversation about RoboVacuum. Fill in each gap in the diagram below with ONE word.



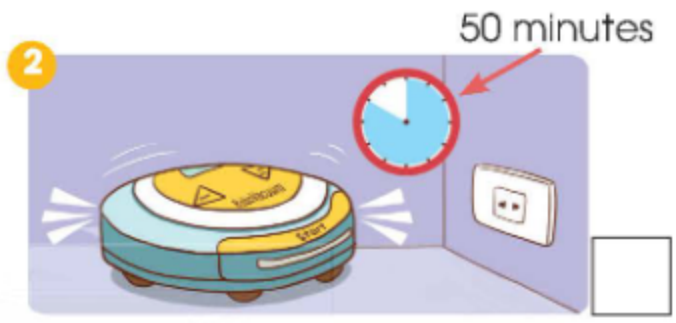
Tips

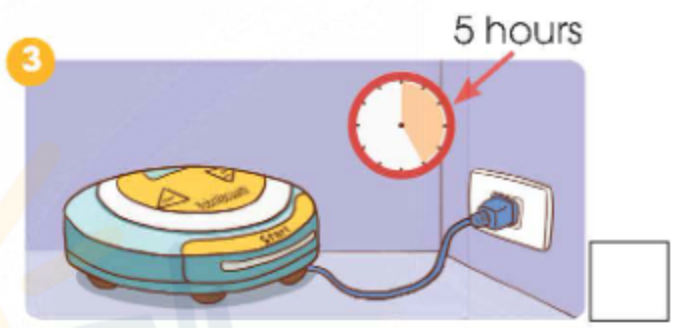
When labelling a diagram, you should:

- study the diagram carefully.
- predict the answer in each blank (e.g. *What kind of information is it? Is this a noun, a verb, or an adjective?*).
- listen for key words.
- double-check your answers (e.g. *spelling, grammar, the number of words*).

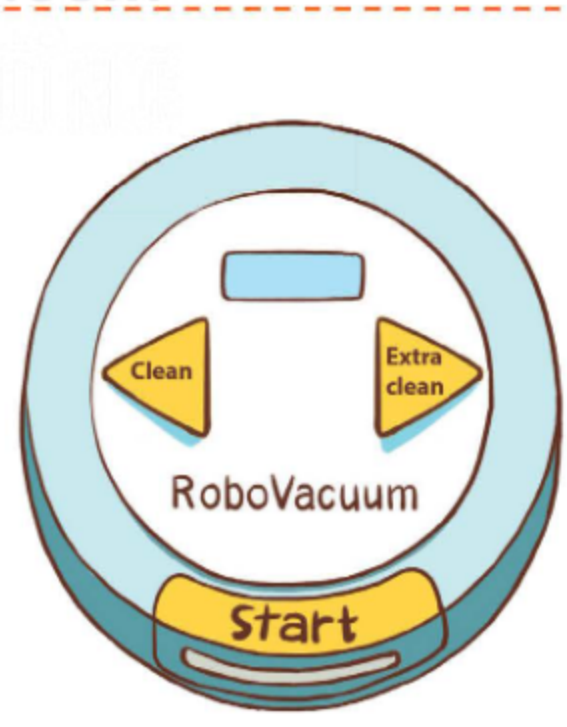
3 (39) Listen again. Put a tick (✓) next to the correct way and a cross (✗) next to the wrong way to use RoboVacuum.







4 What other buttons do you want RoboVacuum to have? Add them to the picture below and tell your friends about them.



Example: I want my RoboVacuum to have a Timer button on the top. First, you press it. Then, you set the time by pressing the minutes and seconds buttons on the right.

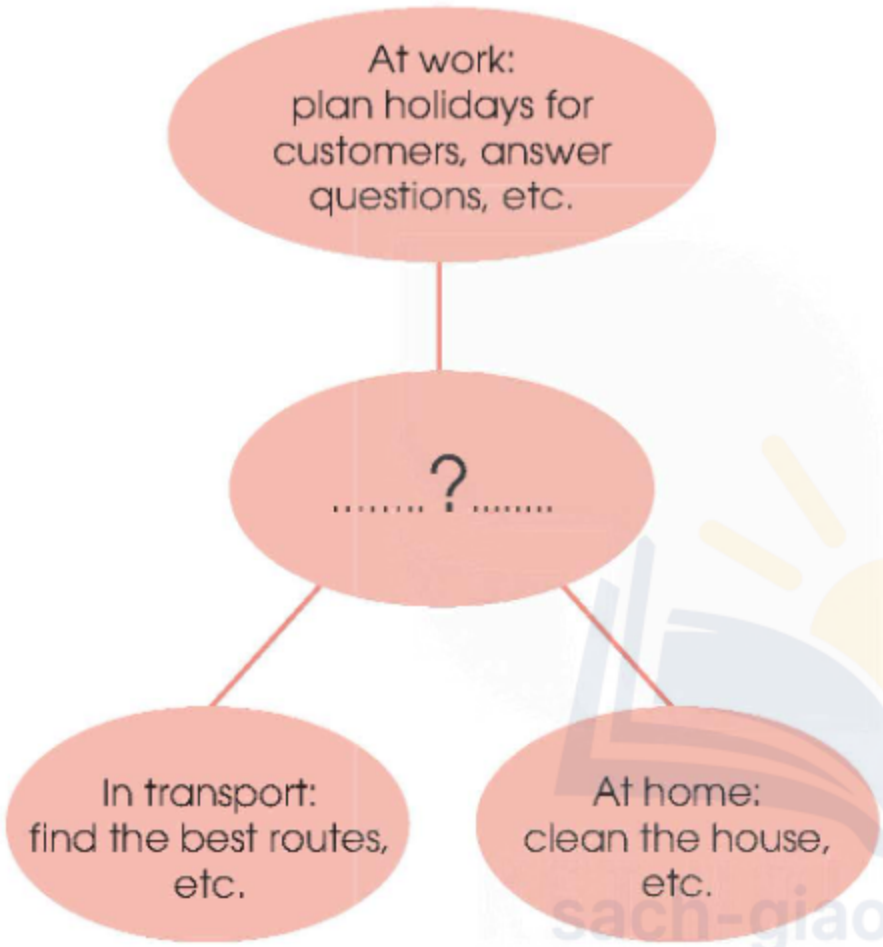
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VI WRITING

Writing about the benefits of an invention

1 Choose an invention in this unit. Draw a diagram to show how it is used. Then work in groups to guess one another's inventions.

Example:



Answer: *It's Artificial Intelligence.*

2 Rewrite the second sentence so that it has a similar meaning to the first. Use the expressions and the prompts below to help you.

Useful expressions:

- *Sth / Doing sth* is one of the (many) benefits of ...
- ... enable(s) / allow(s) / help(s) us *to do sth.*
- ... is / are used *in sth / for sth / for doing sth / to do sth.*
- ... is / are useful *for sth / for doing sth / for sb to do sth / in doing sth.*

1. AI helps drivers to find the best routes in transport.
   → Helping drivers _____ benefits of AI in transport.
2. Vacuum cleaners allow us to clean the house quickly.
   → _____ useful _____.
3. Smartphones are used for learning languages.
   → _____ help _____.
4. Telephones are useful in communicating over long distances.
   → _____ used _____.

3 Write a paragraph (120 - 150 words) to describe two or three benefits of the invention you chose in 1. Use the outline below to help you.

First sentence (Introduction):
What is the invention?
Supporting sentences (Development):
- *What is the first benefit? Give some explanation and / or examples.*
- *What is the second benefit? Give some explanation and / or examples.*
- *What is the third benefit? Give some explanation and / or examples.*

Last sentence (Conclusion):
How important / useful is the invention in our life?

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Making and responding to requests

1 (1.40) Listen and complete a conversation at a computer store with the expressions in the box. Then practise it in pairs.

A. can you let me know about
B. Can you please recommend
C. Certainly
D. Feel free to ask me if you need further information
E. Sure

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Tim: Hello. I'm looking for a laptop. (1) _____ a good one to me?

Shop assistant: (2) _____, but (3) _____ your needs first?

Tim: (4) _____. I'm a student, so I'd like a cheap and light laptop.

Shop assistant: Then I think this laptop is the best one for you. You can take a look at it. (5) _____.

2 Work in pairs. Role-play similar conversations about other devices you want to buy. Use the example in 1 and the expressions below to help you.

Making requests

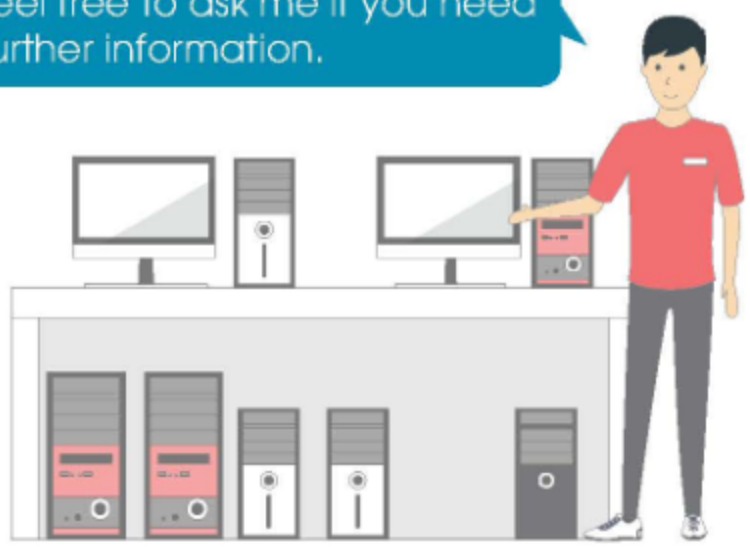


Responding to requests

Sure. Certainly. No problem.

What can I do for you? How can I help you?

Feel free to ask me if you need further information.



CLIL

1 Read the text below. Match the highlighted words and phrase with their meanings.

COMPUTER HARDWARE

A computer needs both hardware and software to run, but decisions about the hardware must be made before you buy a computer. Understanding some basic information about the hardware is very important and will help you decide on the most suitable computer for you.

- **Processors**: The processor controls all of the activities of a computer. Processor speed is often shown in gigahertz (GHz). High processor speed means that your computer can run faster.
- **Random Access Memory, or RAM**: It is displayed in gigabytes (GB). The RAM shows how powerful your computer is. The more RAM in a computer, the more tasks your computer can do at the same time.
- **Storage space**: It shows how much information (such as documents, music, photos, etc.) a computer can store. It is also displayed in gigabytes (GB).

There is other information about the hardware, such as the screen size, the battery, and the weight, that you need to know before choosing the best computer for you.



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1 processor	a shown
2 RAM	b to keep something and use it later
3 displayed	c the part of the computer that controls all other parts
4 storage space	d a type of computer memory
5 store	e the amount of information a computer can keep

2 Look at the advertisements. Decide which one is most suitable for each person below.



	ComOffice	ComBusiness	ComPro
Price	VND 8,000,000	VND 12,000,000	VND 15,000,000
Processor	1.4 GHz	1.8 GHz	2.6 GHz
RAM	16 GB	16 GB	64 GB
Storage space	1,000 GB	2,000 GB	6,000 GB
Weight	1.5 kg	2 kg	3 kg



I'm a designer, so I often have to run many large programs at the same time. I also want to keep a lot of photos and videos on my laptop.

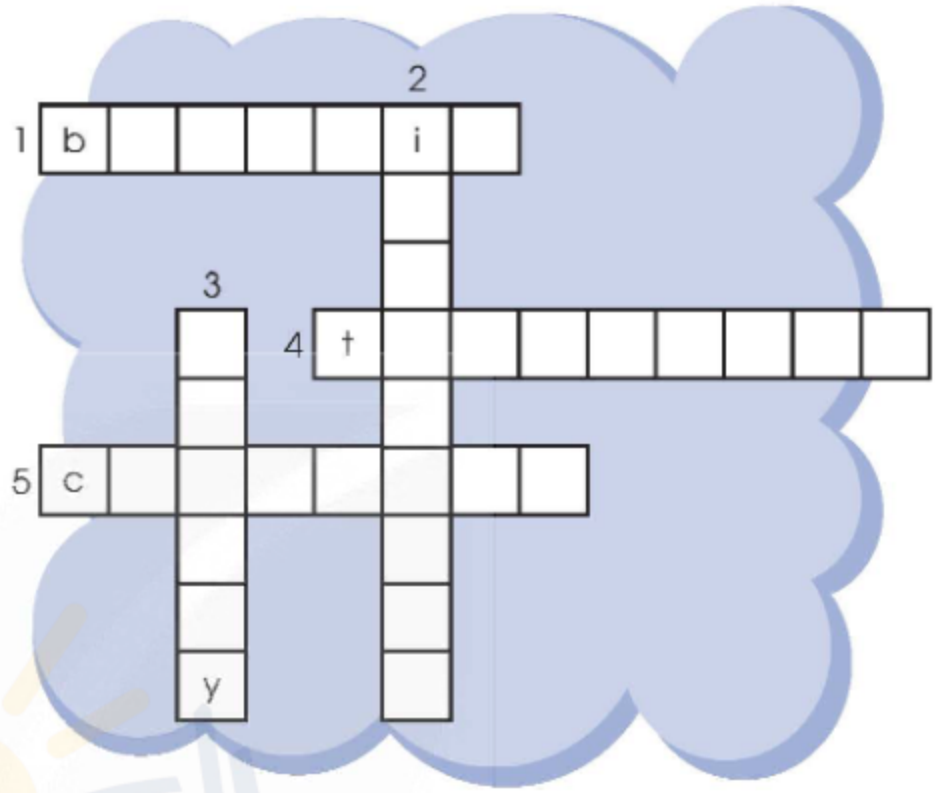


I'm a student, so I prefer something not too expensive. I have to bring my laptop to school, so it should not be too heavy, either.

VIII LOOKING BACK

Pronunciation and vocabulary

Solve the crossword. Use the three-syllable nouns in this unit. Read out the correct answers in pairs when you finish.



1. the advantage (of something); stress pattern: ●▬▬
2. a new thing; stress pattern: ▬●▬
3. the M in (computer) RA**M**; stress pattern: ●▬▬
4. a device used for long-distance communication; stress pattern: ●▬▬
5. a modern device which allows us to store information; stress pattern: ▬●▬

Grammar

Circle the correct answers.

1. They just installed / have just installed some interesting software on the school computers. The programs are working very well, and everyone enjoys to use / using them.
2. Smartphones allow people sending / to send information over long distances. Learn / To learn with a smartphone is fun as well.
3. Since television was invented / has been invented, TV designs changed / have changed a lot.

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PROJECT

Inventions for the classroom

Work in groups. Your class is organising a Technology Fair. The theme is 'Inventions for the classroom'. Each group is presenting a useful invention for the classroom. This can be an existing or new invention.

Use these questions to help you.

- What is the invention? (If it's a new invention, give it an interesting name.)
- What does it look like?
- How can it be used in the classroom?
- Why do you think it will be a useful invention?







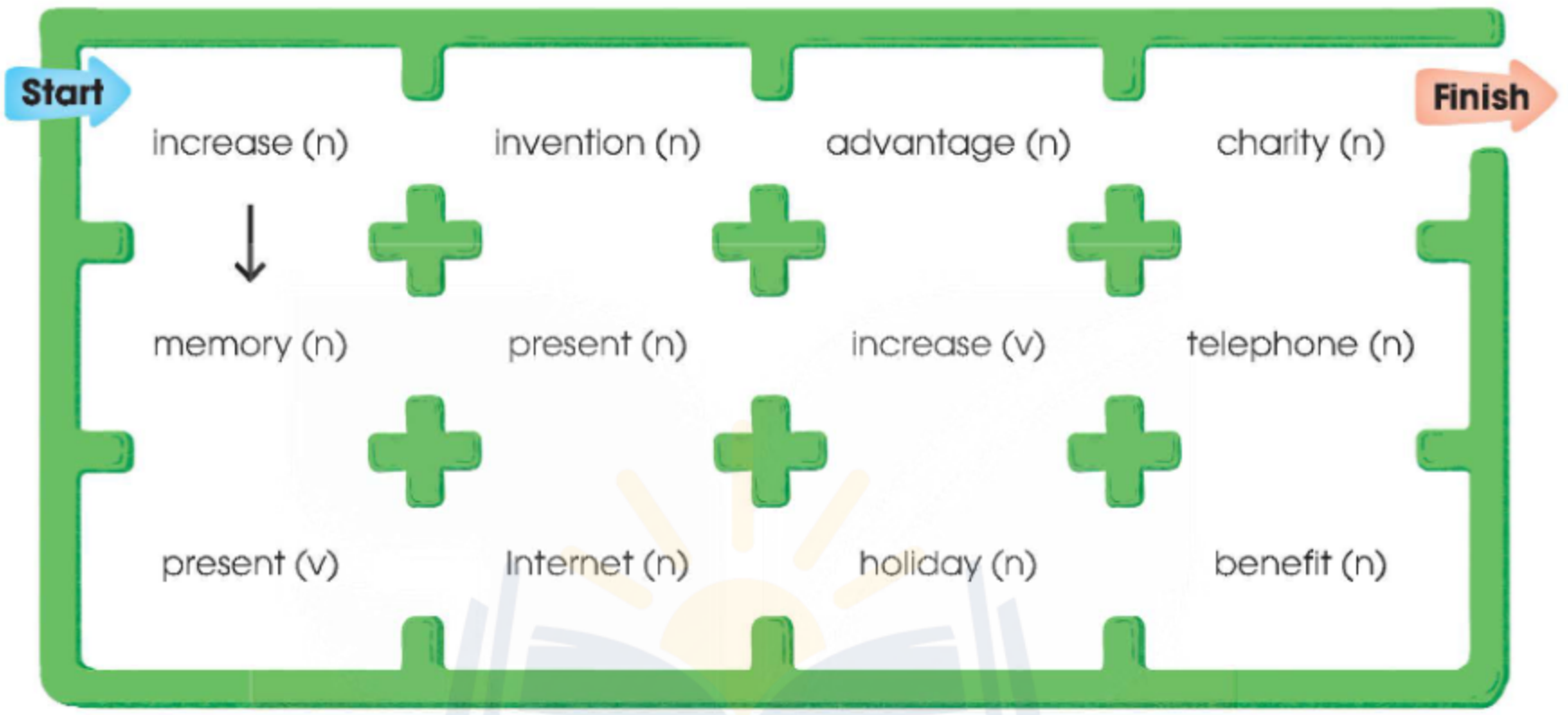
Now I can ...	✓	✓✓	✓✓✓
• pronounce common three-syllable nouns with correct stress. • understand and use words and phrases related to inventions. • use the present perfect, gerunds, and *to*-infinitives correctly. • read for main ideas and specific information in a text about an invention. • talk about inventions and their uses. • listen to instructions on how to use an invention. • write about the benefits of an invention. • make and respond to requests. • understand computer hardware. • collect information about an existing invention for the classroom or create a new one and give a group presentation about it.			

REVIEW 2

LANGUAGE

Pronunciation

41 **Escape the maze by connecting all the words with stress on the FIRST syllable. Follow the example. Then listen to check your answers. Practise saying the words.**



Vocabulary

1 What are the missing letters? Complete the sentences using the pictures to help you. The first word is done for you.

Example:

Smartphones  allow us to get access to the Internet anywhere.

1. Modern de_____  have changed the way we commu_____  .

2. To help poor people, you can don_____  money to a charity. You can also become a vo_____  in your community.

2 Complete the sentences using these words. There are some extra ones.

useful useless interested interesting careful careless

1. Many _____ inventions in the world are the results of hard work and _____ experiments.
2. Things such as old clothes or toys seem _____, but you can donate them to charity. Some poor people may be _____ in them.

Grammar

Read the text and circle the correct answers.

Inventions and discoveries by accident!

The invention or discovery of something is not always the result of careful experiments. Sometimes, luck can help scientists (1) finding / find new things. Below are some famous examples.

Gravity: (2) Discover / Discovering the law of gravity is probably the most famous example. Isaac Newton (3) sat / was sitting under an apple tree when an apple (4) fell / was falling on his head. He realised that something made apples fall straight to the ground. That was gravity!





Penicillin: Alexander Fleming came back from his holiday. He (5) was cleaning / cleaned his laboratory when he (6) discovered / was discovering something at the window. That was penicillin! Since then, doctors (7) used / have used penicillin around the world to save millions of lives.

Popsicles: In 1905, 11-year-old Frank Epperson decided (8) to make / making himself a soft drink. When he finished (9) make / making the drink, he left it outside with the wooden stick inside it. That night, the drink froze in cold weather and thanks to this 'accident', popsicles were later invented!



SKILLS

Listening



1 42 **Listen and choose the best title for the talk.**

A. Smart home technology

B. The popularity of smart homes

C. The future of smart homes

2 43 **Listen again and fill in each blank with ONE word.**

You can use your (1) _____ to open and close doors and windows.

(2) _____ can turn on and off without human control.

Smart homes

The (3) _____ rings when someone breaks into the house.

Temperature, lights, and (4) _____ at home can be controlled from a distance.

Speaking

Work in groups. What other features should a smart home have? How will they help us? Use the expressions you learnt in Unit 5 to help you.

- … (will) help(s) / allow(s) / enable(s) us to do sth.
- … is / are used to do sth / for sth / for doing sth.

Example: I think a smart home should have a smart heating system that is controlled from a mobile phone. This will allow us to save energy and money.

Reading

1 Read the text. Match the highlighted words with their meanings.

There are two types of community service. The first one is a kind of punishment. For example, people who litter may be forced to clean up the streets. In this case, they may not feel happy about the work. The second type of community service is voluntary. This means people are willing, or pleased to do the work. For instance, people may volunteer to build houses for poor people, or raise money for children in mountainous areas.

However, it does not mean that volunteering is always a selfless act because volunteers may also benefit from the volunteering activities. For example, they may volunteer to meet new people, to develop social skills, or to 'find themselves' (learn what they truly want in life). In general, people may volunteer not just to help others, but also to help themselves.

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Words	Meanings
1. voluntary	**a.** caring more about other people
2. willing	**b.** ready to do something
3. selfless	**c.** done without being forced to do it

2 Read the text again and choose the best answers.

1. Which is the best title for this text?

A. Community service as a punishment.

B. Types of community service and the benefits of volunteering.

C. Social skills in volunteering.

2. According to the text, what is a benefit of volunteering?

A. Developing better English language skills.

B. Meeting richer people.

C. Better understanding of what you want in life.

3. What can be inferred from the text?

A. Volunteers think about their needs as well as the needs of others.

B. Volunteers are selfless people who never expect anything in return.

C. People mainly volunteer to gain benefits.

Writing

Complete this application letter for a volunteer job by writing a short paragraph. You may use the ideas below to help you.

fond of reading	love helping others
love meeting new people	develop social skills

Dear Sir or Madam,

I am writing to apply for the volunteer job. I believe I can help your organisation collect books for poor children.

I am very interested in the job because .....

.....

.....

.....

I look forward to hearing from you.

Yours faithfully,

.....

Unit 6

Gender equality

This unit includes:

LANGUAGE

Pronunciation

Stress in three-syllable adjectives and verbs

Vocabulary

Words and phrases related to gender equality

Grammar

Passive voice with modals

SKILLS

Reading: Reading for specific information in a text about gender equality

Speaking: Talking about career choices

Listening: Listening for specific information in a talk about the first woman in space

Writing: Writing about jobs for men and women

COMMUNICATION AND CULTURE / CLIL

Everyday English

Expressing agreement and disagreement

CLIL

Women's football

PROJECT

Doing a survey on students' future jobs

I GETTING STARTED



Equal job opportunities

1 (44) **Listen and read.**





At an international summer camp: Lan is talking with Mark and Linda about jobs.

Lan: It's great to have another week full of activities and trips at the camp.

Mark: Oh, yeah. I like the trip to the kindergarten most. The kids were adorable and the teachers were great. I think I'll be a kindergarten teacher.

Lan: That's fantastic. My cousin works at a kindergarten and the children love being in his class. By the way, what do you want to be in the future, Linda?

Linda: Oh, I've always wanted to be a surgeon, so I'll go to medical school. What about you, Lan?

Lan: Me? My dream is to become an airline pilot. That's why I'm focusing on maths and physics, and exercising more to improve my fitness.

Linda: Cool! I hope your dream will come true. In some countries girls may not be allowed to be pilots.

Lan: That's true, Linda. We're lucky to live in a country where boys and girls are encouraged to do the jobs they want.

Mark: I couldn't agree more. Girls mustn't be kept home in today's world. Boys and girls should be treated equally and given the same job opportunities.







2 **Read the conversation again. Decide whether the following statements are true (T) or false (F).**

	T	F
1. Linda would like to be a kindergarten teacher.		
2. Lan wants to be a teacher of maths and physics in the future.		
3. Mark says that girls mustn't be kept home in today's world.		

3 **Match the words to make meaningful phrases in 1.**

1 treated	a school
2 medical	b opportunities
3 job	c equally

4 **Complete the summary below. Use the verb phrases from the conversation in 1.**

Three students are talking about future jobs. While Mark wants to work as a kindergarten teacher, Linda wants to be a surgeon and Lan dreams to be an airline pilot. Linda says that in some countries girls (1) _____ to be pilots. Mark thinks girls (2) _____ home in today's world. He says that boys and girls (3) _____ equally and given the same job opportunities.

II LANGUAGE

Pronunciation

Stress in three-syllable adjectives and verbs

1 (45) **Listen and repeat. Pay attention to the stressed syllable in each word.**

Three-syllable adjectives	Three-syllable verbs
ex'pensive	'organise
fan'tastic	'benefit
'medical	de'velop
'opposite	en'courage

2 (46) **Listen and mark the stressed syllables in the words in bold.**

1. We'll **celebrate** her success with a party.
2. They hope to **discover** new ways to promote gender equality.
3. The job requires both **physical** and mental strength.
4. Equal opportunities in education bring **important** changes in society.

Vocabulary

Gender equality

1 **Match the words with their meanings.**

1 equal (adj)	a school for children aged three to five
2 kindergarten (n)	b to deal with or behave towards somebody in a certain way
3 treat (v)	c a doctor who does operations in a hospital
4 surgeon (n)	d the fact of being male or female
5 gender (n)	e having the same rights, opportunities, etc. as other people

2 Complete the following sentences with the words in 1.

1. Nowadays male teachers can be seen working at _____.
2. The _____ performed an eight-hour operation on my grandpa yesterday.
3. Some parents may _____ boys differently from girls.
4. Traditional _____ roles influenced how men and women should behave.
5. They should promote _____ income opportunities for men and women.

Grammar

Passive voice with modals

Remember!

Modal verbs

can could may might must ought to should

	Active voice	Passive voice
Rule	Modal + verb	Modal + be + past participle
Example:	Engineers ***may build*** a new bridge.	A new bridge ***may be built*** (by engineers).

1 Choose the best answers.

1. Some people still think married women shouldn't allow / shouldn't be allowed to work.
2. Both men and women can work / can be worked as surgeons.
3. Cooking classes may offer / may be offered to all students.
4. My sister could join / could be joined the air force. She wants to be a fighter pilot.
5. All the food must prepare / must be prepared before the guests arrive.

2 Rewrite the following sentences using the passive voice.

1. They may complete the report on gender equality by April.

   → The report _____.
2. Businesses can create more jobs for girls and women.

   → More jobs _____.
3. They must provide all girls with access to education.

   → All girls _____.
4. Governments should improve education in rural areas.

   → Education _____.
5. They ought to give men and women equal rights.

   → Men and women _____.

III READING

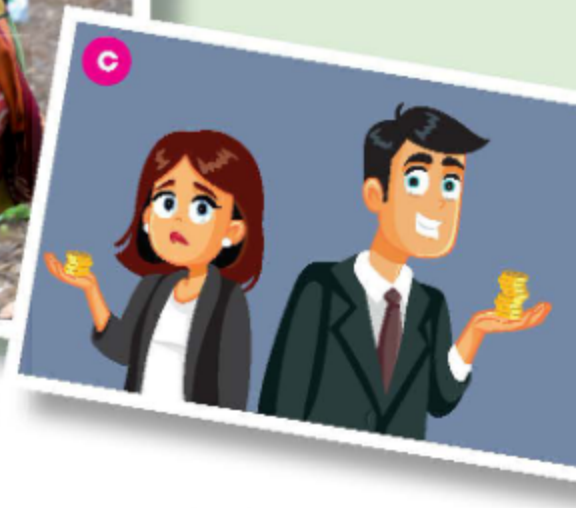
For an equal world

1 Match the sentences with the pictures.

1. Men often earn more than women for doing the same job.
2. A child mother takes care of her small kids.
3. Some women are unable to read or write.







2 Read the text and circle the correct meanings of the highlighted words and phrases.

Gender equality has been greatly promoted around the world. However, there are still many challenges that women face.

First of all, there are still girls who are forced to get married before the age of 18. In many places, parents may see child marriage as a way to protect their daughters from violence. However, many of these young girls become victims of domestic violence. Child marriage also carries serious health risks as young girls are not physically developed to give birth.

Secondly, more than half of the world's uneducated people are women. This means fewer girls than boys go to school or stay long at school. Girls who receive an education are less likely to marry young. They can also have better job skills and can earn higher salaries. Education gives girls the opportunity to have a better life and give back to their communities.



Thirdly, women are often paid less than men. In other words, women have to work longer than men to earn the same amount of money. Differences in career choices might be one reason. Women tend to become nurses, secretaries, or shop assistants, which are low-paying jobs, while men choose high-paying careers as surgeons, airline pilots, or engineers.

Women are still not equal to men in today's society, and governments, organisations and individuals must work together to achieve gender equality.

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1. be forced

- **a.** be made to do something unwanted
- **b.** be made to do something necessary

2. domestic violence

- **a.** action taken to please someone
- **b.** behaviour intended to hurt someone you live with

3. uneducated

- **a.** having little or no formal education at school
- **b.** not having many job opportunities

4. low-paying

- **a.** giving money to a person
- **b.** providing very little money

3 Read the text again and decide whether the following statements are true (T), false (F) or not given (NG).

	T	F	NG
1. Child marriage involves a girl under the age of 18.			
2. Fewer men than women around the world are educated.			
3. Men work much less than women, but earn much more.			
4. Men's career choices lead to high-paying jobs.			
5. Only individuals must work towards gender equality.			

4 Work in groups. Discuss possible solutions to one of the following problems.

- Child marriage
- A lack of education for girls
- Low pay for women

IV SPEAKING

Career choices

1 Work in pairs. Decide which jobs are traditionally done by men or women. Use the expressions given to help you.

Jobs	Men	Women
1. Surgeons		
2. Shop assistants		
3. Nurses		
4. Airline pilots		
5. Firefighters		
6. Kindergarten teachers		
7. Engineers		
8. Secretaries		

Useful expressions:

- I think / I believe (that) ...
- There are many more male (surgeons) than female (surgeons).
- Men / Women traditionally work as (firefighters) ...
- (Nursing) jobs are done by men / women.
- The (nurse's) job is traditionally done by men / women.

2 Work in pairs. Discuss why the jobs mentioned in 1 are traditionally done by men or women. Use the ideas below to help you.

Suggested ideas	
- Good physical strength - Good communication skills - Ability to work well under pressure - Being kind, gentle and caring	- Ability to work long hours - Good persuasion skills - Flexible working schedule - More time to take care of their families

Example:

The surgeon's job is traditionally done by men because women often can't work long hours as they need to take care of their families.

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3 Work in groups of three. Talk about your career choice(s).

Example:

A: *I think I'll work as a shop assistant because people often say that I have good persuasion skills.*

B: *Good for you. I'd like to be a nurse because I enjoy helping people.*

C: *Sounds great. I'd like to be a surgeon. I believe I can work well under pressure and don't mind working long hours.*






V LISTENING

The first woman in space

1 Work in pairs. Look at the picture and tell your partner what this woman's job is.



2 (47) Listen to a talk about Valentina Tereshkova. Choose the best answer to complete each sentence.

1. Valentina Tereshkova joined a local flying club and became a talented parachutist while she was _____.
   A. working as a factory worker **B.** training to be a cosmonaut
2. Tereshkova and _____ other women were chosen for the Soviet space programme.
   A. three **B.** four
3. Tereshkova joined the Soviet Air Force and became _____ after completing her training and passing an examination.
   A. an Air Force officer **B.** the first female pilot
4. She travelled into space in Vostok 6 and successfully returned to Earth on _____.
   A. 16 June, 1963 **B.** 19 June, 1963
5. After the flight, Tereshkova received many awards, and _____.
   A. travelled in space again **B.** completed her university degree

3 (48) Listen again and give short answers to the following questions.

1. When was Tereshkova born?
2. How old was she when she started working?
3. When did she join the Soviet space programme?
4. At what age did she travel into space?
5. How many days did she spend in space?

4 Work in groups. Discuss the following questions.

Do you want to be a cosmonaut? Why or why not?

VI WRITING

Writing about jobs for men and women

1 Choose suitable information from the box below to complete the table.

The surgeon's job	
Main responsibilities	Main qualities

A. Performing operations on patients
B. Medical knowledge
C. Physical and mental strength
D. Welcoming and serving customers
E. Good persuasion skills
F. Making important decisions about patients' health and safety
G. Excellent eyesight and skilful hands
H. Good teamwork and communication skills

2 Work in pairs. Do you think both men and women can do the surgeon's job well? Give reasons. Use the ideas below to help you.

- Men and women have the same abilities to learn and apply medical knowledge.
- Women can be as mentally strong as men.
- Men and women can perform long and tiring operations.
- Both men and women can make great surgeons.

3 Write a paragraph (120 - 150 words) about the surgeon's job. Use these guiding questions to help you.

- Is the job traditionally done by men or women?
- What are the main responsibilities of the job? Give details.
- What qualities do people need for the job? Give details or / and explanations.
- Can both men and women do it? Give reasons.
- Will people benefit from having both male and female surgeons?



VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Expressing agreement and disagreement

1 (49) **Listen and complete the conversation with the expressions from the box. Then practise it in pairs.**

A. I'm afraid I disagree	**B.** Absolutely
C. You're right	**D.** I'm sorry, but

Mum: Mai, Dad and I would like you to be a shop assistant.

Mai: (1) _____ that's not possible. I want to go to medical school and become a surgeon.

Mum: (2) _____. It's not easy to be a surgeon.

Mai: (3) _____. But I'm sure I can.

Mum: Besides medical knowledge, a surgeon must have physical and mental strength. Most surgeons are also men …

Mai: (4) _____. That's why we need more women surgeons. We can be as good as men.

2 **Work in pairs. Have similar conversations expressing agreement and disagreement about other jobs. Use the expressions below to help you.**

Useful expressions	
Agreement	**Disagreement**
• You're right.	• That's not true.
• I couldn't agree more.	• I'm afraid I disagree.
• Absolutely.	• I'm sorry, but …

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CLIL

1 **Read the text and fill the timeline about women's football.**

WOMEN'S FOOTBALL

It is commonly thought that football is a sport for men. In fact, it is a sport for women, too.

The first recorded football matches between women took place in the 1890s in Scotland and England. Women's football became very popular during the First World War when women started working in the factories. In 1921, however, the Football Association (FA) decided that the game was not suitable for women.

The ban lasted for 50 years until it was finally lifted in 1971. In the same year, France and the Netherlands played the first official women's international football match. However, it took 20 years for the first FIFA Women's World Cup to happen in 1991 in Asia. Since then, the competition has been held every four years.

Nowadays, like men's football, women's football is becoming more and more popular. Women's professional football has developed significantly and the Women's World Cup has drawn worldwide interests.



1. _____	2. _____	3. _____	4. _____	5. _____
First recorded matches	FA's ban start	FA's ban lift	First official women's international football match	First FIFA Women's World Cup

2 **Work in groups. Fill the timeline about women's football in Viet Nam.**

1. _____	2. _____	3. _____	4. _____	5. _____
Women's football team establishment	First official match	First gold medal in the SEA Games	First AFF Women's Championship	Most recent AFF Women's Championship

VIII LOOKING BACK

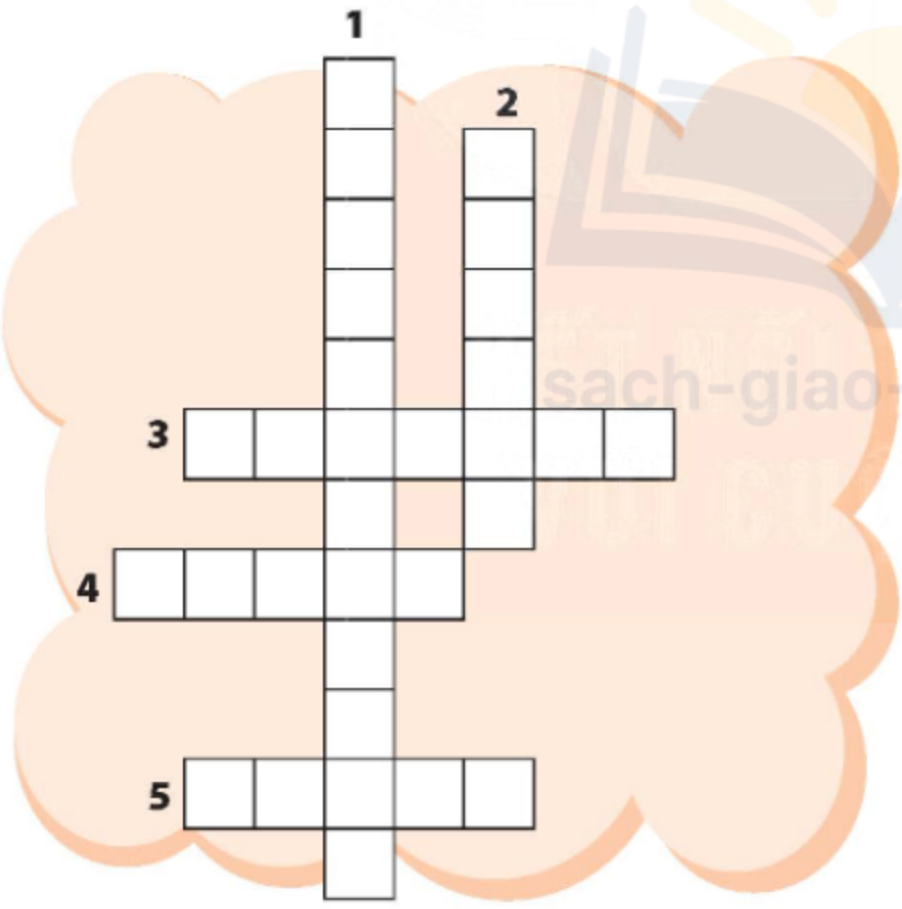
Pronunciation

50 **Listen and mark the stressed syllables in the words in bold.**

1. The surgeon's job is quite **difficult**.
2. Soviet cosmonauts learnt how to **parachute** to safety.
3. I'm proud of my sister. She's studying at a **medical** school.
4. We need to **continue** fighting for equal rights.

Vocabulary

Do the crossword. Use the words you have learnt in this unit.



1. A _____ teacher works with small children to prepare them for school.
2. Job adverts should not mention their ideal candidate's _____.
3. A very experienced _____ was able to rebuild his nose after the accident.
4. Boys and girls should have _____ opportunities in education.
5. Parents should not _____ boys differently from girls.

Grammar

Each of the following sentences has a mistake. Underline it and write the correct word(s) in the space given.

1. One paragraph about gender equality ought to write by each student. _____
2. Action to stop domestic violence must take immediately. _____
3. Should all people be provide with equal access to information? _____
4. Young girls mustn't force into marriage. _____
5. Can men and women given equal opportunities in the workplace? _____

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PROJECT

STUDENTS' FUTURE JOBS

Work in groups. Choose any class in your school and do a survey to find out:

- the number of boys and girls.
- how many of them would like to work as surgeons, airline pilots, nurses and shop assistants, or do other jobs in the future.

Class:					
Number of students	**Surgeons**	**Airline pilots**	**Nurses**	**Shop assistants**	**Others**
_____ boys					
_____ girls					

Report your results to the class. Which of the jobs is the least popular among the boys and which one the least popular among the girls? Give possible reasons.

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Now I can ...	✓	✓✓	✓✓✓
• pronounce three-syllable adjectives and verbs with correct stress. • understand and use words and phrases related to gender equality. • use the passive voice with modals. • read for specific information in a text about gender equality. • talk about career choices. • listen for specific information in a talk about the first woman in space. • write about jobs for men and women. • express agreement and disagreement. • learn about women's football. • do a survey on students' future jobs and report survey results.			

Unit 7

Viet Nam and international organisations

This unit includes:

LANGUAGE

Pronunciation

Stress in words with more than three syllables

Vocabulary

Words and phrases related to international organisations

Grammar

Comparative and superlative adjectives

SKILLS

Reading: Reading for specific information in a text about UNICEF's support for Viet Nam's education

Speaking: Talking about programmes for communities

Listening: Listening for specific information in a conversation about Viet Nam's participation in international organisations

Writing: Writing about Viet Nam's participation in international organisations

COMMUNICATION AND CULTURE / CLIL

Everyday English

Making and responding to invitations

Culture

FAO and its activities to support Viet Nam

PROJECT

Doing research on an international organisation

I GETTING STARTED

Viet Nam and international organisations

1 (51) **Listen and read.**

DO YOU KNOW ...?

A. The United Nations (UN) was created in 1945. It is an organisation of most of the world's countries. Its main goal is world peace. It also works to reduce poverty and improve people's lives in other ways. Viet Nam joined the organisation in 1977. Since then, our country has become more active and has participated in many UN activities including peacekeeping.

The United Nations

B. UNICEF was formed in 1946. It works in over 190 countries to help improve health and education of children. It particularly aims to support the most disadvantaged children all over the world. UNICEF's aim in Viet Nam is to protect children and make sure they are healthy, educated, and safe from harm.

United Nations Children's Fund

C. UNDP was formed in 1965 as part of the UN. It provides technical support, expert advice, and training to help people in developing countries have a better life. In Viet Nam, UNDP works closely with the government to reduce poverty and improve people's lives.

United Nations Development Programme

D. The WTO was formed in 1995. It is the world's largest international economic organisation. Viet Nam became a WTO member in 2007. Since then, our economy has achieved a high growth level. Viet Nam has also become more attractive to foreign investors.

2 Read the texts again and choose the correct answers.

1. Which organisation was formed in 1945?
   A. The UN. **B.** UNICEF. **C.** The WTO.
2. Which organisation aims to help improve children's health and education?
   A. UNDP. **B.** UNICEF. **C.** The WTO.
3. Which of the following is the largest international economic organisation?
   A. The UN. **B.** UNDP. **C.** The WTO.

3 Find words in the texts (A, B, C, or D) that mean the following.

1. _____	helping stop people fighting (A)
2. _____	damage or injury (B)
3. _____	having great knowledge (C)
4. _____	people or organisations that invest money (D)

4 Complete the sentences with the words and phrases in 1.

1. Since joining the UN, Viet Nam has become _____ and has participated in many UN activities including peacekeeping.
2. UNICEF particularly aims to support _____ children all over the world.
3. UNDP helps people in developing countries have a _____ life.
4. The WTO is the world's _____ international economic organisation.
5. Viet Nam has also become _____ to foreign investors.

II LANGUAGE

Pronunciation

Stress in words with more than three syllables

1 (52) **Listen and repeat. Pay attention to the syllable with the primary stress.**

1. ˌappli'cation
2. comˌmuni'cation
3. ˌeco'nomic
4. ˌexpla'nation
5. ˌpopu'lation
6. ˌinde'pendent
7. ˌpossi'bility
8. parˌtici'pation

Tips

Some long words have a secondary stress which is much weaker than the primary stress.

Example: ˌeco'nomic

In dictionaries, primary stress is marked with a raised vertical line and secondary stress is marked with a lowered vertical line at the beginning of the stressed syllable.

2 (53) **Listen and mark the primary stress in the words in bold. Then practise saying the sentences.**

1. Viet Nam is a member of different **international organisations**.
2. Our **responsibility** is to help the most **disadvantaged** children.
3. This **organisation** aims to promote **environmental** protection.
4. UNICEF aims to create **educational opportunities** for all children.

Vocabulary

Joining international organisations

1 Match the words in bold with their meanings in the box.

A. intends	**D.** encourage
B. is pleased to accept	**E.** promised
C. go into	

1. Because we are a member of the WTO, our goods can **enter** more markets.
2. Organising different festivals helps Viet Nam **promote** local customs and values.
3. UNICEF particularly **aims** to support the most disadvantaged children.
4. UNDP has **committed** to provide Viet Nam with technical support and advice.
5. Viet Nam **welcomes** foreign businesses who want to invest in the economy.

2 Complete the following sentences, using the correct forms of the words in bold in 1.

1. Joining the WTO has helped Viet Nam _____ its economic growth.
2. Viet Nam _____ foreign investors in various parts of the economy.
3. We _____ to use the donations effectively. We have signed an agreement on this.
4. This environmental organisation _____ to protect local forests. It has a detailed plan to achieve this.
5. We need to improve the quality of goods and services so that they can _____ new markets.

Grammar

Comparative and superlative adjectives

Remember!

We use comparative adjectives to:

- compare a person or thing with another person or thing.

Example:

The European markets are usually ***more competitive than*** *the Asian markets.*

The Asian markets are ***less competitive than*** *the European markets.*

- show changes.

Example:

Since then, our country has become ***more active.***

We use superlatives to compare a person or thing with the whole group of which that person or thing is a member.

Example:

This trade organisation includes two of ***the largest*** *economies in the world: the United States and China.*

UNICEF supports ***the most disadvantaged*** *children all over the world.*

1 Choose the correct answers.

1. WTO rules make trade the easiest / easier for smaller member countries.
2. This job offer is more attractive / the most attractive than the previous one.
3. Because of poorly designed packaging, our products are less competitive / the least competitive than foreign products.
4. Over the past few years, Viet Nam has become one of more popular / the most popular destinations for foreign visitors in Southeast Asia.

2 Write another sentence using the word(s) in brackets. Make sure it has the same meaning as the previous one.

Example:

The ASEAN markets are less competitive than the EU markets. (more competitive)

→ *The EU markets are more competitive than the ASEAN markets.*

1. No place is more popular with foreign visitors than this city. (the most popular)

→ _____

2. In many supermarkets, imported goods are not as expensive as locally produced goods. (cheaper)

→ _____

3. No international organisation is larger than the United Nations. (the largest)

→ _____

4. In the past, our country wasn't as active on the international stage as it is today. (more active)

→ _____

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III READING

UNICEF's support for Viet Nam's education



1 Work in pairs. Which of the following do you think UNICEF does to support Viet Nam's education?

a. Providing opportunities for all children to attend school and learn.

b. Finding jobs for out-of-school children.

c. Giving disadvantaged teenagers a chance to continue their education.

d. Helping teenagers learn necessary skills for the job market.

2 Read the text and circle the correct meanings of the highlighted words.

Since UNICEF set up an office in 1975 in Viet Nam, it has run projects in various fields to provide the highest possible support for children in our country. The organisation particularly aims to create opportunities for all children in Viet Nam to attend school, learn, and succeed. The following programmes help achieve the UNICEF's education aims for Viet Nam.

Education for Disadvantaged Young People

UNICEF helps disadvantaged teenagers continue their education by offering them job training and career advice. They are also taught essential skills for the job market.

Providing Education Opportunities for Children with Disabilities

This programme gives children with disabilities a chance to get access to and benefit from a quality education. It also helps promote equal participation in society and a culture in which people respect each other.

Improving Learning Achievements

This is another practical programme supported by UNICEF. The aim is to better prepare children for the challenges in the future. UNICEF helps Viet Nam in joining regional educational programmes to improve children's learning achievements. When they leave school, they should have the necessary skills and knowledge to work in a fast-changing world.

1. create
- **a.** make something happen
- **b.** increase something
- **c.** refuse something

2. essential
- **a.** usual
- **b.** necessary
- **c.** successful

3. respect
- **a.** have a good opinion of somebody
- **b.** look down on somebody
- **c.** get on well with somebody

4. practical
- **a.** connected with organisations
- **b.** connected with ideas
- **c.** connected with real situations

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

1. What does UNICEF particularly aim to do for children in Viet Nam?
2. Which programme helps disadvantaged teenagers continue their education?
3. Which programme supports disabled teenagers?
4. What is the aim of the *Improving Learning Achievements* programme?

4 **Work in groups. Discuss the following questions.**

Which of the UNICEF's education programmes mentioned in the text do you think can be the most useful for your local community? Why?

IV SPEAKING

Programmes for communities







1 **Complete the conversation about a UNICEF programme with the sentences in the box. Then practise it in pairs.**

A: What is the name of the programme?

B: (1) _____

A: What does this programme focus on?

B: (2) _____

A: What are the activities of this programme?

B: (3) _____

a. It offers young people job training and career advice. It also teaches them essential skills for the job market.

b. It is Education for Disadvantaged Young People.

c. It focuses on helping disadvantaged teenagers continue their education.

2 **Work in pairs. Student A looks at the table below. Student B looks at the table on page 85. Ask each other the questions in 1 to complete your table.**

Student A

	UNICEF Programme	UNDP Project
What / name?	Vaccines for Children	_____
What / focus on?	protecting children with life-saving vaccines	_____
What / activities?	– educating people about the benefits of vaccines – vaccinating as many children as possible	_____

Example:

A: *What is the name of the UNDP project?*

B: *It's ...*

3 Work in groups. Discuss and decide which programme or project in 1 and 2 will bring more benefits to people in your local area. Then share your ideas with the whole class.

Useful expressions:

I think / believe that the project / programme ... is more important / necessary for my local area because ...

This project / programme helps local people ... / brings local people more opportunities to ...

In our group, most of us agree that ... But one member thinks that ...

Example:

A: *Now, let's decide which programme or project will bring more benefits to people in our village. B, what do you think?*

B: *Well, I think Education for Disadvantaged Young People will be a very useful programme for our village. You see, many teenagers here drop out of school and start working to earn a living. They really need help.*

A: *You're right, B.*

...

V LISTENING

Viet Nam's participation in international organisations

1 Work in pairs. Discuss which of the following statements are true about Viet Nam's foreign relations.

1. Viet Nam is a member of different international organisations.
2. Viet Nam is willing to develop friendly relations with other countries.
3. Viet Nam only wants to form relations with its neighbours.
4. Viet Nam has become more active in the international community.

2 (154) Listen to a conversation about Viet Nam's foreign relations. Decide whether the following statements are true (T) or false (F).

	T	F
1. Viet Nam is a member of more than 60 international organisations.		
2. Viet Nam has relations with 650 non-governmental organisations.		
3. Viet Nam is more active in international activities than in regional ones.		
4. Viet Nam has been selected as the first training centre for international peacekeeping activities in Southeast Asia.		

3 (155) Listen to the conversation again and complete each sentence with no more than TWO words from the recording.

1. Viet Nam is currently a member of different _____ organisations.
2. Viet Nam is a _____ of many countries in the international community.
3. Viet Nam has sent officers to _____ in the UN's peacekeeping activities.
4. Developing foreign relations has helped Viet Nam gain many _____ benefits.

4 Work in groups. Discuss the following questions.

Which of the following are the benefits for Viet Nam as a member of international organisations? Can you add more?

- Promoting its culture and getting to know other cultures
- Creating more educational opportunities for both Vietnamese and foreign students
- Increasing both local and international tours
- Facilitating imports and exports

VI WRITING

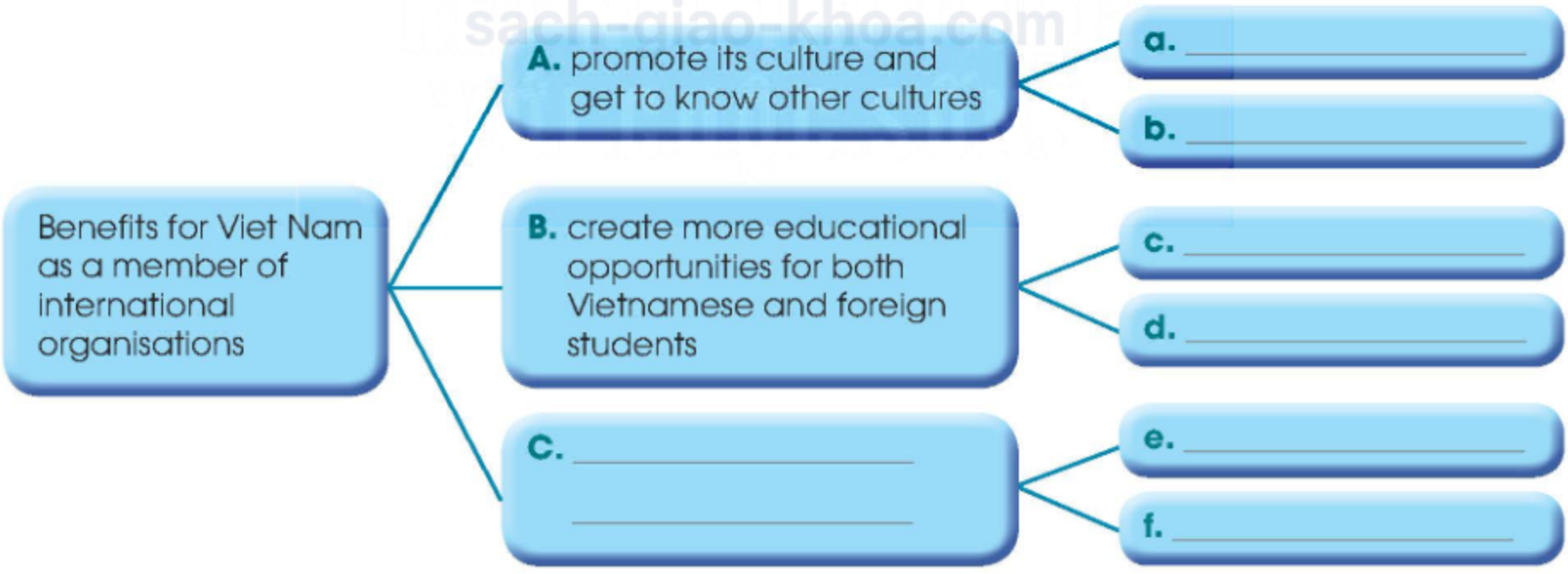
Writing about Viet Nam's participation in international organisations

1 Complete the following sentences. Use the words in the box.

cultural	open to	popular
experiencing	easier	international

1. Our country has become one of the most _____ destinations for foreign tourists in the region.
2. Various _____ exchanges help visitors know more about our country.
3. Greater educational opportunities abroad are now _____ Vietnamese students.
4. It is also _____ for Vietnamese people to travel abroad.
5. Viet Nam's colleges and universities can also accept _____ students.
6. Vietnamese people have a better chance of _____ different cultures.

2 Complete the following diagram. Use the ideas in 1 and your own ideas.



3 Write a paragraph (120 - 150 words) about the benefits for Viet Nam as a member of international organisations. Use the information in the diagram in 2.

Viet Nam has gained three main benefits since it joined different international organisations.

First, _____

Second, _____

Finally, _____

_____

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Making and responding to invitations

1 (156) **Listen and complete the conversations with the expressions in the box. Then practise them in pairs.**

A. Yes, I'd love to
B. I'm sorry, but I can't
C. Do you want to join me
D. Let's go to see it

Nam: Lan, there'll be a talk about international organisations in my school on Sunday morning. (1) _____?

Lan: (2) _____. Can you meet me outside the school gate?

Nam: OK, see you at 8 a.m. on Sunday then.

Lan: Yeah, I'll be there on time. Bye.

Lan: Nam, there's an art exhibition near my school. (3) _____ this afternoon.

Nam: Oh, (4) _____. I have to visit my grandparents today.

Lan: Never mind. Another time, perhaps.

2 **You want to invite a friend to join you in an activity. Work in pairs. Make similar conversations like the ones in 1. Use the useful expressions below to help you.**

Useful expressions		
Making invitations	**Responding to invitations**	
	Accepting an invitation	Declining an invitation
Informal • Do you want to ...? • Do you feel like ...? • Let's go to ... **Formal** • Would you like to ...? • Would you care to ...?	**Informal** • Sure. I'll be there. • Yes, I'd love to. **Formal** • I would be delighted. • Thank you very much for inviting me.	**Informal** • I'm sorry, but I can't. • Sorry, maybe next time. **Formal** • Oh, I'd love to, but ... • That's very kind of you, but ...

Culture

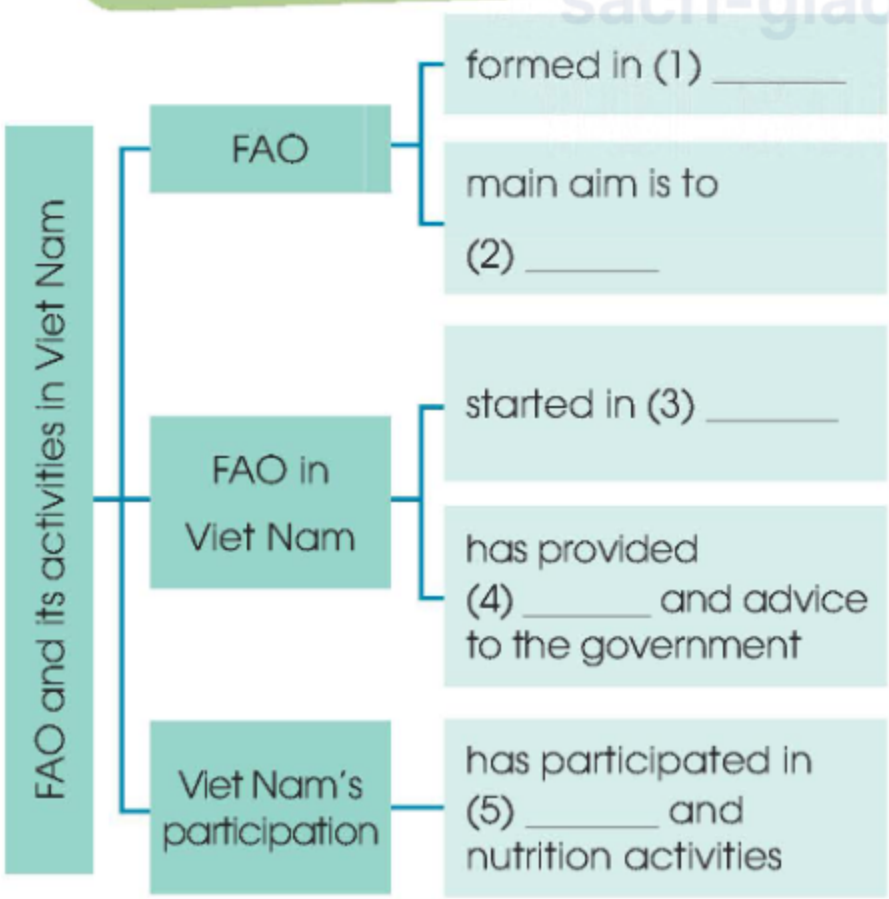
1 Read the text below and complete the diagram.

FAO AND ITS ACTIVITIES IN VIET NAM

The Food and Agriculture Organisation (FAO) of the United Nations was formed in 1945. Its main aim is to end hunger and poverty by making sure all people have access to healthy food. It hopes to raise the levels of nutrition and the standard of living in its member countries. It also tries to improve the production of food and agricultural products, and make sure they reach all groups of society.

FAO started working in Viet Nam in 1978. Since then, it has provided Viet Nam with technical support and advice to the government in the field of agriculture. It has also helped Viet Nam carry out hundreds of projects in different areas.

In response to FAO's support, Viet Nam has actively participated in FAO activities, including food security and nutrition. Food security means that all people have access to enough and safe food while good nutrition or getting the right type of food is essential for normal growth and development.



2 Work in pairs. Use the diagram in 1 to talk about FAO and its activities in Viet Nam.

VIII LOOKING BACK

Pronunciation

157 Listen and mark the primary stress in the words in bold. Then practise saying the sentences.

1. WWF is the world's largest non-profit **environmental organisation**.
2. Viet Nam has become a more active **participant** in the **international community**.
3. Japan is the biggest financial provider to this **economic organisation**.
4. UNICEF helps **disadvantaged** teenagers continue their **education**.
5. There are more **educational opportunities** for Vietnamese students now.

Vocabulary

Complete the text with the correct forms of the verbs in the box.

aim enter promote commit welcome

As a member of various international organisations, Viet Nam can (1) _____ into relations with other countries in the international community. Our country (2) _____ to work closely with these organisations to achieve their aims.

As Viet Nam (3) _____ to develop its economy, it (4) _____ foreign investors. Viet Nam also creates good conditions for both international and local businesses. This will help (5) _____ our economic growth.

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Grammar

Write another sentence using the word(s) in brackets. Make sure it has the same meaning as the previous one.

1. Viet Nam wasn't as attractive to foreign tourists as it is nowadays. (more attractive)

→ _____

2. The United Nations is the largest international organisation. (larger)

→ _____

3. The international market wasn't as competitive as it is now. (more competitive)

→ _____

4. No other country is a bigger financial provider to this organisation than Japan. (the biggest)

→ _____

PROJECT

An international organisation

Work in groups. Do research on an international organisation and present your findings to the class.

Your presentation should include:

- What is the name of the international organisation?
- When and where was it formed?
- How many member countries does it have? Is Viet Nam a member of this organisation?
- What are the organisation's aims?
- What are the current activities / projects of this organisation?
- What has this organisation done to help Viet Nam?

IV Speaking, Activity 2

Student B

	UNICEF Programme	UNDP Project
What / name?	_____	Poverty Reduction
What / focus on?	_____	reducing poverty and developing economy in disadvantaged areas
What / activities?	_____	- providing technical support - helping develop solutions to local issues

Now I can ...	✓	✓✓	✓✓✓
• pronounce words with more than three syllables with correct stress. • understand and use words and phrases related to international organisations. • use comparative and superlative adjectives. • read for specific information in a text about UNICEF's support for Viet Nam's education. • talk about programmes for communities. • listen for specific information in a conversation about Viet Nam's participation in international organisations. • write about Viet Nam's participation in international organisations. • make and respond to invitations. • learn about FAO and its activities to support Viet Nam. • do research on an international organisation and give a group presentation about it.			

Unit 8

New ways to learn





This unit includes:

LANGUAGE

Pronunciation

Sentence stress

Vocabulary

Words and phrases related to different ways of learning

Grammar

Relative clauses: defining and non-defining relative clauses with *who, that, which,* and *whose*

SKILLS

Reading: Reading for main ideas and specific information in a text about online and face-to-face learning

Speaking: Talking about the advantages and disadvantages of online learning

Listening: Listening to instructions on how to prepare for a blended learning class for specific information

Writing: Writing about the benefits of blended learning

COMMUNICATION AND CULTURE / CLIL

Everyday English

Giving instructions

Culture

Modern schools

PROJECT

Doing a survey to find out how students use electronic devices to learn

I GETTING STARTED

New learning activities

1 (158) **Listen and read.**

Long: Hi, Nick. What are you doing?

Nick: I'm watching the video that my geography teacher uploaded on Eclass.

Long: Really? What is it about?

Nick: It's about global warming. My teacher asked us to watch the video and find more information about this topic.

Long: So, is watching the video part of your homework?

Nick: Yes, then next week, we'll work in groups and discuss the topic in class.

Long: Sounds interesting. You can watch the video many times and also search for more information at home.

Nick: You're right. I'm not good at taking notes in class, you know. So I prefer this way of learning. It gives me a chance to discuss with my classmates, who may have original ideas on the topic.

Long: Does your teacher often ask you to prepare materials at home and discuss in class, Nick?

Nick: Yes, she does. We're doing a lot of projects that help us understand the lessons better. This way of studying, which gives us more control over our own learning, is quite useful.

Long: You're lucky. My teachers use very traditional methods of teaching at my school. I wish I could try these new learning activities.



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

	T	F
1. Nick is preparing for his next geography class.		
2. Nick's note taking skills are quite good.		
3. Nick's class is working on many projects now.		

3 **Match the verbs with the nouns to make phrases in 1.**

1 upload	a notes
2 do	b a video
3 find	c a project
4 take	d information

4 **Complete each of the following sentences with ONE word from the conversation.**

1. Nick is watching the video _____ his geography teacher uploaded on Eclass.
2. This way of learning gives him a chance to discuss with his classmates, _____ may have original ideas on the topic.
3. They are doing a lot of projects _____ help them understand the lessons better.
4. That way of studying, _____ gives them more control over their own learning, is quite useful.

II LANGUAGE

Pronunciation

Sentence stress

1 (59) **Listen and repeat. Pay attention to the stressed words in bold in the sentences.**

1. We should **'finish** the **'project** for our **'history 'class**.
2. **'Peter** is **re'vising** for his **e'xam 'next 'week**.
3. **'Students** will **'spend** more **'time 'working** with **'other 'classmates**.
4. I **'like** to **'watch 'videos** that **'help** me **'learn 'new 'things**.
5. I have **in'stalled** some **'apps** on my **'phone**.

Tips

Sentence stress is the emphasis on certain words in a sentence. We usually stress content words such as main verbs, nouns, adjectives, and adverbs.

Example: I'll 'go to the 'cinema on 'Friday.

2 **Read and underline the stressed words in the sentences. Then practise reading them.**

1. Our teacher often gives us videos to watch at home.
2. I never read books on my tablet at night.
3. It is a new way of learning and students really like it.
4. You can find a lot of useful tips on this website.
5. They should make an outline for their presentation.

Vocabulary

Different ways of learning

1 Match the words and phrases with their meanings.

1 face-to-face (adj)	a an intended plan to achieve a specific purpose
2 prepare (for) (v)	b a way of learning that combines online materials with traditional classroom methods
3 strategy (n)	c close together and facing each other
4 online learning (n)	d to make things ready to be used
5 blended learning (n)	e a way of learning that happens on the Internet

2 Complete the sentences with the words and phrases in 1.

1. _____ learning allows us to communicate with teachers immediately and directly.
2. One benefit of _____ is that you can learn anytime and anywhere.
3. Our teachers always encourage us to _____ lessons before class.
4. You need a specific _____ to improve your English speaking skills.
5. _____ combines online videos with traditional classroom methods.

Grammar

Relative clauses

1 Match the two parts to make complete sentences.

1. Mr Smith was talking to the students	a. that explains how to use voice recorders.
2. The film which we saw yesterday	b. is Laura.
3. The speaker, who will share new learning activities in our workshop,	c. which is in the middle of Viet Nam.
4. We often go to Da Nang,	d. whose presentations were really impressive.
5. My cousin gave me an instruction book	e. was quite interesting.

Remember!

A relative clause gives more information about a person or thing by defining the noun before it. It usually begins with a relative pronoun: *who, that, which,* or *whose.*

There are two types of relative clauses:

1. A defining relative clause gives essential information about the person or thing mentioned.
   *Example: The man **who visited us yesterday** is a famous doctor.*
2. A non-defining relative clause gives extra information about the person or thing mentioned. It is often placed between commas.
   *Example: My uncle, **who visited us yesterday**, is a famous doctor.*

2 Join the following sentences. Use *who, that, which,* or *whose*. Add commas where necessary.

1. My brother teaches me how to use a laptop. He is good at computers.
   → My brother _____.
2. Peter is a friend of mine. His sister is taking an online maths course.
   → Peter _____.
3. Lan has read the book. I lent her the book.
   → Lan _____.
4. The boy has designed this invention. He is only 10 years old.
   → The boy _____.
5. That app is easy to use. It can help improve your English pronunciation.
   → That app _____.

III READING

1 Work in pairs. Look at the photos and answer the questions.

1. How do the students learn in each photo?
2. Are you familiar with these ways of learning?





2 Read the texts. What are the two students talking about? Choose the correct answer.

A. Ways of helping students.

B. Ways of learning.

C. How to enjoy learning.



Laura

I think online learning has more advantages than disadvantages. My school is trying to change from face-to-face to blended learning, so sometimes we have online classes. I don't have to go to school, but I don't feel I'm missing any lessons by taking online classes. Furthermore, I think I learn online as much as I learn in a traditional class. I can't talk to my teacher and classmates, but I can email them at any time. I also have an online discussion board where I can exchange comments and ideas about my projects with my classmates. The only disadvantage is I really need to have a fast Internet connection.

Kim

I think face-to-face learning is better than online learning because I can communicate with teachers and other classmates immediately and directly when I have questions. In class, I can work in groups and discuss with friends. This helps me understand the lessons better. When I have a problem, I can ask for answers or help immediately. I can't do this in online classes. I have to email my teachers and wait for their reply.

Learning in a traditional classroom also has fewer distractions than learning online. My teachers have many strategies to keep us focused on the lessons. I really enjoy my lessons and learn a lot.



3 Read the texts again and decide who mentions the following by putting a tick (✓) in the correct box.

This person …

	Kim	*Laura*
1. thinks that online learning isn't as good as face-to-face learning.		
2. gains the same knowledge in both ways of learning.		
3. has more direct conversations and discussions.		
4. uses emails to contact classmates.		
5. can pay more attention in class.		
6. needs to have access to high-speed Internet.		

4 Work in pairs. Discuss the following questions.

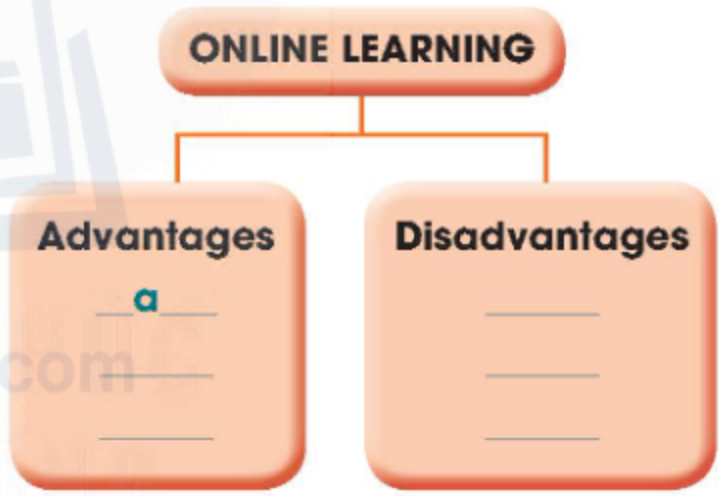
Which way of learning do you think is better? Why?

IV SPEAKING

Online learning

1 Put the advantages and disadvantages of online learning from the box into suitable categories. You may add more to each category.

a. We can learn at our own pace.
b. We may have technical problems.
c. We sit in front of a computer for a long time.
d. We can learn anytime and anywhere with an Internet connection.
e. We can organise our own study schedule.
f. We can't discuss and talk to each other face to face.



2 Work in groups. Each group chooses to be either For or Against online learning. Discuss and provide explanations to support your side. Use the table below to note your ideas.

	Online learning	Examples / Evidence
For	learn anytime and anywhere with an Internet connection	don't go to school and save time
Against	harm our health	can cause short-sightedness or backache

3 Work with a classmate from the opposite group. Discuss your opinions about online learning. Use your notes in 2.

Example:

A: *I think online learning has more advantages than disadvantages. First, we can learn anytime and anywhere with an Internet connection. So, we don't have to travel long distances to school. We can stay at home to attend lessons.*

B: *I don't agree with you. Online learning has more disadvantages than advantages. Studying online means we have to sit in front of a computer for many hours and this is not healthy for our eyes and back.*

V LISTENING

Blended learning

1 Work in pairs. Tick (✓) what you often do to prepare before a new lesson.

- ☐ Read materials for the new lesson (textbooks)
- ☐ Watch videos related to the lesson
- ☐ Search information related to the new lesson
- ☐ Review old lessons

2 (60) Listen to the first part of the conversation between a teacher and her students, then answer the following questions.

1. What is the teacher talking about?
2. What has she uploaded on Eclass?



3 (61) Listen to the second part of the conversation and complete the flow chart with no more than TWO words.

Log in to your account on Eclass and click the (1) _____ folder

↓

Read the materials, watch the videos, and (2) _____ of the main ideas

↓

Go to the library, read newspaper articles, or search the Internet to find (3) _____

↓

Work in groups, (4) _____ and write down your research results

↓

(5) _____ the teacher if you have any questions

4 Work in groups. Discuss the questions.

Which is more effective: blended or traditional learning? Why?

VI WRITING

Writing about the benefits of blended learning

1 Work in pairs. Discuss and tick (✓) the benefits of blended learning.

1. It helps students have more control over their own learning. ☐
2. It is easier to get access to lesson materials. ☐
3. It may not prepare students well for tests. ☐
4. Students can develop better communication and teamwork skills. ☐
5. It is not suitable for students who have no Internet connection or computers. ☐

2 Work in groups. Use the benefits in 1 and your own ideas to complete the following outline.

Topic sentence	*Blended learning is a way of studying a subject, which combines learning over the Internet and face-to-face learning, and brings several benefits to us.*	
First benefit	*First, blended learning helps us have more control over our own learning.*	
	Explanation 1	*Learning materials are available at all times online.*
	Explanation 2	*Students who are absent from school won't miss lessons.*
Second benefit	*Second,*	
	Explanation 1	
	Explanation 2	*We have more time for pairwork and group work.*
Concluding sentence		

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3 Use the outline in 2 and expressions below to write a paragraph (120 - 150 words) about the benefits of blended learning.

Useful expressions

First, blended learning helps students / us do sth

Second, they / we can do sth

This enables / allows us / students to do sth

First, _____

_____

Second, _____

_____

Finally, _____

_____

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Giving instructions

1 (62) **Listen and complete the conversation with the words in the box. Then practise it in pairs.**

A. go	**B.** wait	**C.** click	**D.** type

Tam: Mai, can you show me how to install the app I-Speak on my smartphone? I want to practise my English speaking skills.

Mai: Of course. First, (1) _____ to the App store on your phone. Second, (2) _____ 'I-Speak' in the search box at the top of the screen, then (3) _____ the 'Search' button.

Tam: Let me try. OK, I see the search results. What do I do next?

Mai: Now, click 'Get' next to the 'I-Speak' icon and (4) _____ until the download is complete.

2 Work in pairs. Make similar conversations about how to install another study app on a smartphone.

Culture

1 Read the text about modern schools and answer the questions.

MODERN SCHOOLS

Modern schools are designed to help each student to be successful. Teachers play the role of a guide for them and prepare them for lifelong learning. They encourage and challenge them to become responsible and confident individuals.

Class discussion is a main feature of modern schools. Students are expected to take part in discussions and express personal opinions. It is also important to ask questions in class if students do not understand any point or instruction. Group learning is another common feature. Students may work in small groups on a project task.

In class, teachers and students use computers to access digital learning resources. Teachers use technology and audio-visual materials to support their lessons. Outside the classroom, students have a chance to participate in field trips to famous landmarks such as museums, hospitals, and industry locations. These trips give them real-world experiences. Students also attend school camps to make friends with other students and to develop life skills in unfamiliar environments.

1. What is the role of teachers in modern schools?
2. What are two common features of modern schools?
3. How do students use computers in the learning process?
4. How do students learn about the real world?

2 Work in groups. Discuss whether your school has similar features and learning activities.

VIII LOOKING BACK

Pronunciation

63 Listen and underline the stressed words in the sentences. Then practise reading them.

1. Many students bring smartphones to school nowadays.
2. You can download the app to study English.
3. Thanks to technology, students can learn anywhere.
4. My sister is looking for information for her presentation tomorrow.

Vocabulary

Complete the sentences using the words in the box.

blended	connection	traditional
teamwork	online	

1. I don't like _____ learning because it's hard to make friends with my classmates.
2. _____ schools may not prepare us for the jobs of the future.
3. I'm taking an online course so I need a fast Internet _____.
4. With _____ learning, students are still able to attend face-to-face classes.
5. Projects help us improve our _____ skills.

Grammar

Complete the sentences with *who*, *which*, *that*, or *whose*. You may use more than one relative pronoun in some sentences.

1. That is the teacher _____ has received an award for excellent teaching.
2. We were invited to attend a talk show _____ is popular with teenagers.
3. Their school, _____ offers both face-to-face and online classes, is the best in the city.
4. The students _____ names are on the list will join the field trip.
5. Have you finished the project _____ was given by our art teacher?
6. My cousin John, _____ lives in Da Nang, is coming to visit me this weekend.

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PROJECT

TECHNOLOGY FOR LEARNING

Work in groups. Do a survey to find out how students in your school use electronic devices to learn. Try to find at least 15 students to interview. Ask about the following:

- names of students using electronic devices in learning
- types of electronic devices (e.g. desktop computers, laptops, tablets, smartphones)
- how often they use them (e.g. every day, twice a week)
- purposes for using them (e.g. to read articles, to use educational apps, to take online courses)

Names	Devices	Frequency	Purposes

Present your group's findings to the class. Your presentation should include:

- How many students use each device?
- Which electronic devices do students use for study / relaxation / social interaction?
- How often do they use these devices? Give possible reasons.



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Now I can ...	✓	✓✓	✓✓✓
• identify and use sentence stress appropriately. • understand and use words and phrases related to different ways of learning. • understand and use defining and non-defining relative clauses with *who, that, which,* and *whose*. • read for main ideas and specific information in a text about online and face-to-face learning. • talk about the advantages and disadvantages of online learning. • listen to instructions on how to prepare for a blended learning class for specific information. • write about the benefits of blended learning. • give instructions. • learn about modern schools. • do a survey to find out how students use electronic devices to learn and report survey results in a group presentation.			

REVIEW 3

LANGUAGE

Pronunciation

164 **Read the following sentences. Underline the stressed words in each sentence, then mark the stressed syllables in these words. Listen and check.**

1. Our responsibility is to help the children in remote areas.
2. Viet Nam is an active member of many international organisations.
3. Our company has gained economic benefits from selling local products.
4. There are many new learning activities at schools now.

Vocabulary

1 Match the words that go together.

1 equal	a learning
2 traditional	b growth
3 face-to-face	c opportunities
4 economic	d method

2 Complete the sentences with the correct form of the words in brackets.

1. Men and women should be treated _____ at work. (equal)
2. Joining international _____ will bring many benefits to a country. (organise)
3. More men are now taking jobs _____ done by women. (tradition)
4. _____ gives girls the opportunity to have a better life. (educate)



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Grammar

1 Choose the best relative pronoun to complete each sentence.

1. He bought all the books _____ he needs for his English course.

A. that **B.** who **C.** whose

2. This computer, _____ I often use to learn English, is a birthday present from my father.

A. which **B.** that **C.** whose

3. I like working with classmates _____ are responsible and creative.

A. whose **B.** which **C.** who

4. Nam, _____ father is a famous surgeon, wants to go to medical school.

A. which **B.** whose **C.** who

2 Rewrite the sentences using comparative and superlative adjectives or the passive voice without changing their meanings.

1. The United Nations is the largest international organisation.

→ No international organisation _____ the United Nations.

2. We can't accept your application today.

→ Your application _____ today.

3. Viet Nam wasn't as active as it is now in the region.

→ Now Viet Nam _____ in the region than it was in the past.

4. I have never taken such an interesting online course.

→ This is _____ I have ever taken.

5. They should provide more job opportunities for women in mountainous areas.

→ More jobs opportunities _____ in mountainous areas.

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SKILLS

Listening

1 65 Listen and choose the best title for the talk.

A. Using electronic devices

B. A fun way to learn English

C. A way to do online exercises

2 66 Listen again and complete each sentence with ONE word.

1. Textbooks, lectures, and other traditional materials may make English learners feel _____.

2. You can find a lot of _____ websites to learn English.

3. Interesting grammar lessons and fun _____ are offered online.

4. You can check your _____ right after you complete the online exercises or tests.

Speaking

Work in pairs. Share your opinions about the advantages of learning English and other subjects online. Use the ideas in Listening and the expressions below to help you.

- I think ... is more useful / easier / better / more effective because ...
- ... give us a chance to (do sth)
- ... have easy access to learning materials / videos

Example:

A: *I think online learning is easier and more effective because it allows us to learn at our own pace.*

B: *Exactly. It's also better for the environment. We save paper because textbooks, assignments, and dictionaries are all digital.*

Reading

1 Read the text and match the highlighted words with their meanings.

1. having enough knowledge and skills
2. give someone help or support
3. thought in a particular way

GENDER EQUALITY IN SPORTS

In the Pacific Island of Fiji, a new sport programme enables both male and female school teachers to receive training as coaches. Rugby, which is often considered a male sport, is creating more opportunities for men and women in Fiji.
For Kitiana Kaitu, a primary school teacher from Nasinu, Fiji, it was an honour to become a rugby coach. She has recently qualified as a coach and life skills trainer for this sport programme.

Sport can be used as a powerful tool to reject gender roles and build a healthy lifestyle.
In the Pacific region, rugby is a particularly important sport. Kitiana Kaitu is now one of the highly skilled coaches who are discovering new ways to encourage both girls and boys in Fiji to play rugby.



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2 Read the text again and decide whether the statements are true (T) or false (F).

	T	F
1. Only male teachers are trained to become rugby coaches in Fiji.		
2. Kitiana Kaitu is working at a primary school in Nasinu.		
3. Kitiana is a qualified coach for the rugby programme.		
4. Rugby and other sports can't help change the expected behaviour for males and females in Fiji.		

Writing

Write a paragraph (120 - 150 words) about an international organisation you have learnt about (e.g. UN, UNICEF, WTO). Use the outline below to help you.

- **Introduction:** Name of organisation and when it was formed
- **Development:**
  + What is its role?
  + How does it help our country?
- **Conclusion:** Summary of the benefits

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Unit 9

Protecting the environment



This unit includes:

LANGUAGE

Pronunciation

Rhythm

Vocabulary

Words and phrases related to the environment and ways to protect it

Grammar

Reported speech

SKILLS

Reading: Reading for main ideas and specific information in a text about environmental problems

Speaking: Talking about environmental solutions

Listening: Listening for specific information in a conversation about ways to protect endangered animals

Writing: Writing about a wildlife organisation

COMMUNICATION AND CULTURE / CLIL

Everyday English

Making and responding to apologies

CLIL

Earth Hour

PROJECT

Doing research on a local or an international environmental organisation

I GETTING STARTED

A presentation on the environment

1 (67) **Listen and read.**

Nam's father: What are you doing, Nam?

Nam: I'm preparing a presentation for my geography class.

Nam's father: What's the topic?

Nam: It's environmental protection. My teacher asked me to do some research, but I don't know where to start.

Nam's father: I think you should identify some environmental problems first. What have you found so far?

Nam: I've come up with a range of environmental issues such as global warming, deforestation, endangered animals and pollution, but I don't know how to organise them.

Nam's father: You should focus on each problem, explain the main causes of it, and then suggest the solutions.

Nam: Thanks, Dad. But presenting all the solutions will be hard.

Nam's father: Have you asked your teacher for advice?

Nam: Yes, I have. She advised me to start with small, practical actions to protect the environment before coming up with big ideas that need a lot of effort or money to succeed.

Nam's father: Sounds good. You'd better follow her advice. When did she ask you to present it?

Nam: She said I should present it the following week.

Nam's father: You still have a lot of time. Good luck!

Nam: Thanks, Dad.

2 Read the conversation again and answer the questions.

1. What did Nam's teacher ask him to do?
2. What has Nam come up with so far?
3. When does Nam have to deliver the presentation?

3 Match the words in A with the words in B to make phrases in 1.

A	B
1. global	a. animals
2. practical	b. issues
3. environmental	c. actions
4. endangered	d. warming

4 Complete the following sentences with verbs from the conversation in 1.

1. My teacher _____ me to do some research on environmental protection.
2. She _____ me to start with small, practical actions to protect the environment.
3. She _____ I should deliver my presentation the following week.

II LANGUAGE

Pronunciation

Rhythm

1 (168) Listen and repeat. Pay attention to the stressed words in the sentences.

1. **'Don't 'pick** the **'flowers** when you **'go** to the **'park**.
2. The **'students 'clean** the **'school 'playground 'every week'end**.
3. **'What's 'happening** with the **'polar 'bears**?
4. Did you **'watch** the **docu'mentary** about **'air pol'lution**?

2 Mark the stressed syllables in the words in bold. Then practise saying the sentences with a natural rhythm.

1. **Don't feed** the **animals** in the **zoo** while they are **resting**.
2. The **teacher asked** his **students** to **focus** on their **work**.
3. **What** were you **doing** when I **rang** you **up** an **hour** ago?
4. Are you **reading** the **book** about **endangered animals** in the **world**?

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Vocabulary

Environment

1 Match the words and phrases with their meanings.

1 biodiversity	a the variety of plants and animals in a particular area
2 habitat	b animals and plants that grow in natural conditions
3 ecosystem	c changes in the world's weather, especially an increase in temperature
4 wildlife	d the natural environment in which a plant or an animal lives
5 climate change	e all the plants and animals in an area and the way they affect each other and the environment

2 Complete the sentences using the correct form of the words and phrases in 1.

1. _____ is important because plants and animals depend on each other to survive.
2. A new series of educational programmes shows the importance of _____ to humans.
3. Their work involves protecting and creating natural _____ for plants and animals.
4. Countries need to work together to deal with global issues such as deforestation and _____.
5. Pollution can have serious effects on the balance of _____.

Grammar

Reported speech

Remember!

We use reported speech when we want to tell someone what we or someone else said before.

When we use reported speech, we change personal pronouns, tenses of verbs, and adverbs of time.

Example:

'I will fly to Ho Chi Minh City tomorrow,' Nam said.

→ *Nam said **he would fly** to Ho Chi Minh City **the following day**.*

When reporting questions, we often use the verb *ask* and the word order for statements, and omit the question mark.

– *Wh*-questions:

Example:

'Where do you live?'

→ *He **asked** me **where I lived**.*

– *Yes/No* questions:

Example:

'Do you like the book?'

→ *He **asked** me **if I liked** the book.*

1 Choose the correct word or phrase to complete each sentence.

1. Minh's teacher asked him if he was / is ready to present the following day.
2. Nam's father suggested / denied that Nam should focus on one aspect of the problem.
3. Tuan said he would complete his project the following week / next week.
4. Mai asked / said her teacher where she could get the information from.
5. Phong said he handed / had handed in his project the previous day.

2 Change these sentences into reported speech.

1. 'The burning of coal leads to air pollution,' Mrs Le explained.
2. 'I have to present my paper on endangered animals next week,' Nam said.
3. 'Do human activities have an impact on the environment?' Linda asked the speaker.
4. 'What environmental projects is your school working on?' Nam asked Mai.
5. 'I will read more articles before writing the essay, Nam,' Tom said.

III READING

1 Work in pairs. Look at the pictures and answer the following question.

What environmental problems do you see in the pictures?



2 Read the text and choose the best title for it.

a. Environmental problems: What are they?

b. Environmental protection: How important is it?

c. Environmental solutions: How practical are they?

The environment we live in is facing many serious problems. We need to be aware of these problems so that we can find ways to protect nature.

A. Global warming is the rise in the average temperature of the earth's atmosphere. It is one of the biggest issues facing humans today. It can have serious consequences such as rising sea levels, polar ice melting, and extreme weather events like floods or heatwaves.

B. Another environmental problem is the cutting and clearing of natural forests. The loss of forests can have a negative impact on the environment. It can damage the natural habitats of many animals and put wildlife in danger. It can also destroy the natural soil and lead to climate change.

C. Air pollution is also a serious problem. It is mainly caused by waste gases that come out of vehicles, machines, or factories. When these harmful gases combine with the water in the air, they come down as rain or snow, which can damage all forms of life. In addition, this problem leads to global warming and climate change. It is also a major cause of respiratory diseases or even lung cancer.

D. Around the world, the number of endangered animals is rising. Many of them disappear because of pollution and climate change. In addition, humans illegally hunt and kill animals, and catch too many fish at once. This is upsetting the natural balance of ecosystems, which can be harmful to all living and non-living things.

3 **Read the text again and decide which paragraph contains the following information.**

Information	Paragraph
1. an example of harmful substances in the air and water	
2. one of the reasons for destroying wildlife habitats	
3. an increase in the level of the world's oceans	
4. an effect of illegal hunting on the ecosystem	

4 **Complete the sentences with the information from the text. Use no more than TWO words for each answer.**

1. Global warming can cause extreme _____ such as floods or heatwaves.
2. The natural _____ of many animals can be destroyed in the process of cutting down forests.
3. One of the main causes of air pollution is _____ produced by machines and factories.
4. When many animals disappear, this damages the natural balance of _____.

5 **Work in groups. Discuss the question.**

Which of the problems mentioned in the text do you think is the most serious in Viet Nam?

IV SPEAKING

Solutions to environmental problems

1 **Work in pairs. Match the environmental problems with the suggested solutions.**

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1. DISAPPEARANCE OF ENDANGERED ANIMALS
2. DEFORESTATION
3. AIR POLLUTION

a. Recycle paper, plastics, and wood products

b. Use electric vehicles or public transport, and plant more trees

c. Stop illegal hunting and fishing

d. Stop burning leaves, rubbish, and other materials

e. Avoid products that are made from animal parts

f. Introduce strict laws to prevent the cutting of natural forests

2 Work in pairs. Complete the presentation outline below with the information in the box.

SOLUTIONS TO AIR POLLUTION

Presentation Outline

1. Welcoming the audience and introducing the topic

_____

2. The first solution

_____

3. The second solution

_____

4. Finishing the presentation and thanking the audience

_____

A. The first solution is to stop burning leaves, rubbish, and other materials. This will reduce the smoke produced in the air.

B. That concludes our presentation today. Thank you for listening.

C. Another solution is to use electric vehicles or public transport. This will reduce the gas emissions from private vehicles and will make the air cleaner.

D. Hi everyone. I'm here today to talk to you about the solutions to one of the most serious problems in our city – air pollution.

3 Work in groups. Choose an environmental problem in 1 and make a presentation on the solutions to it. Use the expressions below to help you.

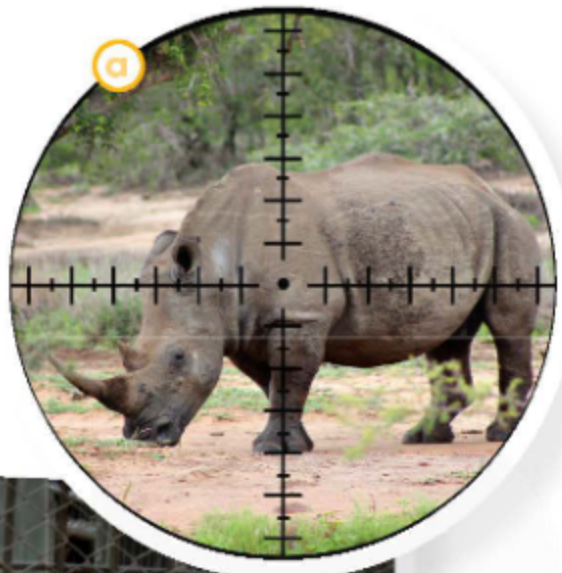
Useful expressions
Welcoming the audience and introducing the topic Hi everyone. Good morning / afternoon. I'm here today to talk to you about / discuss … I'd like to talk about … Today, I'd like to share with you …
Introducing the first point / idea Firstly, the problem can be solved by … The first solution is to …
Introducing the second point / idea My next point is … Another solution is to …
Finishing the presentation and thanking the audience That concludes our presentation. That's the end of our presentation today. Thank you for listening. Thank you for your attention.

V LISTENING

Saving endangered animals

1 **Work in pairs and answer the question.**

What is happening to the animals in the pictures?





2 (69) **Nam and Mai are talking about Mai's project on ways to save endangered animals. Listen to the conversation and decide whether the statements are true (T) or false (F).**

	T	F
1. Mai will complete her mid-term project in two weeks.		
2. Nam believes that people should first be made aware of the importance of the problem.		
3. Mai thinks that illegal hunting may not destroy wild animals' natural habitats.		
4. Nam believes that illegal hunting can be prevented by banning wildlife trade.		

3 (70) **Listen to the conversation again and complete the notes. Use ONE word for each gap.**

Ways to save endangered animals
Helping people understand the (1) _____ of the problem
Introducing strict (2) _____ to prevent people from illegal hunting
Banning wildlife (3) _____
Avoiding products made from endangered (4) _____ parts

4 **Work in groups and answer the questions.**

Which is the most effective way to save endangered animals? Why?

VI WRITING

Writing about a wildlife organisation

1 **Work in pairs. Look at the picture and answer the questions.**

1. Do you recognise the animal?

2. Where does it come from?

3. What do the letters WWF stand for?

2 **Read the text about WWF and complete the table.**

The World Wide Fund for Nature (WWF), originally called the World Wildlife Fund, is a non-governmental organisation. It was set up in 1961, and today it is the world's largest environmental organisation. It aims to stop the process of destroying the planet's natural environment and to build a future in which humans respect nature.

Much of the work of WWF focuses on the survival of endangered animals and the protection of their natural habitats. These animals include the Indian elephant, the gorilla, the giant tortoise, and the giant panda. Currently, WWF has 5 million supporters worldwide. It works in more than 100 countries and supports around 1,300 environmental projects.

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	World Wide Fund for Nature (WWF)
Kind of organisation	(1) _____
Set up in	(2) _____
Aims	- (3) _____ - to build a future in which humans respect nature
Focus of their work	(4) _____
Number of projects supported	(5) _____

3 Write a paragraph (120 - 150 words) about *Save the Elephants*, using the information in the table below.

	Save the Elephants (STE)
Kind of organisation	non-profit organisation
Set up in / by	1993 / Iain Douglas-Hamilton
Aims	– to make sure elephants do not die out – to protect the habitats in which elephants are found
Focus of their work	**Protection** stopping the illegal hunting of elephants especially in Africa and Asia **Research** working together with scientists and experts to conduct research on elephant behaviour **Awareness** raising people's awareness through films, television, and new media sources
Number of projects supported	335 projects in 40 countries

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Making and responding to apologies

1 (71) Listen and complete the conversations with the expressions in the box. Then practise them in pairs.

A. Never mind
B. I'd like to apologise for
C. That's all right
D. I'm sorry to

1

Mai: (1)_____ submitting my assignment late. I'm sorry, but my laptop was broken.

Mr Ha: (2)_____. Next time you should finish it earlier and have a back-up copy in case you have any technical problems.

2

Nam: (3)_____ keep you waiting for so long. The talk was longer than expected.

Mai: (4)_____. We still have enough time for dinner before the show.

2 Work in pairs. Make similar conversations making and responding to apologies. Use the expressions below to help you.

Useful expressions	
Making apologies	**Responding to apologies**
(I hope you'll) excuse me for …	Don't mention it.
Sorry for … I'm sorry to …	Never mind.
I'd like to apologise for …	That's all right.
Please accept my apology for …	Don't worry about it.

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CLIL

1 Read the text and complete each blank of the fact file about Earth Hour with ONE word.

EARTH HOUR

Earth Hour is a global event organised by the World Wide Fund for Nature (WWF). Held every year, it encourages people and businesses to turn off their lights and other unnecessary electrical devices for one hour from 8:30 p.m. to 9:30 p.m. on the last Saturday of March. Earth Hour was started as a lights-out event in Sydney, Australia, in 2007. Since then, it has grown to become an international movement for the environment, happening in more than 7,000 cities and towns across 187 countries and territories.

Earth Hour has created a positive environmental impact. It shows the public support for protecting the environment and saving the planet. It also draws attention to climate change and global energy issues, and promotes green activities worldwide.

Viet Nam joined the event in 2009 and has been an active and keen supporter since then. Besides switching off lights, people can take part in a number of activities to raise awareness of environmental problems and call for action for climate, people and nature.



EARTH HOUR	
Organised by	World Wide Fund for Nature
Held from	8.30 p.m. – 9.30 p.m. on the last (1) _____ of March
Started in	Sydney, Australia, in 2007
Aims	– to show the public (2) _____ for protecting the environment and saving the planet – to draw attention to (3)_____ change and global energy issues – to promote green (4)_____ worldwide
First held in Viet Nam in	(5)_____ with a variety of activities nationwide

2 Work in pairs. Discuss the following questions.

1. Do you want to take part in this lights-out event in Viet Nam? Why or why not?
2. If you have a chance to take part in the event, what would you do?

VIII LOOKING BACK

Pronunciation

(72) Listen and mark the stressed syllables in the words in bold. Then practise saying the sentences with a natural rhythm.

1. **Don't buy products** that are **made** from **wild animal parts**.
2. **What** can we **do** to **help** the **animals** in the **wild**?
3. **Larger tigers** tend to **live** in **colder areas** while **smaller tigers live** in **warmer countries**.
4. **Elephants** are **endangered** because of **illegal hunting** and **body part trade**.
5. Do you **know** why so many **endangered animals** are **disappearing**?

Vocabulary

Choose the correct word to complete each sentence.

1. Many wildlife habits / habitats will be destroyed if people keep cutting down the forests.
2. Researchers are looking for ways to reduce the environmental impact / affect of air pollution on the local community.
3. It's illegal to kill pandas, tigers or any other dangerous / endangered animals.
4. Global warming / climate is mainly caused by pollution and clearing of forests.

Grammar

Change the following sentences into reported speech.

1. 'The rising sea level is a result of global warming,' the teacher explained.
2. 'I will take part in the competition next month,' my friend told me.
3. 'The clearing and burning of forests lead to air pollution,' the speaker said.
4. 'Are you interested in joining the event this weekend, Minh?' asked Tuan.
5. 'When are you going to deliver your presentation on the environment, Mai?' asked Nam.

PROJECT

AN ENVIRONMENTAL ORGANISATION

Work in groups. Find information about a local or an international environmental organisation and complete the table. Present it to the class.

1. Name of the organisation	
2. Set up in	
3. Aims	
4. Activities	

Now I can ...	✓	✓✓	✓✓✓
• use sentence stress appropriately to speak with a natural rhythm. • understand and use words and phrases related to the environment and ways to protect it. • use reported speech. • read for main ideas and specific information in a text about environmental problems. • talk about environmental solutions. • listen for specific information in a conversation about ways to protect endangered animals. • write about a wildlife organisation. • make and respond to apologies. • learn about Earth Hour. • do research on a local or an international environmental organisation and give a group presentation about it.			

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Unit 10

Ecotourism

This unit includes:

LANGUAGE

Pronunciation

Intonation

Vocabulary

Words and phrases related to ecotourism

Grammar

Conditional sentences Type 1 and Type 2

SKILLS

Reading: Reading for specific information in a brochure about ecotours

Speaking: Talking about how to become an ecotourist

Listening: Listening for specific information in a tour guide speech welcoming ecotourists in the Mekong Delta

Writing: Writing a website advertisement for an ecotour

COMMUNICATION AND CULTURE / CLIL

Everyday English

Asking for and giving advice

CLIL

Tourism impact on the environment

PROJECT

Designing an ecotour to a local attraction

I GETTING STARTED

An eco-friendly field trip to Phong Nha Cave

1 (73) **Listen and read.**

Ms Hoa: Listen, everyone! This year, we're going on a field trip to Phong Nha Cave, a tourist attraction in Quang Tri Province.

Class: Hooray!

Nam: I hope I can find some small pieces of stalactites. If I add some to my rock collection, it will be the best at school.

Mai: I'll buy a lot of snacks to share. We'll have fun!

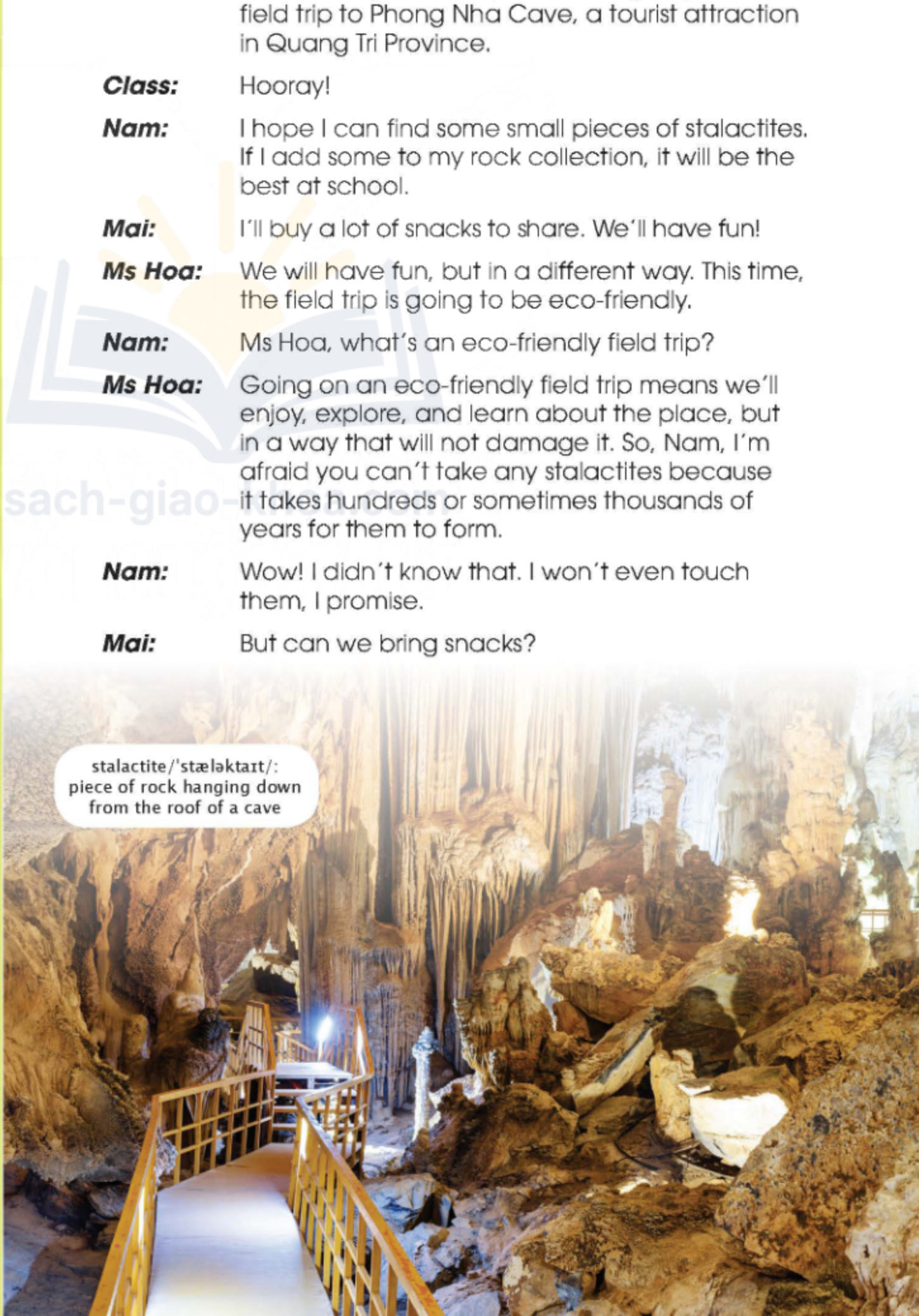
Ms Hoa: We will have fun, but in a different way. This time, the field trip is going to be eco-friendly.

Nam: Ms Hoa, what's an eco-friendly field trip?

Ms Hoa: Going on an eco-friendly field trip means we'll enjoy, explore, and learn about the place, but in a way that will not damage it. So, Nam, I'm afraid you can't take any stalactites because it takes hundreds or sometimes thousands of years for them to form.

Nam: Wow! I didn't know that. I won't even touch them, I promise.

Mai: But can we bring snacks?



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Ms Hoa: Yes, but if I were you, I wouldn't bring too many snacks. We don't want to leave litter behind and damage the environment.

Mai: I agree. I'll also try to bring snacks with less packaging.

Ms Hoa: That's a good idea. Let's hope our field trip will be a fun educational experience for everyone.

2 Read the conversation again. Then find and correct a mistake in each sentence below.

Example:

Nam and Mai's class are going on an eco-friendly field trip to ~~Ha Long Bay~~.

→ *Phong Nha Cave*

1. On an eco-friendly field trip, tourists enjoy, explore, and damage the environment.
2. Nam will take pieces of stalactites because they take a long time to form.
3. Mai will bring snacks with a lot of packaging on the trip.

3 Put each phrase into the correct column.

explore the place
damage the environment
leave litter behind
learn about the place

Dos	Don'ts

4 Complete these sentences from 1.

1. Nam says, 'If I _____ some to my rock collection, it _____ the best at school!'
2. Ms Hoa says, 'If I _____ you, I _____ bring too many snacks.'

II LANGUAGE

Pronunciation

Intonation

1 (174) Listen to these sentences. Pay attention to the intonation and repeat.

1. I'll also try to bring snacks with less packaging. ↘
2. What's an eco-friendly field trip? ↘
3. Can we bring snacks? ↗

Remember!

- Statements often have a falling tone at the end.
- *Wh*-questions often have a falling tone at the end.
- *Yes-No* questions often have a rising tone at the end.

2 (175) Work in pairs and role-play this conversation. Pay attention to the intonation. Then listen and check.

Mum: Have you packed for the trip tomorrow?

Mai: Yes, I have.

Mum: Why are you taking so little food?

Mai: Because I don't want to leave litter behind. It's not good for the environment.

Mum: That's a good idea.

Vocabulary

Ecotourism

1 Below is what ecotourists do. Match each sentence on the left with its explanation on the right.

1. I am **responsible** for protecting the environment.
2. I am **aware** of the damage I may cause to the environment.
3. I help people learn about the environmental **impact** of tourism.
4. I help local businesses make a **profit**.
5. I buy traditional arts and **crafts** to help local culture and businesses.

a. I know that when I travel, I may damage the environment.

b. I understand it is my duty to protect the environment.

c. I buy handmade things to help local artists and craftsmen or craftswomen earn some money and introduce their culture to more people.

d. I help local people earn some money by using local services and buying local products.

e. I tell people about the positive and negative effects of tourism on the environment.

2 Complete these sentences with the highlighted words in 1.

1. We can help local artists make a _____ by buying handmade arts and _____.
2. Many tourists are not _____ of the _____ of their actions on the local community.
3. Both local people and tourists should be _____ for protecting the environment.

Grammar

Conditional sentences Type 1 and Type 2

1 Decide whether these statements can be real (R) or not (N).

	R	N
1. If I were a bird, I would fly.		
2. If we work hard, we will get good marks.		
3. If my parents were 10 years younger, they would travel around the world.		
4. If it rains tomorrow, we will stay at home.		

Remember!

Conditional sentences Type 1 talk about real situations in the present or future that we believe are possible or likely to happen.

If + present simple, … *(will)* …

Example: If you ***work hard****, you* ***will pass*** *the exam.*

Conditional sentences Type 2 talk about imaginary situations that are impossible or unlikely to happen.

If + past simple, … *(would)* …

Example: If I ***were*** *a bird, I* ***would fly****.*

Note: We can use *were* instead of *was* after *If* in Conditional sentences Type 2.

2 Put the verbs in brackets in the correct forms.

1. If tourists buy local products, more of their money (stay) _____ in the community.
2. If we lived in the countryside, we (grow) _____ our own vegetables.
3. If my grandmother (be) _____ still alive, she (be) _____ a hundred today.
4. If people (give) _____ up flying, they (reduce) _____ their carbon footprint.

III READING

Ecotour brochures

1 Work in pairs. Answer these questions.

1. Have you ever been on an ecotour?
2. Look at the photos in **2**. What do you think tourists do on these tours?

2 Read the brochures below. Then work in pairs to solve the crossword using words from the brochures.



(a) GREAT BARRIER REEF TOUR, AUSTRALIA

- ★ Dive with us to explore the most beautiful coral reef in the world
- ★ Swim in deep blue sea with colourful fish
- ★ Watch 3D documentaries to learn about sea animals and the coral reef, and what you can do to protect it
- ★ Price: Only $99/adult & $59/child
- ★ Time: 9 a.m. – 5 p.m. every day



(b) SAPA TREKKING TOUR, VIET NAM

- ★ A three-day walk of 20 kilometres a day through the mountains in the north of Viet Nam
- ★ Enjoy some of the country's most beautiful scenery
- ★ Stay with local people to learn about their culture and enjoy local food
- ★ Price: $80/adult (children not allowed)
- ★ Starts every Wednesday and Sunday



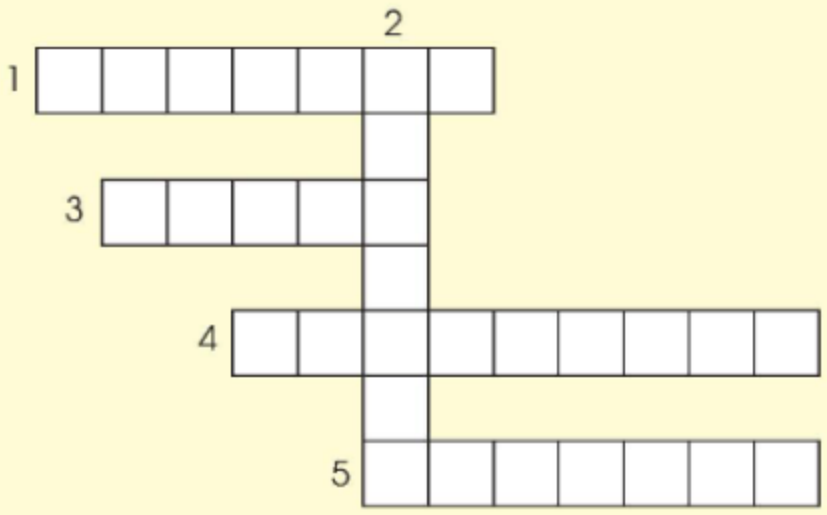
(c) NATIONAL PARK TOUR, ZIMBABWE

- ★ Explore Zimbabwe's national park in an open-top jeep
- ★ See some amazing African animals (hippos, giraffes, elephants, lions and more) up-close
- ★ Learn how you can help save wild animals in the local research centre
- ★ Price: $121/adult & $60/child
- ★ Time: 6 a.m. – 8 p.m. every day



(d) WHALE-WATCHING TOUR, HAWAII

- ★ Watch the most beautiful and friendly animals on earth from our high-speed boats
- ★ See them dance and jump out of the water to greet you
- ★ Buy local souvenirs to help the local Whale Protection Program
- ★ Price: $99/adult, children free
- ★ Starts at 10 a.m. every day



ACROSS

1. (v) to keep something safe from damage or harm (Brochure a)
3. (adj) connected with the place you are living (Brochure b)
4. (n) things you buy or keep to remind yourself of a place or holiday (Brochure d)
5. (v) to find more about a place (Brochures a and c)

DOWN

2. (n) the way of life of a group of people or countries (Brochure b)

3 Which tour does each statement below talk about? Write a, b, c, or d.

1. You can buy arts and crafts to help protect the environment. _____
2. You can learn how to help protect wildlife. _____
3. This tour is not suitable for families with children. _____
4. This tour offers educational videos about the environment. _____

4 Work in groups. Think of new ideas for making one of the tours better for the environment.

Example:

In the Zimbabwe's National Park Tour, if tourists choose electric cars instead of jeeps that run on fuel, they will be more eco-friendly.

IV SPEAKING

How to become an ecotourist

1 Match each verb on the left with a phrase on the right. Use the pictures to help you.

1 litter



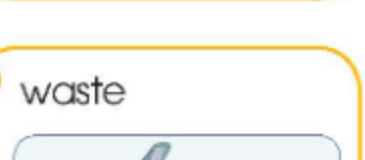
2 avoid



3 follow



4 hunt



5 waste



6 buy



a walking paths and trails

b wild animals

c on the beach or the street

d crowded places

e locally made souvenirs

f water and electricity

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2 **Work in pairs. Discuss which of the things in 1 we should or should not do to become ecotourists. Use the expressions below to help you.**

Useful expressions:

… should (not) / ought (not) to / do sth.

*Example: We **should not litter** on the beach or the street.*

One of the things … can / should (not) do / is (to) do sth.

*Example: One of the things we **should not do** is to litter on the beach or the street.*

I suggest that … (should / should not) do sth.

*Example: I **suggest** that we should not litter on the beach or the street.*

It will (be better / good …) if …/ do / avoid doing sth.

*Example: It **will be better** for the environment **if** we avoid littering on the beach or the street.*

3 **Work in groups. Talk about what tourists should or should not do if they are on an ecotour to a tourist attraction in your local area. Use the discussion questions below to help you.**

- What is the tourist attraction in your local area?
- What do you suggest that tourists should / should not do on an ecotour?
- What is the second thing you suggest tourists should / should not do there if they are on an ecotour? Why?
- Do you believe that it will be better for the environment if tourists follow these suggestions? How will your local area and people benefit? What can you do to help?

4 **Share your ideas with the whole class. Vote for the best ideas.**

V LISTENING

An ecotour in the Mekong Delta

1 **Work in pairs. Look at the photos from an ecotour in the Mekong Delta. What do you think ecotourists can do there?**







2 76 **Listen to a tour guide introducing the tour. Number the pictures in 1 in the order you hear them.**

3 77 **Listen again. Fill in each gap in the brochure below with ONE word.**

*** Sunshine Travel ***

MEKONG DELTA ECOTOUR (Day 1)

Join our (1) _____ ***tour to explore the Mekong Delta:***

- **Cai Be Floating Market:** Experience the daily life of the people on the river.
- **Cham River Village:** Visit a weaving workshop and learn about (2) _____ people's weaving skills.
- **Arts and crafts market:** Buy locally made (3) _____.
- **Evening meal:** Enjoy (4) _____ foods cooked by the host family.

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

Which part of the tour do you like most? Why?

VI WRITING

Writing a website advertisement for an ecotour

1 Look at the photos of an ecotour to Hoi An villages (Da Nang, Viet Nam), and complete the notes below. Then discuss your ideas in pairs.






What do you think is special about Hoi An villages?

- beautiful vegetable and herb gardens
- _____
- _____

What do you think tourists can do there?

- work on a local farm
- _____
- _____

What can tourists do to make their trip more eco-friendly?

- buy handmade products to help local businesses
- _____
- _____

2 Rewrite these sentences about Hoi An villages. Use the expressions below to help you.

1. Hoi An villages are famous for their beautiful vegetable and herb gardens.

→ _____ well-known _____.

2. Tourists can work on a local farm in the morning.

→ _____ spend _____.

3. Tourists should buy handmade products to help local businesses.

→ _____ recommended _____.

Useful expressions:

What is special about the place?

- ... is / are famous for sth.
- ... is / are well-known for sth.

What can tourists do / explore there?

- ... can enjoy doing sth.
- ... can spend time doing sth.
- Favourite leisure activities are / include doing sth.

What can tourists do to make their trip more eco-friendly?

- ... ought (not) to / should (not) do sth ...
- ... are encouraged / recommended (not) to do sth.

3 Write a website advertisement (120 - 150 words) for an ecotour to Hoi An villages. Use what you have learnt in 1 and 2 and the suggested outline below to help you.

Welcome to Hoi An villages in Da Nang (Viet Nam)!

(Describe what is special about the place)

_____

(Describe what tourists can do there)

_____

(Describe what tourists should do on an ecotour there)

_____

Call us at 0929292929 and book your tour today!

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Asking for and giving advice

1 (78) **Listen to a conversation between a woman and a tour guide. Fill in each gap with ONE word you hear. Then practise it with your partner.**

Woman: Excuse me. What do you think we (1) _____ wear tomorrow?

Guide: Well, it may be windy on the beach, so if I (2) _____ you, I would bring some warm clothes.

Woman: Thanks. And my friend is interested in diving. (3) _____ he bring his equipment?

Guide: I don't think that would be a good idea because the sea will probably be rough tomorrow. I'd (4) _____ surfing instead. People can rent surfboards and wetsuits at the beach shop.

Woman: That's a great idea. Thanks!

2 Work in pairs. Make similar conversations asking for and giving advice about trips. Use the expressions below to help you.

Useful expressions	
Asking for advice	**Giving advice**
Can you help me with (sth)?	You should / ought to / had better (do sth).
I have a problem and I need your help / advice.	It's / It'll be a good idea (to do sth).
Should I (do sth)?	If I were you, I would (do sth).
What do you think I should (do / bring...)?	What about / How about (doing sth)?
	Why don't you (do sth)?
	I'd recommend (doing sth).

CLIL

1 Read the text below and fill in each gap in the table below with ONE of the highlighted words from the text.

Environmental Impact of Tourism

Although tourism is often called 'the smokeless industry', or an environmentally-friendly industry, it can actually damage nature. However, different kinds of tourism may have different effects on the environment.

- Mass tourism is a kind of tourism which involves tens of thousands of people crowding the same places at the same time of year. It often has a lot of negative impact on the local area, such as litter from tourists and pollution from traffic.
- Ecotourism provides tourists with opportunities to explore nature, and at the same time helps protect the environment and educates travellers on local environmental issues. It also promotes tourists' respect for local communities.
- Sustainable tourism involves not only environmental protection and cultural respect, but also efforts to keep profits local. It often refers to actions of the tourist industry as a whole.
- Responsible tourism encourages tourists to be more than visitors. Responsible tourists should not only be aware of their role, but also take part in protecting the environment, culture and improving the profits for local people. Responsible tourism often relates to specific actions of individuals, businesses, and communities.



Negative impact	Positive impact
(1) _____	(2) _____ (3) _____ (4) _____

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2 Which kind of tourism does each description below fit best? Tick (✓) the appropriate column.

	Mass tourism	Ecotourism	Sustainable tourism	Responsible tourism
1. It attracts many tourists at the same time.				
2. It stresses the active role and specific actions of visitors in saving the environment.				
3. It stresses the role of the whole tourist industry.				

VIII LOOKING BACK

Vocabulary

Choose the correct words to complete the conversation.

Mai: Ms Hoa, what is (1) mass / sustainable tourism?

Ms Hoa: Well, the aim of this kind of tourism is to (2) protect / damage the environment, respect local culture, and keep (3) benefits / profits local.

Mai: Can you give me an example?

Ms Hoa: When travelling, we should not (4) litter / impact on the street. We should also be (5) aware / responsible of the local traditions and respect them.

Mai: So is this kind of tourism similar to (6) ecotourism / mass tourism?

Ms Hoa: Well, it's a form of sustainable tourism because it has a positive (7) impact / craft on the environment.

Pronunciation

Work in pairs. Role-play the conversation above. Try to use appropriate intonation.

Grammar

Put the verbs in brackets in the correct forms.

1. If I (be) _____ you, I (live) _____ with a host family so that I can learn more about the local culture.

2. If we (work) _____ together, we (be) _____ able to reduce the negative impact of tourism on the environment.

3. If we (allow) _____ more people to crowd the city centre, we (have) _____ to deal with environmental pollution in the future.

4. If we (have) _____ enough money, we (go) _____ on an ecotour to Finland. Instead, we're staying in Viet Nam in the summer.



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PROJECT

DESIGN AN ECOTOUR

Work in groups. Design an ecotour to a tourist attraction in your local area.

Present your ideas to the class. Use these questions as cues for your presentation.

- What is the local tourist attraction?
- What is it famous for?
- What can tourists do there?
- What are some eco-friendly activities that tourists can do there?













Now I can ...	✓	✓✓	✓✓✓
• use appropriate intonations (i.e. rising or falling tone). • understand and use words and phrases related to ecotourism. • use conditional sentences Type 1 and Type 2 correctly. • read for specific information in a brochure about ecotours. • talk about how to become an ecotourist. • listen for specific information in a tour guide speech welcoming ecotourists in the Mekong Delta. • write a website advertisement for an ecotour. • ask for and give advice. • understand the differences between types of tourism and their impact on the environment. • design an ecotour to a local attraction and give a group presentation about it.			

REVIEW 4

LANGUAGE

Pronunciation

79 **Mark the stressed syllables in the words in bold. Listen and repeat, paying attention to the rhythm.**

1. I **like trekking** in the **mountains**.
2. The **children** are **looking forward** to the **boat trip**.
3. Are you going to **visit** the **museum tomorrow**?
4. **Don't litter** while you are on the **ecotour**.

Vocabulary

1 Complete the following sentences using the phrases from the box.

a. responsible tourism
b. global warming
c. tourist attraction
d. environmental protection
e. endangered animals

1. For many years, the museum of history has been a major _____ of the city.
2. If the illegal hunting of _____ cannot be prevented, the balance of the ecosystem will be destroyed.
3. Higher temperatures and more extreme weather events are caused by _____.
4. _____ programmes aim to reduce the risks to the environment.
5. One of the benefits of _____ is that it creates job opportunities for local people.

2 Choose the correct word or phrase to complete each of the following sentences.

1. Pollution is one of the main reasons for the destruction of the ecotour / ecosystem.
2. We're going on a(n) eco-friendly / user-friendly field trip to the countryside this weekend.
3. Tourists are not allowed to litter / rubbish in the park.
4. Mass tourism / Ecotourism helps to protect the natural environment.
5. Habitat loss is one of the greatest threats to biodiversity / biology.

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Grammar

1 Change these sentences into reported speech.

1. 'I am doing research on sustainable tourism,' said my brother.
2. 'Do you like watching programmes about wildlife and nature, Nam?' Minh asked.
3. 'What can we do to reduce the impact of global warming on the environment, Mr Smith?' Hoa asked.
4. 'We are going to organise a lot of activities during Earth Hour this year,' the club's secretary said.
5. 'The animals will not survive the extreme cold weather in the North,' the teacher explained.

2 Match the two parts to make complete sentences.

A	B
1. If we keep cutting down forests,	a. our cities will get cleaner.
2. If we use public transport more,	b. there would be no life on earth.
3. If global warming continues,	c. the sea level will rise.
4. If the laws on illegal hunting were stricter,	d. deforestation will be more serious.
5. If there were no air and water,	e. more animals would be saved.

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SKILLS

Listening

1 80 **Listen and choose the best title for the talk.**

A. Information about a day trip

B. What we should do during a trip

C. Reviews of a day trip

2 81 **Listen again and complete the notes with no more than TWO words.**

Day trip
Time to leave: 8.30 a.m.
Trip will take: (1) _____ hours
Activities:
- Visiting an ancient (2) _____ built 600 years ago
- Having lunch with a(n) (3) _____ and enjoying local food
- Seeing the oldest and biggest (4) _____ in the country
Do not:
drop (5) _____ or pick flowers on the roadside

Speaking

Imagine that you are going on a day trip. Work in pairs. Discuss and plan your trip. Use the following points to help you.

- Where you will go
- When you will leave
- Which attractions you will visit
- Things you should avoid doing on the trip to protect the environment



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Reading

1 Read the text. Match the highlighted words in the text with their meanings.

The more people travel, the bigger impact they may have on the environment. How can we reduce it while travelling? Here is some advice.

Reduce your carbon footprint while travelling. Since flying produces more carbon footprint than any other means of transport, you should only fly when the trip is long. During the trip, you should walk, cycle or use public transport as much as you can. This not only helps to keep the environment clean, but also allows you to enjoy the beauty of nature and interact with local people.

Choose eco-friendly activities that benefit animals and the ecosystem. Avoid activities that allow you to touch or ride animals because they disturb their natural patterns and attract many people. Instead, visit wildlife parks or organic farms. These will help you understand and respect the nature more and stop doing things that harm the environment.

Words	Meanings
1. interact	**a.** to be good for someone or something
2. benefit	**b.** to talk or do things with other people
3. disturb	**c.** to interrupt what people are doing and make them angry

2 Read the text again and choose the best answers.

1. What is the main idea of the text?

A. Reducing the environmental impact of tourism.

B. Visiting wildlife parks.

C. Choosing suitable tourist attractions.

2. An easy way to reduce your carbon footprint is to _____.

A. fly when you travel

B. walk when you arrive at the place

C. ride animals

3. What can be inferred from the text?

A. Tourists are encouraged to watch the shows which are performed by animals.

B. Visits to organic farms or wildlife parks can be harmful to the environment.

C. Tourists should choose activities that are good for local people and the environment.

Writing

Write a paragraph (120 - 150 words) about things you should or shouldn't do to reduce the negative impact of travelling on the environment. You may use the ideas in the reading to help you.

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GLOSSARY

Abbreviations

adj adjective
adv adverb
n noun
pre preposition
v verb

Unit 1

benefit (n)	/'benɪfɪt/	lợi ích
bond (n)	/bɒnd/	sự gắn bó, kết nối
breadwinner (n)	/'bredwɪnə/	người trụ cột đi làm nuôi gia đình
character (n)	/'kærəktə/	tính cách
cheer up (v)	/ˌtʃɪə 'ʌp/	cổ vũ, làm cho (ai đó) vui lên
damage (v)	/'dæmɪdʒ/	phá hỏng, làm hỏng, làm hư hại
gratitude (n)	/'grætɪtjuːd/	sự biết ơn, lòng biết ơn
grocery (n)	/'grəʊsəri/	thực phẩm và tạp hoá
heavy lifting (n)	/ˌhevi 'lɪftɪŋ/	mang vác nặng
homemaker (n)	/'həʊmmeɪkə/	người nội trợ
laundry (n)	/'lɔːndri/	quần áo, đồ giặt là
manner (n)	/'mænə/	tác phong, cách ứng xử
responsibility (n)	/rɪˌspɒnsə'bɪləti/	trách nhiệm
routine (n)	/ruː'tiːn/	lệ thường, công việc hằng ngày
rubbish (n)	/'rʌbɪʃ/	rác rưởi
spotlessly (adv)	/'spɒtləsli/	không tì vết
strengthen (v)	/'streŋθn/	củng cố, làm mạnh thêm
support (n, v)	/sə'pɔːt/	ủng hộ, hỗ trợ
truthful (adj)	/'truːθfl/	trung thực
value (n)	/'vælju:/	giá trị
washing-up (n)	/ˌwɒʃɪŋ 'ʌp/	rửa chén bát

Unit 2

adopt (v)	/ə'dɒpt/	theo, chọn theo
appliance (n)	/ə'plaɪəns/	thiết bị, dụng cụ
awareness (n)	/ə'weənəs/	nhận thức
calculate (v)	/'kælkjuleɪt/	tính toán
carbon footprint (n)	/ˌkɑːbən 'fʊtprɪnt/	dấu chân cacbon, vết cacbon
chemical (n)	/'kemɪkl/	hoá chất

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eco-friendly (adj)	/ˌiːkəʊ 'frendli/	thân thiện với môi trường
electrical (adj)	/ɪ'lektrɪkl/	thuộc về điện
emission (n)	/ɪ'mɪʃn/	sự thải ra, thoát ra
encourage (v)	/ɪn'kʌrɪdʒ/	khuyến khích, động viên
energy (n)	/'enədʒi/	năng lượng
estimate (v)	/'estɪmeɪt/	ước tính, ước lượng
global (adj)	/'gləʊbl/	toàn cầu
human (n, adj)	/'hjuːmən/	con người
issue (n)	/'ɪʃuː/	vấn đề
lifestyle (n)	/'laɪfstaɪl/	lối sống, cách sống
litter (n)	/'lɪtə/	rác thải
material (n)	/mə'tɪəriəl/	nguyên liệu
organic (adj)	/ɔː'gænɪk/	hữu cơ
public transport (n)	/ˌpʌblɪk 'trænspɔːt/	phương tiện giao thông công cộng
refillable (adj)	/ˌriː'fɪləbl/	có thể làm đầy lại
resource (n)	/rɪ'sɔːs/, /rɪ'zɔːs/	tài nguyên, nguồn lực
sustainable (adj)	/sə'steɪnəbl/	bền vững

Unit 3

bamboo clapper (n)	/ˌbæm'buː 'klæpə/	phách
comment (n)	/'kɒment/	lời bình luận
competition (n)	/ˌkɒmpə'tɪʃn/	cuộc tranh tài, cuộc thi
concert (n)	/'kɒnsət/	buổi hoà nhạc
decoration (n)	/ˌdekə'reɪʃn/	việc trang trí
delay (v)	/dɪ'leɪ/	hoãn lại
eliminate (v)	/ɪ'lɪmɪneɪt/	loại ra, loại trừ
judge (n)	/dʒʌdʒ/	giám khảo
live (adj, adv)	/laɪv/	trực tiếp
location (n)	/ləʊ'keɪʃn/	vị trí, địa điểm
moon-shaped lute	/'muːn ʃeɪpt luːt/	đàn nguyệt
musical instrument (n)	/ˌmjuːzɪkl 'ɪnstrəmənt/	nhạc cụ
participant (n)	/pɑː'tɪsɪpənt/	người tham dự, thí sinh
performance (n)	/pə'fɔːməns/	buổi biểu diễn, buổi trình diễn
reach (v)	/riːtʃ/	đạt được
single (n)	/'sɪŋgl/	đĩa đơn
social media (n)	/ˌsəʊʃl 'miːdiə/	mạng xã hội
talented (adj)	/'tæləntɪd/	tài năng
trumpet (n)	/'trʌmpɪt/	kèn trumpet
upload (v)	/ˌʌp'ləʊd/	tải lên

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Unit 4

access (n)	/'ækses/	tiếp cận với
announcement (n)	/ə'naʊnsmənt/	thông báo
boost (v)	/buːst/	thúc đẩy, làm tăng thêm
cheerful (adj)	/'tʃɪəfl/	vui vẻ
community (n)	/kə'mjuːnəti/	cộng đồng
community service (n)	/kə,mjuːnəti 'sɜːvɪs/	dịch vụ cộng đồng
confidence (n)	/'kɒnfɪdəns/	sự tự tin
confused (adj)	/kən'fjuːzd/	bối rối
deliver (v)	/dɪ'lɪvə/	phân phát, giao (hàng)
donate (v)	/dəʊ'neɪt/	cho, hiến tặng
donation (n)	/dəʊ'neɪʃn/	đổ mang cho, đổ hiến tặng
generous (adj)	/'dʒenərəs/	hào phóng
involved (adj)	/ɪn'vɒlvd/	tham gia
life-saving (adj)	/'laɪf seɪvɪŋ/	cứu nạn, cứu sống
non-governmental (adj)	/ˌnɒn ˌgʌvn'mentl/	phi chính phủ
orphanage (n)	/'ɔːfənɪdʒ/	trại trẻ mồ côi
participate (v)	/pɑː'tɪsɪpeɪt/	tham gia
practical (adj)	/'præktɪkl/	thực tế, thiết thực
raise (v)	/reɪz/	quyên góp
remote (adj)	/rɪ'məʊt/	hẻo lánh, xa xôi
various (adj)	/'veəriəs/	khác nhau, đa dạng
volunteer (n, v)	/ˌvɒlən'tɪə/	tình nguyện viên, người đi làm công việc thiện nguyện, tình nguyện; làm việc thiện nguyện

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Unit 5

3D printing	/ˌθriː diː'prɪntɪŋ/	in ba chiều
AI (artificial intelligence)	/eɪ aɪ/ (/ˌɑːtɪ'fɪʃl ɪn'telɪʤəns/)	trí tuệ nhân tạo
app (n)	/æp/	ứng dụng (trên điện thoại)
application (n)	/ˌæplɪ'keɪʃn/	ứng dụng
apply (v)	/ə'plaɪ/	áp dụng
button (n)	/'bʌtn/	nút bấm
charge (v)	/ʧɑːʤ/	sạc pin
communicate (v)	/kə'mjuːnɪkeɪt/	giao tiếp
computer (n)	/kəm'pjuːtə/	máy tính
device (n)	/dɪ'vaɪs/	thiết bị
display (v)	/dɪs'pleɪ/	hiển thị, trưng bày
driverless (adj)	/'draɪvələs/	không người lái
e-reader (n)	/'iː riːdə/	thiết bị đọc sách điện tử
experiment (n)	/ɪks'perɪmənt/	thí nghiệm
hardware (n)	/'hɑːdweə/	phần cứng (máy tính)
install (v)	/ɪn'stɔːl/	cài (phần mềm, chương trình máy tính)
invention (n)	/ɪn'venʃn/	phát minh
laboratory (n)	/lə'bɒrətəri/	phòng thí nghiệm
laptop (n)	/'læptɒp/	máy tính xách tay
processor (n)	/'prəʊsesə/	bộ xử lí (máy tính)
RAM (Random Access Memory)	/ræm/ (/'rændəm 'ækses 'meməri/)	bộ nhớ khả biến (máy tính)
smartphone (n)	/'smɑːtfəʊn/	điện thoại thông minh
software (n)	/'sɒftweə/	phần mềm (máy tính)
stain (n)	/steɪn/	vết bẩn
storage space (n)	/'stɔːrɪʤ speɪs/	dung lượng lưu trữ (máy tính)
store (v)	/stɔː/	lưu trữ
suitable (adj)	/'sjuːtəbl/	phù hợp
valuable (adj)	/'væljʊəbl/	có giá trị

Unit 6

cosmonaut (n)	/'kɒzmənɔːt/	nhà du hành vũ trụ
domestic violence (n)	/də'mestɪk 'vaɪələns /	bạo lực gia đình
equal (adj)	/'iːkwəl/	bằng nhau, bình đẳng
equality (n)	/i'kwɒlәti/	sự bình đẳng
eyesight (n)	/'aɪsaɪt/	thị lực
firefighter (n)	/'faɪəfaɪtə/	lính cứu hoả / chữa cháy
kindergarten (n)	/'kɪndəgɑːtn/	trường mẫu giáo
mental (adj)	/'mentl/	(thuộc) tinh thần, tâm thần
officer (n)	/'ɒfɪsə/	sĩ quan
operation (n)	/ˌɒpə'reɪʃn/	cuộc phẫu thuật
parachute (v)	/'pærəʃuːt/	nhảy dù
parachutist (n)	/'pærəʃuːtɪst/	người nhảy dù
patient (n)	/'peɪʃnt/	bệnh nhân
physical (adj)	/'fɪzɪkl/	(thuộc) thể chất
pilot (n)	/'paɪlət/	phi công
shop assistant (n)	/ʃɒp ə'sɪstənt/	nhân viên, người bán hàng
skilful (adj)	/'skɪlfl/	lành nghề, khéo léo
Soviet (n, adj)	/'səʊviət/	Liên Xô, thuộc Liên Xô
surgeon (n)	/'sɜːdʒən/	bác sĩ phẫu thuật
uneducated (adj)	/ʌn'edʒukeɪtɪd/	được học ít, không được học
victim (n)	/'vɪktɪm/	nạn nhân

Unit 7

aim (n, v)	/eɪm/	mục tiêu, đặt ra mục tiêu
commit (v)	/kə'mɪt/	cam kết
competitive (adj)	/kəm'petətɪv/	cạnh tranh
economic (adj)	/ˌiːkə'nɒmɪk/; /ˌekə'nɒmɪk/	thuộc về kinh tế

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economy (n)	/ɪ'kɒnəmi/	nền kinh tế
enter (v)	/'entə/	thâm nhập, đi vào
essential (adj)	/ɪ'senʃl/	cần thiết, cấp thiết
expert (adj)	/'ekspɜːt/	thuộc về chuyên môn
harm (n)	/hɑːm/	hiểm hoạ, sự nguy hiểm
invest (v)	/ɪn'vest/	đầu tư
peacekeeping (adj)	/'piːskiːpɪŋ/	gìn giữ hoà bình
poverty (n)	/'pɒvəti/	tình trạng đói nghèo
promote (v)	/prə'məʊt/	quảng bá, khuếch trương
quality (n, adj)	/'kwɒləti/	có chất lượng
regional (adj)	/'riːdʒənl/	thuộc về khu vực
relation (n)	/rɪ'leɪʃn/	mối quan hệ
respect (v)	/rɪ'spekt/	tôn trọng, ghi nhận
technical (adj)	/'teknɪkl/	thuộc về kĩ thuật
trade (n)	/treɪd/	thương mại, buôn bán
vaccinate (v)	/'væksɪneɪt/	tiêm vắc-xin
welcome (v)	/'welkəm/	đón chào, hoan nghênh

Unit 8

blended learning (n)	/ˌblendɪd 'lɜːnɪŋ/	phương pháp học tập kết hợp
communicate (v)	/kə'mjuːnɪkeɪt/	giao tiếp, trao đổi
control (n)	/kən'trəʊl/	sự kiểm soát
digital (adj)	/'dɪdʒɪtl/	kĩ thuật số
distraction (n)	/dɪ'strækʃn/	sự xao nhãng, sự mất tập trung
exchange (v)	/ɪks'tʃeɪndʒ/	trao đổi
face-to-face (adj)	/ˌfeɪs tə 'feɪs/	trực tiếp
flow chart (n)	/'fləʊ tʃɑːt/	lưu đồ, sơ đồ quy trình
focus (v)	/'fəʊkəs/	tập trung
high-speed (adj)	/ˌhaɪ 'spiːd/	tốc độ cao

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immediately (adv)	/ɪ'miːdiətli/	ngay lập tức
online learning (n)	/ˌɒn'laɪn 'lɜːnɪŋ/	học trực tuyến
original (adj)	/ə'rɪdʒənl/	sáng tạo, độc đáo
real-world (adj)	/'riːəl wɜːld/	thực tế
schedule (n)	/'ʃedjuːl/	lịch trình
strategy (n)	/'strætədʒi/	chiến lược
teamwork (n)	/'tiːmwɜːk/	hoạt động nhóm
voice recorder (n)	/vɔɪs rɪ'kɔːdə/	máy thu âm

Unit 9

balance (n)	/'bæləns/	sự cân bằng
biodiversity (n)	/ˌbaɪəʊdaɪ'vɜːsəti/	đa dạng sinh học
climate change (n)	/'klaɪmət ˌtʃeɪndʒ/	sự thay đổi khí hậu
consequence (n)	/'kɒnsɪkwəns/	hậu quả
deforestation (n)	/diːˌfɒrɪ'steɪʃən/	nạn phá rừng
ecosystem (n)	/'iːkəʊˌsɪstəm/	hệ sinh thái
endangered (adj)	/ɪn'deɪndʒəd/	bị nguy hiểm
environmental protection (np)	/ɪnˌvaɪrən'mentəl prə'tekʃən/	bảo vệ môi trường
extreme (adj)	/ɪk'striːm/	cực đoan, khắc nghiệt
giant (adj)	/'dʒaɪənt/	to lớn, khổng lồ
gorilla (n)	/gə'rɪlə/	khỉ đột
habitat (n)	/'hæbɪtæt/	môi trường sống
heatwave (n)	/'hiːtˌweɪv/	sóng nhiệt, đợt không khí nóng
ice melting (n)	/aɪs meltɪŋ/	sự tan băng
panda (n)	/'pændə/	gấu trúc
practical (adj)	/'præktɪkl/	thực tế, thiết thực
respiratory (adj)	/rɪ'spɪrətəri/	thuộc về hô hấp
tortoise (n)	/'tɔːtəs/	con rùa
upset (v)	/ʌp'set/	làm rối loạn, xáo trộn
wildlife (n)	/'waɪldlaɪf/	thiên nhiên/ đời sống hoang dã

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Unit 10

aware (adj)	/əˈweə/	có nhận thức, ý thức được
brochure (n)	/ˈbrəʊʃə/	tờ quảng cáo
craft (n)	/krɑːft/	đồ thủ công
crowd (v)	/kraʊd/	đổ về, kéo về
culture (n)	/ˈkʌltʃə/	văn hoá
ecotourism (n)	/ˈiːkəʊˌtʊərɪz(ə)m/	du lịch sinh thái
explore (v)	/ɪksˈplɔː/	khám phá
floating market (n)	/ˈfləʊtɪŋ ˈmɑːkɪt/	chợ nổi
follow (v)	/ˈfɒləʊ/	đi theo
host (n)	/həʊst/	chủ nhà
hunt (v)	/hʌnt/	săn bắn
impact (n)	/ˈɪmpækt/	tác động
local (adj)	/ˈləʊkəl/	tại địa phương
mass (adj)	/mæs/	theo số đông
path (n)	/pɑːθ/	lối đi
profit (n)	/ˈprɒfɪt/	lợi nhuận
protect (v)	/prəˈtekt/	bảo vệ
responsible (adj)	/rɪsˈpɒnsəbl/	có trách nhiệm
souvenir (n)	/suːvəˈnɪə/	quà lưu niệm
stalactite (n)	/ˈstæləktaɪt/	nhũ đá (trong hang động)
trail (n)	/treɪl/	đường mòn
waste (v)	/weɪst/	lãng phí
weave (v)	/wiːv/	dệt

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