BỘ GIÁO DỤC VÀ ĐÀO TẠO

GLOBAL SUCCESS

Tiếng Anh 11

SÁCH HỌC SINH



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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MÔN: TIẾNG ANH – LỚP 11

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các em học sinh lớp sau!

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GLOBAL SUCCESS

Tiếng Anh 11

SÁCH HỌC SINH

(Tái bản lần thứ ba)



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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LỜI NÓI ĐẦU

Tiếng Anh 11 – 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), bộ sách tiếng Anh trung học cơ sở (Tiếng Anh 6, Tiếng Anh 7, Tiếng Anh 8, Tiếng Anh 9) và Tiếng Anh 10.

Tiếng Anh 11 – Global Success – Sách học sinh được biên soạn theo đường hướng giao tiếp, giúp học sinh phát triển năng lực giao tiếp bằng tiếng Anh dưới bốn hình thức nghe, nói, đọc, viết thông qua sử dụng ngữ liệu (ngữ âm, từ vựng, ngữ pháp). Đồng thời, sách được biên soạn theo đường hướng lấy người học làm trung tâm, theo đó mọi hoạt động dạy học được thiết kế và tổ chức đều nhằm phát huy tính tích cực, chủ động của học sinh và tạo điều kiện tối đa cho học sinh tham gia vào các hoạt động luyện tập và phát triển năng lực giao tiếp tiếng Anh.

Tiếng Anh 11 – 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 đơn vị bài học tương ứng với một chủ đề (Topic). Sau mỗi chủ điểm là một bài ôn tập (Review), tập trung vào rèn luyện kiến thức ngôn ngữ và phát triển kĩ năng ngôn ngữ học sinh đã được học.

Tiếng Anh 11 – Global Success – Sách học sinh coi trọng đặc điểm 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 11 – 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 11 – Global Success – Sách học sinh được biên soạn dựa trên cơ sở lí luận hiện đại về biên soạn sách giáo khoa ngoại ngữ trên thế giới, đặc biệt là những kinh nghiệm thực tiễn của việc dạy tiếng Anh cấp trung học phổ thông ở Việt Nam, với sự hợp tác chặt chẽ về chuyên môn và kĩ thuật của Tập đoàn xuất bản Giáo dục Pearson.

Nhóm tác giả rất mong nhận 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.

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UNIT	PRONUNCIATION	VOCABULARY	GRAMMAR	READING	
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Unit

1 A long and healthy life

This unit includes:

LANGUAGE

Pronunciation

Strong and weak forms of auxiliary verbs

Vocabulary

Words and phrases related to health and fitness

Grammar

Past simple vs. Present perfect

SKILLS

Reading: Reading for main ideas and specific information in an article about living a long and healthy life

Speaking: Giving instructions for an exercise routine

Listening: Listening for main ideas and specific information in a TV chat show about food and health

Writing: Writing a short message

COMMUNICATION AND CULTURE / CLIL

Everyday English

Offering help and responding

CLIL

Bacteria and viruses

PROJECT

Designing a poster about a healthy habit

I GETTING STARTED

A healthy lifestyle

1 **Listen and read.**

Mark: Hi, Nam!

Nam: Hi, Mark! Long time no see. How are you?

Mark: I'm fine, thanks, but you look so fit and healthy! Have you started working out again?

Nam: Yes, I have. I've also stopped eating fast food and given up bad habits, such as staying up late.

Mark: I can't believe it! I thought you can't live without burgers and chips!

Nam: I know. I ate a lot of fast food, but now I prefer fresh fruits and vegetables.

Mark: So what happened?

Nam: Well, it was my grandfather. I visited him during my last summer holiday and have learnt a lot of important life lessons from him.

Mark: Really?

Nam: Yes. He's a wonderful person. He has just had his 90th birthday, but he's still full of energy!

Mark: Amazing! How does he stay so active?

Nam: Well, he does exercise every morning, goes to bed early, and eats a lot of vegetables. We spent a lot of time together cooking, working in his garden, and walking in the parks. I've learnt from him that taking regular exercise and eating a balanced diet are the key to a long and healthy life.



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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 has always had healthy habits.		
2. He has learnt the importance of exercise and healthy food.		
3. Nam's grandfather goes to sleep early, exercises every day, and eats healthily.		

3 **Fill in the blanks to make phrases from 1 with the following meanings.**

1	full of _____	having the strength and enthusiasm we need for physical or mental activity
2	bad _____	things we often do that are not good for our health
3	_____ exercise	physical or mental activity that we do frequently to stay healthy
4	_____ diet	the correct types and amounts of food that we need to stay healthy

4 **Complete the text based on the conversation in 1. Use the correct forms of the verbs in brackets.**

In the past, Nam (1. eat) _____ fast food and often stayed up late. But he (2. start) _____ eating healthy food and (3. give) _____ up bad habits. He has changed his lifestyle since he (4. visit) _____ his grandfather, who (5. just, celebrate) _____ his 90th birthday.

II LANGUAGE

Pronunciation

Strong and weak forms of auxiliary verbs

Remember!

- Auxiliary verbs at the beginning of *Yes/No* questions do not receive stress and are pronounced in their weak forms.
- At the end of short answers, they often receive stress and are pronounced in their strong forms.

1 **Listen and repeat. Pay attention to the strong and weak forms of the auxiliary verbs. Then practise saying them.**

Weak forms	Strong forms
Do you ...? /də/	I do. /duː/
Does she ...? /dəz/	She does. /dʌz/
Can I ...? /kən/	You can. /kæn/
Could we ...? /kəd/	We could. /kʊd/
Were they ...? /wə/	They were. /wɜː/
Has he ...? /həz/	He has. /hæz/

Mark: Have you started working out again? /həv/

Nam: Yes, I have. /hæv/

Mark: Was it your grandfather who taught you? /wəz/

Nam: Yes, it was. /wɒz/

2 **Work in pairs. Read these sentences out loud. Pay attention to the strong and weak forms of the auxiliary verbs. Then listen and check.**

1. Does she exercise? – Yes, she does.
2. Were you eating healthily? – Yes, I was.
3. Do you eat vegetables? – Yes, I do.
4. Can he get up early? – Yes, he can.

Vocabulary

Health and fitness

1 Match each word (1–5) with its meaning (a–e).

1 treatment (n)



2 strength (n)



3 muscles (n)



4 suffer (from) (v)



5 examine (v)



a pieces of flesh in our body that allow the movement of our arms, legs, etc.

b something that helps to cure an illness or injury

c the quality of being physically strong

d to have a health problem

e to look at someone's body carefully to find out if there is a health problem

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

1. The doctor _____ her carefully, but could not find anything wrong.
2. He is receiving _____ for his health problem.
3. Regular exercise can help you improve your muscle _____.
4. To build your _____, you can try lifting weights.
5. Nam can't sleep well. He is _____ stress.

Grammar

Past simple vs. Present perfect

Remember!

We use the past simple to describe:

- something that started and finished in the past.

  *Example: You **did** a great job yesterday.*
- something that was completed in the past (often used with a time phrase).

  *Example: We **lived** in Ha Noi when I was little. Now we live in Hai Phong.*

We use the present perfect to describe:

- something that started in the past, and is still happening now (often used with *since, for, so far*).

  *Example: You **have done** a great job so far.*
- something that was completed in the very recent past (often used with *just* or *recently*).

  *Example: We **have** just **moved** to Hai Phong.*

1 Put the verbs in brackets in either the past simple or the present perfect.

1. He (see) _____ the doctor yesterday.
2. She (suffer) _____ from a serious headache, but after treatment, she felt better.
3. Our living conditions (improve) _____ over the last few decades. Now people live much better.
4. The doctor (just, examine) _____ her. Fortunately, the treatment is working.

2 Work in pairs. Talk about what you do to keep fit and healthy. Use the past simple and the present perfect.

*Example: I **have exercised** regularly for a year. I **went** swimming last weekend.*

III READING

How to live a long and healthy life

1 Work in pairs. Look at the photos and discuss the questions.

Which photos show healthy habits? Which ones show unhealthy habits? Why?



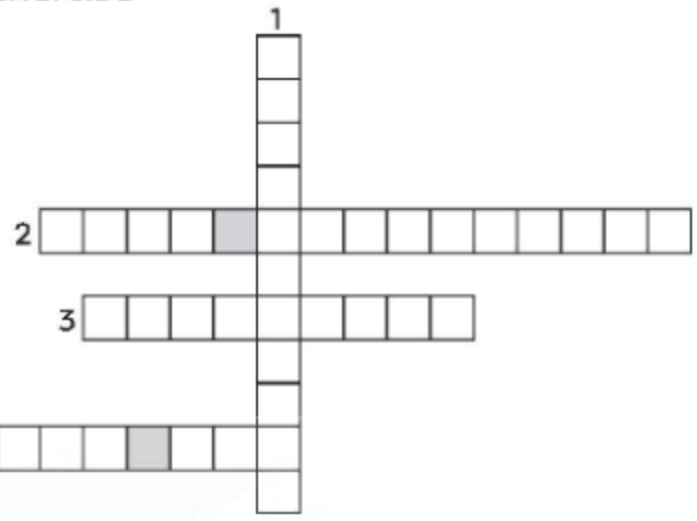
2 Read the article. Solve the crossword with words and phrases from it.

DOWN

1. (Section A, noun) the things from which something is made

ACROSS

2. (First paragraph before Section A, noun phrase) the number of years that a person is likely to live
3. (Section A, noun) things to keep a living thing alive and help it grow
4. (Section B, phrasal verb) do physical exercise



Life expectancy has generally increased over the past few decades, and some people enjoy a longer and healthier life than others. One possible explanation is that they have healthy lifestyle habits. So how can you develop these habits?

A. _____

Start by looking at food labels, paying attention to ingredients and nutrients, such as vitamins and minerals. Avoid having food with too much salt or sugar, such as fast food. Furthermore, add more fresh fruits and vegetables to your diet, and remember to eat a big breakfast and a small dinner.

B. _____

If you have not been very active, start exercising slowly, but regularly. To begin with, choose the type of exercise that is suitable for you. Then, start slowly, for example, by doing exercise for only 5 to 10 minutes a day. When your body is ready for more exercise, you can work out longer. Finally, exercise regularly to always keep your body fit and your mind happy.

C. _____

A good night's sleep is very important. Before you go to bed, avoid having coffee or energy drinks. Exercise can help you have a better sleep, but avoid exercising right before bedtime. Never use your mobile phone or laptop in bed and turn off all your electronic devices at least 30 minutes before you go to bed. Their screens give off blue light that can prevent you from sleeping well. Finally, if you still can't fall asleep, do something repetitive or listen to some soft music to relax before trying to sleep again.

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3 **Read the article again. Match the sections (A–C) with the headings (1–5) below. There are TWO extra headings.**

1. Eat better
2. Exercise regularly
3. Go to bed earlier
4. Develop healthy habits
5. Sleep well

4 **Read the article again. Complete the diagrams with information from the text. Use no more than TWO words for each gap.**

A

- Study food labels
- Avoid too much salt or sugar
- Add fresh fruits and vegetables
- Eat a big (1) _____

B

Choose (2) _____ exercise

↓

Start slowly

↓

Work out longer

↓

Exercise (3) _____

C

Before bed:

- Avoid having coffee or (4) _____
- Turn off (5) _____

↓

Unable to sleep: do something repetitive or listen to music

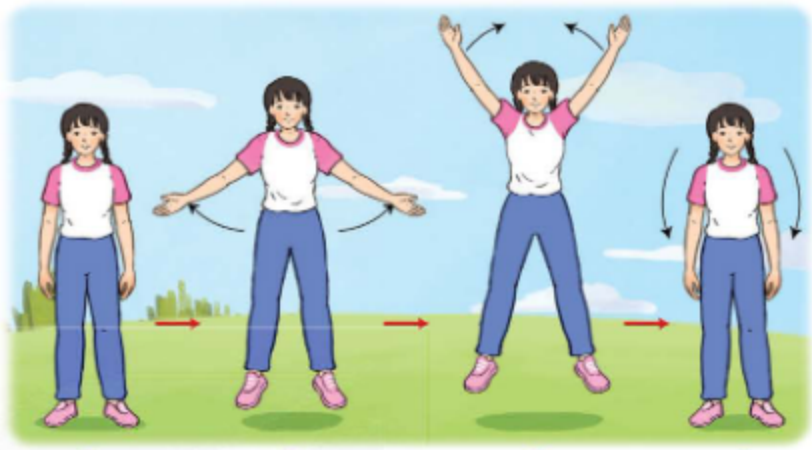
5 **Work in pairs. Discuss the following questions.**

Do you find the advice in the article useful? Have you tried following any of the suggestions in 4?

IV SPEAKING

Giving instructions for an exercise routine

1 **Look at the picture. Match the two parts of each sentence to complete the instructions.**



1 2 3 4

To do star jumps properly, you should follow four steps.

1 To begin with,	a jump back to your starting position and repeat.
2 Then,	b stand with your arms down at your sides and your feet slightly apart.
3 As you jump,	c open your legs wider than your shoulders and move your arms out, creating a star shape while in the air.
4 Finally,	d jump with your feet apart and your arms spread out.

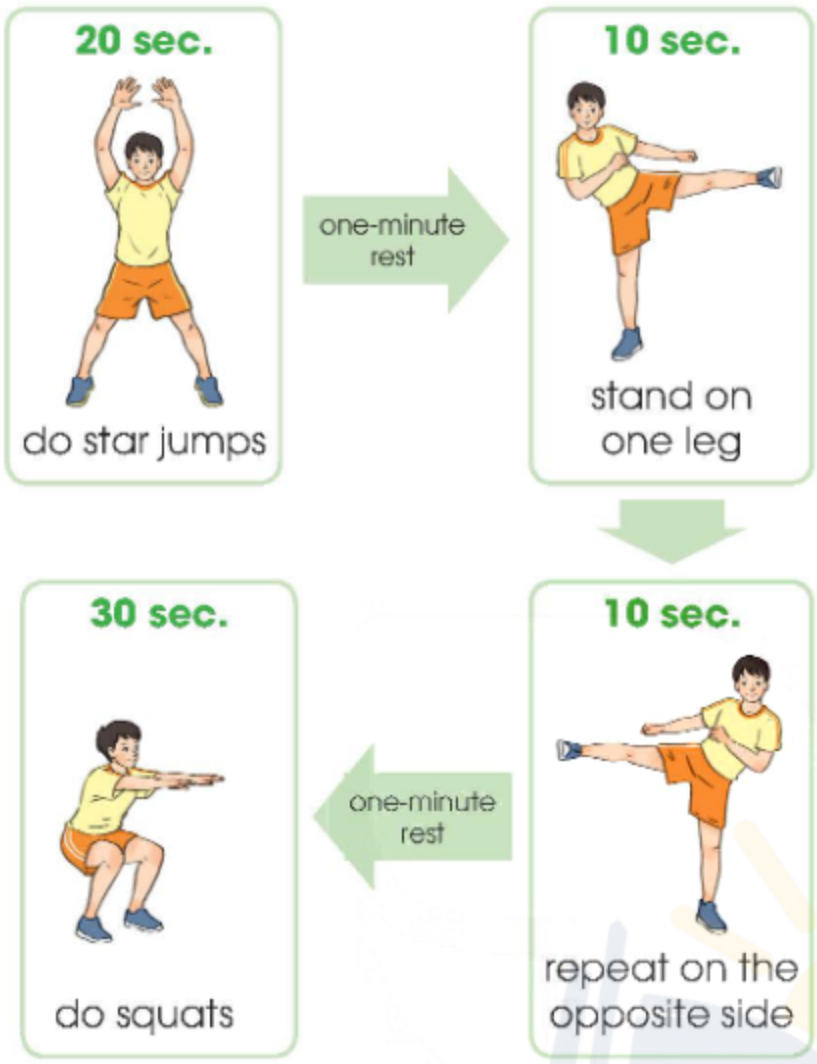
Tips

To give instructions, you should:

- start by introducing the process.
  Example: To do press-ups properly, you should follow three steps./You can develop your arm muscles by doing some press-ups.
- sequence the steps, using linking words or phrases (e.g. *first, second, next, after that, as/when/while, finally*).
  Example: First, lie on your stomach with your hands under your shoulders. Next, push up with your arms to lift your upper body.
- give one direction at a time.

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2 **Look at the 'How to burn fat' exercise. Fill in each blank with ONE word to complete the first part of the instructions.**



You can burn fat by doing this simple exercise routine. (1) _____, do star jumps for 20 seconds. (2) _____, take a one-minute rest. (3) _____, stand on one leg for 10 seconds ...

3 **Work in pairs. Practise giving the instructions for the rest of the exercise routine in 2.**

4 **Work in groups. Take turns demonstrating the exercise routine and giving instructions to the rest of your group so they can do the exercise with you.**

V LISTENING

Food and health



1 **Choose the correct meanings of the underlined word and phrase.**

1. Regular exercise can increase your <u>fitness</u>.
   - **A.** being healthy and physically strong
   - **B.** being intelligent
2. To stay healthy, you should <u>cut down on</u> sugar and fast food.
   - **A.** increase
   - **B.** reduce

2 **Listen to a TV chat show about teen health. Choose the topic of the show.**

- **A.** Health products and fitness programmes for young people
- **B.** Food for skincare and brain development
- **C.** Healthy food for young people
- **D.** Food that can replace exercise

3 **Listen again. Tick (✓) the food which is recommended in the talk.**

Good for skin & brain	Good for bones & muscles
_____ food with a lot of sugar	_____ eggs
_____ white rice	_____ fish
_____ yoghurt	_____ butter
_____ lemons	_____ carrots
_____ green vegetables	_____ potato chips

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4 **Listen again and complete the sentences. Use ONE word for each answer.**

1. Teens should avoid food that contains a lot of _____.
2. Green vegetables can help teens _____ better.
3. Food such as eggs and fish can help teens become taller and _____.
4. Eating a healthy diet can't replace _____.

5 **Work in groups. Make a healthy meal plan for one day and explain why you have selected the foods.**

VI WRITING

A short message

1 **Below is a short message. Put the parts in the correct order.**

A. Can you bring some fresh mangos from your garden? We'll need them for one of the recipes.
B. Hi Linda,
C. How about coming to my house this Sunday? We can try some recipes from the book.
D. Thanks for lending me your book about healthy cooking. It's great!
E. See you soon,
F. Mai

Tips

We write short messages in the form of emails, notes, postcards, etc. A short message usually has the following structure:

1. Greeting: *Example: Dear/Hi Mary,*
2. Main body: (usually one line or paragraph for each of the points you want to make). You can invite people to events, make suggestions, remind people about things, accept invitations, ask for information, etc. Remember to use clear and simple language, and short sentences.
3. Closing: *Example: See you soon, Write back soon.*

2 **Write a sentence to express each message below. Begin with the words given.**

1. You want to invite someone to your birthday party next week.
   → Why don't you come to my birthday party next week?
2. You want to suggest that someone should join the reading club with you.
   → How about _____?
3. You want to remind someone that he or she should return a book to the library.
   → Don't forget to _____.
4. You want to accept an invitation to your friend's birthday party.
   → I'm pleased to _____.
5. You want to ask if you have to dress formally for the party.
   → Do _____?

3 Write a short message (35–45 words) to reply to the one in 1. Use the tips in 1 and the expressions in 2 to help you.

In your message, you should:

- thank for and accept the invitation.
- ask what time you should go to Mai's place or suggest a time to meet.
- ask if you need to bring or buy anything else in advance.

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Offering help and responding

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

A. Can I help you with that
B. Is there anything else I can do for you
C. Thank you very much
D. Thanks, but I think I'm fine

Trainer: Good morning. (1) _____?
Tam: Oh, please. I want to change the speed on this treadmill, but I don't know how.
Trainer: You can just press this button. Here, let me show you.
Tam: Oh, it's working. (2) _____.
Trainer: (3) _____?
Tam: (4) _____ now.
Trainer: Great! Have a good workout.



2 Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you.

1. Student A is a PE teacher; Student B is a student. Student B is trying to do an exercise routine, and Student A is offering help.
2. Student B is a supermarket assistant; Student A is a customer. Student A is trying to find some healthy foods for his/her family, and Student B is offering help.

Useful expressions	
Offering help	**Responding to offers**
Can I give you a hand? Can I help you with ...? Let me help you with ... Is there anything (else) I can do for you?	That's very kind/nice of you. Thanks for your help. Thanks, but I think I'm fine.

CLIL

1 Read the text and complete the comparison table below.

BACTERIA AND VIRUSES

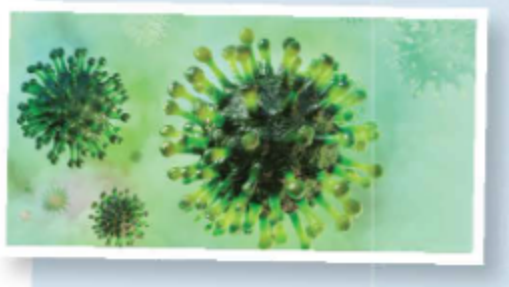
Both bacteria and viruses can cause diseases, but they are different in many ways.



Bacteria are living organisms. They can live in many places, such as soil, water, and the human body. The smallest bacteria are about 0.4 microns* in diameter. Some bacteria in our bodies are helpful, but some can cause infectious diseases such as tuberculosis** or food poisoning. Antibiotics are often used to treat infections caused by bacteria.

** 1 metre = 1 million microns*

*** a serious lung disease*



Viruses are tiny germs that can make people, animals, and plants sick. They can cause a range of illnesses, from the common cold or the flu to more serious diseases such as AIDS and Covid-19. As they are very small (0.02 to 0.25 microns), viruses can get into our bodies easily. They are not living things, so they need to enter our bodies to become active. Then, they start to grow and cause the infected cell to make millions of copies of the virus. Vaccines are often used to prevent the spread of diseases caused by viruses.

	Bacteria	Viruses
1. Living or not when entering the human body?		
2. Which is smaller?		
3. Examples of diseases they can cause		
4. How to treat/prevent diseases caused by them?		

2 Discuss in pairs. What would you say to these people?



I'm buying lots of antibiotics because I heard that they can treat Covid-19.

Bacteria are so dangerous. Scientists should find a way to get rid of them all!



VIII LOOKING BACK

Pronunciation

8 Circle the common pronunciation of the underlined auxiliary verbs. Then listen and check. Practise saying the conversations in pairs.

1. *Doctor:* Have you been examined yet?

A. /hæv/ **B.** /həv/

Nam: Yes, I have.

A. /hæv/ **B.** /həv/

2. *Trainer:* Can you do this exercise routine?

A. /kæn/ **B.** /kən/

Nam: Yes, I can.

A. /kæn/ **B.** /kən/

Vocabulary

Fill in each gap with ONE word. Use the words you have learnt in this unit.

1. We need to (1) _____ down on fast food if we don't want to (2) _____ from heart diseases in the future.

2. (3) _____ out regularly and having a (4) _____ diet are the key to a healthy lifestyle.

3. Antibiotics are not used in the (5) _____ of diseases caused by viruses.

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Grammar

Circle the underlined part that is incorrect in each of the following sentences. Then correct it.

1. My grandfather has gone (A) to (B) hospital last month. He is (C) fine now.
2. Life expectancy has been (A) very low in (B) the past. Now it is (C) higher.
3. My father used to do (A) a lot of exercise (B) since (C) he was young.
4. I was (A) ill last week, and didn't do (B) much (C) exercise so far this week.

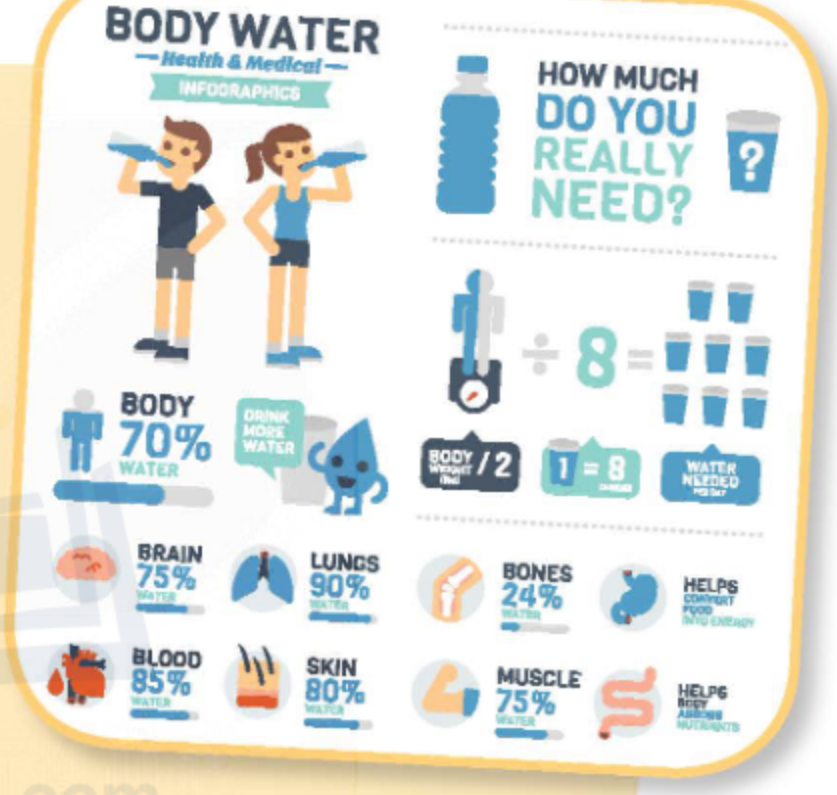
PROJECT

HEALTHY HABITS POSTERS

Work in groups. Design a poster to help teens to develop a healthy habit (e.g. having a balanced diet, taking regular exercise, protecting themselves against certain diseases).

Present your poster to the class. Use these questions as cues for your presentation.

- What is the healthy habit?
- What are the benefits of this habit?
- How can we develop this habit?



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Now I can ...	✓	✓✓	✓✓✓
• identify and pronounce strong and weak forms of auxiliary verbs. • understand and use words and phrases related to health and fitness. • use the past simple and the present perfect correctly. • read for main ideas and specific information in an article about living a long and healthy life. • give instructions for an exercise routine. • listen for main ideas and specific information in a TV chat show about food and health. • write a short message. • offer help and respond to offers. • identify the main differences between bacteria and viruses. • design a poster about a healthy habit and give a poster presentation about it.			

Unit

2 The generation gap



This unit includes:

LANGUAGE

Pronunciation

Contracted forms

Vocabulary

Words and phrases related to generational differences

Grammar

Modal verbs: *must, have to,* and *should*

SKILLS

Reading: Reading for main ideas and specific information in an article about different generations

Speaking:

- Talking about the different generations of the family
- Starting a conversation or discussion

Listening: Listening for specific information in a conversation about family conflicts

Writing: Writing an opinion essay about limiting teenagers' screen time

COMMUNICATION AND CULTURE / CLIL

Everyday English

Asking for and giving permission

Culture

The generation gap in Asian American families

PROJECT

Carrying out a survey to find out generational differences in families

I GETTING STARTED

What is a generation gap?

1 9 **Listen and read.**

Ms Hoa: Good morning, class. Today, we'll talk about the generation gap. So, what is the generation gap?

Mark: Well, I think it's the difference in beliefs and behaviour between young and older people.

Ms Hoa: You're right, Mark. So, is there a generation gap in your family?

Mark: Not really, Ms Hoa. I live in a nuclear family with my parents and brother. We understand each other quite well though we still argue over small things.

Ms Hoa: Right. We can't avoid daily arguments. What about you, Mai?

Mai: Well, I live with my extended family, and I have to learn to accept the differences between the generations.

Ms Hoa: That's a good point. Can you give us an example?

Mai: Well, my grandparents hold traditional views about male jobs and gender roles. For example, my grandfather wants my brother to be an engineer, but my brother hopes to become a musician. And my grandmother thinks women have to do all the housework.

Ms Hoa: How about your parents? Do they share your grandparents' views?

Mai: No, they don't. They think that we should follow our dreams. They give us advice, but never force us to follow in their footsteps.



Ms Hoa: Thank you, Mai, for sharing your experiences. You must respect your parents and grandparents, but you should also express your opinion. Now let's continue our discussion with ...

2 Read the conversation again. Tick (✓) the true information about Mark and Mai.

	Mark	Mai
1. has some arguments over small things with family members.		
2. lives with grandparents who have traditional views.		
3. lives in a nuclear family.		
4. has parents who don't force their children to follow in their footsteps.		

3 Find words or phrases in 1 that have the following meanings.

1. all people who were born at about the same time	_____
2. a family that consists of a father, a mother, and children	_____
3. a family that includes not only parents and children but also uncles, aunts, grandparents, etc.	_____
4. disagreements about things	_____

4 Choose the modal verbs used in 1 to complete the sentences.

1. Mai lives with her extended family, and she has to/should learn to accept the differences between the generations.
2. Mai's grandmother thinks women have to/should do all the housework.
3. Mai's parents believe that children must/should follow their dreams.
4. Ms Hoa thinks that children have to/must respect their parents and grandparents.

II LANGUAGE

Pronunciation

Contracted forms

1 (10) Listen and repeat. Pay attention to the contracted forms in the following sentences. What are their full forms?

1. Today, we'll talk about the generation gap.
2. You're right, Mark.
3. We can't avoid daily arguments.
4. That's a good point.
5. No, they don't.
6. Now let's continue our discussion with ...

2 (11) Listen and circle what you hear: contracted or full forms. Then practise saying these conversations in pairs.

1. ***A:*** What's/What is the topic of today's discussion?
   B: We'll/We will talk about the generation gap.
2. ***A:*** Don't you/Do you not live with your grandparents?
   B: No, I don't/do not.
3. ***A:*** I'm not sure who'll/who will be the next presenter? Will you speak next?
   B: Yes, I'll/I will.

Vocabulary

Generational differences

1 Match the words to make phrases that mean the following.

1 traditional	a characteristics	special qualities that belong to a group of people or things
2 common	b conflict	a disagreement between different generations
3 generational	c values	beliefs about what is important in the culture of a particular society
4 cultural	d view	a belief or an opinion that has existed for a long time without changing

2 Complete the sentences using the correct forms of the phrases in 1.

1. We all have _____, and they can influence the way we treat other people.
2. When you live with your extended family, you have to deal with _____.
3. Each generation has its _____ that are influenced by social and economic conditions.
4. A _____ is that men are the breadwinners in the family.

Grammar

Modal verbs: must, have to, *and* should

Remember!

- We use ***must*** and ***have to*** to say it is necessary to do something at present.
  *Example: Oh, it's 10 p.m. I **must** go home now./I **have to** go home now.*
- We use ***have to*** to talk about obligations in the past or in the future.
  *Example: My grandmother **had to** do all household chores.*
  *We **will have to** accept these generational differences.*
- When the speaker decides what is necessary, we use ***must***. When someone else makes the decision, we use ***have to***.
  *Example: I **must** clean my room before my friend comes to stay with me.*
  *I **have to** clean my room every day. (My mother forces me to do it.)*
- We use ***mustn't*** to express something we are not allowed to do.
  *Example: You **mustn't** behave rudely towards other people.*
- We use ***don't have to*** to say that something is not necessary.
  *Example: They **don't have to** wear uniforms at the weekend.*
- We use ***should*** or ***shouldn't*** to give advice, make a recommendation, or offer an opinion about what is right or wrong.
  *Example: I think parents **should** limit their children's screen time.*

1 Choose the correct modal verbs to complete the sentences.

1. You must/mustn't respect older people. You can learn some valuable lessons from them.
2. We don't have to/have to wear uniforms on weekdays. It's the rule at our school.
3. You should/mustn't ask your parents for permission if you want to colour your hair.
4. In the past, women had to/must do all the housework. It was one of their duties.

2 **Work in pairs. Are there any rules in your family or things that you or your parents think are necessary? Share them with your partner. Use *must*, *have to*, and *should*.**

Example:

A: *I* ***have to*** *be back home by 9 p.m.*

B: *Really? I* ***don't have to****. But my parents think I* ***shouldn't*** *stay out after 10 p.m.*

III READING

Different generations


Generation X


Generation Y


Generation Z

1 **Work in pairs. Look at the photos. Discuss what you know about the generation in each picture (e.g. age, characteristics, interests, life experiences).**

2 **Read the article. Match the highlighted words with their meanings.**

Over the past two centuries, different generations were born and given different names. Each generation comes with its characteristics, which are largely influenced by the historical, economic, and social conditions of the country they live in. However, in many countries the following three generations have common characteristics.

Generation X refers to the generation born between 1965 and 1980. When Gen Xers grew up, they experienced many social changes and developments in history. As a result, they are always ready for changes and prepared to work through changes. Gen Xers are also known as critical thinkers because they achieved higher levels of education than previous generations.

Generation Y, also known as Millennials, refers to those born between the early 1980s and late 1990s. They are curious and ready to accept changes. If there is a faster, better way of doing something, Millennials want to try it out. They also value teamwork. When working in a team, Millennials welcome different points of view and ideas from others.

Generation Z includes people born between the late 1990s and early 2010s, a time of great technological developments and changes. That is why Gen Zers are also called digital natives. They grew up online and never knew the world before digital and social media. They are very creative and able to experiment with platforms to suit their needs. Many Gen Zers are also interested in starting their own businesses and companies. They saw so many people lose their jobs, so they think it is safer to be your own boss than relying on someone else to hire you.

Soon a new generation, labelled Gen Alpha, will be on the scene. Let's wait and see if we will notice the generation gap.

1 experienced	a to try or test new ideas or methods
2 curious	b went through
3 digital natives	c to employ
4 experiment	d wanting to know about something
5 hire	e people born in the era of technology

3 **Read the article again and choose the best title.**

A. The study of different generations
B. Generational differences in different societies
C. Characteristics of different generations

4 **Read the article again. Tick (✓) the characteristics of each generation according to the article.**

	Generation X	Generation Y	Generation Z
1. They enjoy working in a team with others.			
2. They can use apps and digital devices in creative ways.			
3. Critical thinking is one of their common characteristics.			
4. Most of them plan to have their own businesses.			
5. They are known for their curiosity.			

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

Do you agree with the descriptions of each generation? Why/Why not?

IV SPEAKING

Talking about different generations

1 **Put the sentences (A–D) in order to complete the conversation. Then practise it in pairs.**

A. Yes. My grandparents are over 60 now. They hold very traditional views about everything.
B. I see. What about your parents?
C. Yes, I do. I live with my grandparents, my parents, and my younger sister.
D. That's interesting. Have you noticed any differences between the generations?

Kevin: Ly, do you live with your extended family?
Ly: (1) _____
Kevin: (2) _____
Ly: (3) _____
Kevin: (4) _____
Ly: Well, they're only in their 40s. I think they're quite open to new ways of thinking. I can share lots of things with my parents.

Tips

To start a conversation or discussion, you can:
- present the topic.
  Example: Let's talk about ...
- ask your partner for personal information related to the topic.
  Example: Ly, do you live with your extended family?/Ly, what kind of family do you have?
- ask for an opinion.
  Example: Ly, do you think there are any differences between the generations of your family?/ Ly, what do you think about your generation?

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2 Work in pairs. Talk about the different generations of your family. Use the model and tips in 1, and the ideas below to help you.

Suggested ideas:

- be open to new ways of thinking
- have fixed ideas about the world
- want to make their own decisions
- hold traditional views about many issues
- not want big changes in life
- be good at using electronic devices



3 Work in groups. Discuss the following question and then report to the whole class.

What are the most common generation gaps in your families?

V LISTENING



Family conflicts

1 Complete the following table about you. Work in pairs and compare your answers.

	Always	Sometimes	Never
1. My parents complain about my clothes and hairstyle.			
2. My parents let me colour my hair.			
3. My parents limit the time I spend on electronic devices.			
4. My parents take away my electronic devices after 9 p.m.			
5. My parents control everything I do.			

2 Listen to a conversation between Kevin and Mai. Number the things they talk about in the order they are mentioned.

a. Kevin's parents limit his screen time.	_____
b. Mai asks Kevin if he has any disagreements with his parents.	_____
c. Mai is not allowed to colour her hair.	_____
d. Mai's choice in clothes and hairstyle upsets her mother.	_____

3 Listen to the conversation again and answer the following questions using no more than TWO words.

1. What does Mai's mother keep complaining about?
2. Where doesn't Mai's mother allow her to wear tight jeans?
3. What does Kevin mainly use his smartphone and laptop for?
4. According to Mai, what might Kevin's parents worry about?
5. What time do Kevin's parents take away his smartphone and laptop?

4 Work in groups. Discuss the following questions.

Do you agree with Mai's mother and Kevin's parents? Why/Why not?

VI WRITING

An opinion essay about limiting teenagers' screen time

1 Work in pairs. Complete the notes using the sentences (A–D) in the box.

A. The gap between teenagers and parents may become wider.
B. Too much screen time is bad for teenagers' health.
C. Too much screen time can damage eyesight, reduce sleep time, and cause weight gain.
D. Teenagers may think their parents are not fair to them.

SHOULD PARENTS STRICTLY LIMIT TEENAGERS' SCREEN TIME?

SHOULD

Reason 1: Teenagers have little time left for homework.

Examples/Facts/Explanations:
Teenagers spend too much time watching online videos, checking social media, or playing computer games.

Reason 2: (1) _____

Examples/Facts/Explanations:
(2) _____

SHOULDN'T

Reason 1: Quality of screen time is more important than quantity.

Examples/Facts/Explanations:
Teenagers can learn a lot of useful knowledge and necessary skills through online educational games and videos.

Reason 2: (3) _____

Examples/Facts/Explanations:
(4) _____

2 Read an opinion essay and match each paragraph with the correct description.

A. Second reason for supporting this view with examples and facts
B. Conclusion summarising the writer's point of view
C. First reason for supporting this view with examples and facts
D. Introduction to the issue and the writer's point of view

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Should parents strictly limit teenagers' screen time?

1. _____ Many teenagers nowadays spend too much time on digital devices. I firmly believe that parents should strictly limit their screen time for two reasons.
2. _____ First of all, teenagers who spend a lot of time on screens are less likely to finish their homework. If parents limit their screen time, teenagers will have more time not only for learning, but also for outdoor activities.
3. _____ In addition, too much screen time is bad for teenagers' health. Looking at a computer or smartphone screen for a long time can damage their eyesight and cause headaches. Too much screen time may also lead to sleep and weight problems.
4. _____ In conclusion, I think that parents need to control the time their teenage children spend on digital devices. This will ensure that their children have time for homework and outdoor activities, and will protect children's health.

3 Write an opinion essay (120–150 words) stating the opposite view. Use the suggested ideas in 1, the model in 2, and the outline below to help you.

Digital devices play an essential part in teenagers' lives nowadays. I strongly believe that parents should not strictly limit their children's screen time for the following reasons.

First of all, _____.

In addition, _____.

In conclusion, _____.

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Asking for and giving permission

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

A. Is it OK	**B.** I'm afraid not	**C.** Certainly	**D.** can I

Lan: Mum, (1) _____ go to my friend's birthday party this Saturday evening?

Lan's mother: (2) _____. Whose birthday is it?

Lan: It's Mai's birthday, Mum. (3) _____ if I stay the night at her house after the party?

Lan's mother: Oh, (4) _____. You must come back home before 10 p.m. We're going to visit your grandparents early on Sunday morning.

Lan: OK, Mum. I'll be home before 10 p.m. then.

2 Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Provide reasons for not giving permission. Use the expressions below to help you.

1. Student A is a teenager; Student B is his/her parent. Student A is asking for permission to invite friends to a party. Student B can decide to give permission or not.
2. Student B is a teenager; Student A is his/her parent. Student B is asking for permission to colour his/her hair. Student A can decide to give permission or not.

Useful expressions

Asking for permission
- (Please) Can I ...?
- Do you mind if I (go) ...?
- Would you mind if I (went) ...?
- Is it OK if I (go) ...?

Giving permission
- Sure.
- Of course you can.
- No problem.
- Please feel free to ...

Refusing permission
- I'm afraid not.
- No, please don't.
- I'm afraid you can't.
- I'm sorry, but that's not possible.

Culture

1 Read the text and complete the notes. Use no more than TWO words for each gap.

The generation gap in Asian American families

For people in most cultures, the generation gap in their family is mainly about differences in musical tastes, career choices, and lifestyles. In Asian American families, however, the process of adapting to American culture makes the generation gap wider.

Naturally, children of Asian American immigrants adapt to American culture much faster than their parents. English quickly becomes their first language. They accept American values such as individualism, freedom, honesty, and competition. They also start to follow American traditions in their daily lives.

On the other hand, many first-generation Asian American parents fail to adapt to the new culture. They continue to use their native language. They keep practising their traditional lifestyle and old culture. They often try to force their children to follow their native country's cultural values, such as the importance of family, respect for the elders and the community.

Due to their different attitudes to the new culture, Asian American children may have cultural values different from their parents' Asian cultural values. They may not do what their parents want them to do or what they are expected to do. As a result, Asian American parents may fail to have their children follow the family traditional values.

ASIAN AMERICAN CHILDREN	FIRST-GENERATION ASIAN AMERICAN PARENTS
• Adapt to American culture faster • Speak (1) _____ as their first language • Accept American values: individualism, freedom, honesty, and competition • Start to follow (2) _____ in their daily lives	• Fail to adapt to American culture • Use their (3) _____ language • Practise a traditional lifestyle and their old culture • Try to force children to follow native country's (4) _____: importance of family, respect for the elders and community

2 Work in groups. Discuss the following questions.

Do you think your family would experience the same generation gap if you moved to a Western country? Why/Why not?

VIII LOOKING BACK

Pronunciation

15 Listen and circle what you hear: contracted or full forms. Practise saying these conversations in pairs.

1. ***A:*** You (1) mustn't/must not be rude to your parents.
   B: Yes, Grandma. But my parents (2) don't/do not listen to me.
2. ***A:*** (3) It's/It is 11 o'clock. Have you done your homework yet?
   B: Yes, (4) I've/I have.

Vocabulary

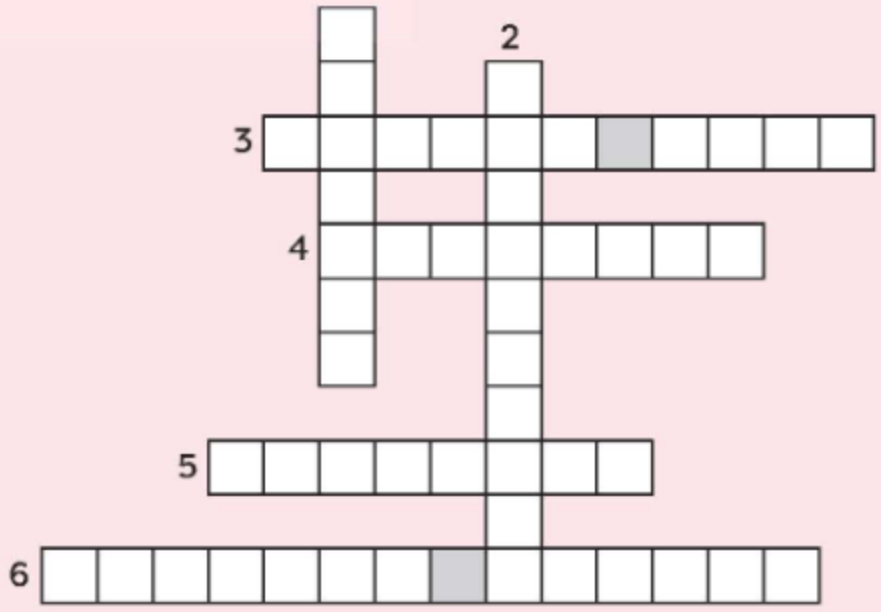
Solve the crossword. Use the words or phrases you have learnt in this unit.

DOWN

1. Lan lives in a _____ family that consists of her parents and younger sister.
2. The older _____ usually has more traditional views.

ACROSS

3. My father limits my _____. I can only use my laptop and smartphone to watch videos or check social media for two hours a day.
4. I live with my _____ family in a big house, and I'm very close not only to my parents, but also to my grandparents, aunt, and uncle.
5. Teenagers often come into _____ with their parents.
6. My sister is a true _____. She has used computers and smartphones since she was young and is very good at using them.



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Grammar

Choose the correct answer A, B, C, or D to complete each of the following sentences.

1. You _____ learn to keep your bedroom tidy. No one can clean it for you.
   A. must **B.** had to **C.** mustn't **D.** shouldn't

2. Fifty years ago, my grandmother _____ stay at home and do all the housework. She couldn't go to school like her brothers.
   A. must **B.** had to **C.** didn't have to **D.** should

3. You _____ wear shorts to school. It's against the school rules.
   A. should **B.** have to **C.** mustn't **D.** don't have to

4. I think parents _____ compare their children to others'. They will become less confident in their abilities.
   A. should **B.** have to **C.** must **D.** shouldn't

5. My parents respect my choices. I _____ follow in their footsteps.
   A. don't have to **B.** mustn't **C.** should **D.** have to

PROJECT

GENERATIONAL DIFFERENCES AMONG US

Work in groups. Each member of your group should ask three people from different generations to complete the survey below.



These people could include:
- a classmate or brother/sister,
- a mother/father, or someone of their generation, and
- a grandma/grandpa, or someone of their generation.

Your presentation should summarise the survey results.

	Questions	Person 1	Person 2	Person 3
1.	*What is/are your favourite ...?*			
	music			
	clothes			
	TV programmes			
	hobbies			
	place to live			
2.	*Do you think there is a generation gap in your family? If yes, how do you deal with it?*			

Now I can ...	✓	✓✓	✓✓✓
• identify and pronounce contracted forms correctly in sentences. • understand and use words and phrases related to generational differences. • use the modal verbs *must, have to,* and *should* correctly. • read for main ideas and specific information in an article about different generations. • talk about the different generations of my family, and start a conversation or discussion. • listen for specific information in a conversation about family conflicts. • write an opinion essay about limiting teenagers' screen time. • ask for and give permission. • understand the generation gap in Asian American families. • carry out a survey to find out generational differences in families and give a group presentation about them.			

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Unit 3

Cities of the future



This unit includes:

LANGUAGE

Pronunciation

Linking final consonants to initial vowels

Vocabulary

Words and phrases related to cities and smart living

Grammar

- Stative verbs in the continuous form
- Linking verbs

SKILLS

Reading: Reading for specific information in an article about the characteristics of future cities

Speaking:

- Discussing cities of the future
- Keeping a conversation going by asking *Wh*-questions

Listening: Listening for main ideas and specific information in an interview about the disadvantages of living in a smart city

Writing: Writing an article about the advantages and disadvantages of living in a smart city

COMMUNICATION AND CULTURE / CLIL

Everyday English

Expressing certainty and uncertainty

Culture

Smart cities around the world

PROJECT

Designing a poster about the ideal city of the future

I GETTING STARTED

An exhibition of future cities

1 16 **Listen and read.**

Ms Smith: Good morning. Welcome to our exhibition, Future Cities. Here you can see models of our cities of the future. Please take a look around and feel free to ask me any questions.

Nam: This model looks very interesting. Can you tell me more about it, Ms Smith?

Ms Smith: Yes. This is a 'green city' designed to reduce its negative impact on the environment. As you can see, more than fifty per cent of it is made up of green areas.

Nam: I don't see any private vehicles on the roads.

Ms Smith: Most people will use public transport such as trams and electric buses. There will be fewer traffic jams and less pollution.

Nam: So city dwellers will stop using their cars in urban areas.

Ms Smith: That's the idea.

Nam: I like it. It seems a good solution to many environmental problems.

(...)

Mai: Let's look at the city over there. I can see robots and lots of cameras in the streets. What's special about this city?

Ms Smith: It's called a 'smart city'. AI technologies, such as cameras and smart sensors, will be installed to help the city operate more efficiently.

Mai: The modern infrastructure of the city looks beautiful. I'm really impressed with the high-rise buildings.



Ms Smith: Tall buildings can actually limit the carbon footprint of the built environment and help solve housing problems in big cities.

Mai: Mmm, I'm thinking of living in a smart city in the future.

2 Read the conversation again and complete the notes. Use no more than TWO words for each blank.

Future cities	
Green city	**Smart city**
- More than 50% of it is made up of (1) _____. - Using public transport will help reduce (2) _____ and pollution.	- AI (3) _____ will help the city operate more efficiently. - High-rise buildings will help solve the (4) _____ problems.

3 Match the words to make phrases mentioned in 1.

1 public	a city
2 private	b infrastructure
3 modern	c transport
4 high-rise	d vehicles
5 smart	e buildings

4 Complete the sentences with phrases from 1.

1. It _____ to many environmental problems.
2. The modern infrastructure of the city _____.
3. I _____ living in a smart city in the future.

II LANGUAGE

Pronunciation

Linking final consonants to initial vowels

Remember!

- When we speak naturally, we don't pause between most words. We usually link the end and beginning of some words so that they are easy to say and flow together smoothly.
- Consonant-to-vowel linking is very common and occurs between a word ending with a consonant sound and a word beginning with a vowel sound.

1 (17) Listen and repeat. Pay attention to the linking (‿) between the words in the sentences.

1. He lives‿in the city centre.
2. Cities‿of the future will be more‿exciting.
3. The new high-rise building is‿in the west‿of the city.
4. A lot‿of people come to the city to walk‿across the famous bridge.

2 (18) Listen and mark (‿) the consonant and vowel sounds that are linked. Then practise saying the sentences.

1. Traffic jams are the city's biggest problem, especially during rush hour.
2. This is the most beautiful city I've ever visited.
3. Would you like a guided tour of the city this afternoon?
4. The Fine Art Museum was built in the new urban area last year.

Vocabulary

Cities and smart living

1 Match the words and phrases with their meanings.

1 city dweller (np)	a a garden built on the top of a building
2 traffic jam (n)	b a very tall, modern building, usually in a city
3 urban centre (np)	c a person who lives in the city
4 roof garden (n)	d a situation of too many vehicles on a road so that they can move only very slowly or are stopped completely
5 skyscraper (n)	e an area in a city where a large number of people live

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

1. _____ is a serious problem in many big cities around the world.
2. The new underground has allowed _____ to get around more easily.
3. With the help of technology, people can now grow vegetables in the _____ of high-rise buildings.
4. The _____ attracts people's attention because of its unusual architecture.
5. More people are moving away from the _____ of large cities to the suburbs.



Grammar

Stative verbs in the continuous form

Remember!

Stative verbs describe a state rather than an action.

They often refer to thoughts and opinions (e.g. *agree, believe, remember, think, understand*), feelings and emotions (e.g. *hate, love, prefer*), senses (e.g. *appear, feel, hear, look, see, seem, smell, taste*), and possession (e.g. *belong, have, own*).

They are not normally used in the continuous form. However, some stative verbs can be used in the continuous form to describe actions, depending on the context.

*Example: My dad **has** a new car.*
*He **is having** a good time.*

1 Choose the correct forms of the verbs to complete the following sentences.

1. I think/am thinking that living in the city is good for young people.
2. We are thinking/think of moving out of the city.
3. I don't see/am not seeing the building. It's too far away.

Linking verbs

Remember!

A linking verb is used to link the subject with an adjective or a noun that describes or identifies the subject. Common linking verbs include *be, seem, look, become, appear, sound, taste,* and *smell.*

*Example: My mum **looks** very tired.*
*We **became** friends.*

2 Find and correct the mistakes in the following sentences.

1. The urban lifestyle seems more excitingly to young people.
2. The museum looks beauty from a distance.
3. Widening the road sounds a good solve to traffic problems in the area.

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3 Work in pairs. Talk about future developments in your neighbourhood. Use stative verbs in continuous form and linking verbs.

Example:

A: *The government* ***is thinking*** *of building a new skyscraper here.*

B: *Fantastic! Our city* ***will look*** *more modern.*

III READING

Characteristics of future cities

1 Work in groups. Discuss the questions.

1. What will future cities look like?
2. Do you think they will be 'smarter' and more sustainable? Why/Why not?



2 Read the article. Choose the correct meanings of the highlighted words and phrases.

By 2050 the world's population is expected to reach 10 billion, and nearly 70 per cent of these people will live in cities. The cities of the future will be 'smarter' and more sustainable to cope with a growing population and improve people's lives.

A smart city is a modern urban area that uses a range of technologies to provide services, solve problems, and support people better. The new technologies can help save time by predicting changes in the traffic and warning people of possible traffic jams. They will also help cities operate more efficiently. For example, street lights can turn off when the streets are empty, and sensors can inform waste collection teams when the bins are full. These smart technologies will help save energy, reduce air pollution, and fight climate change.

Cities in the future will also be sustainable. They will include a lot of green space and become home to more plants and animals. Making room for biodiversity and nature can be done in various ways including underground and rooftop farming, green roofs, and roof gardens. As people will care more about the environment, most cities will use renewable and clean energy. Modern infrastructure will also be more eco-friendly. Computer-controlled transport systems like electric buses and trains will produce less greenhouse gas emissions. In addition, more pedestrian zones for walking and cycle paths will be made available for people in all neighbourhoods.

These features will make future cities more liveable and will provide a high quality of life to city dwellers.

1. operate more efficiently
   - **A.** to work better without wasting time, money, or energy
   - **B.** to control a machine without wasting resources
   - **C.** to cut a body open for medical reasons in a more careful way
2. sensors
   - **A.** devices that can react to light, heat, or pressure
   - **B.** instruments that can be played by people
   - **C.** devices for discovering rubbish
3. pedestrian zones
   - **A.** areas for cars only
   - **B.** areas for electric buses
   - **C.** areas for walking only
4. liveable
   - **A.** suitable for farming
   - **B.** nice to live in
   - **C.** good for the environment

3 **Read the article again and decide whether the statements are true (T) or false (F).**

	T	F
1. About 70 million people will live in cities by 2050.		
2. Smart cities use modern technologies to save time and provide better services.		
3. City dwellers will be able to grow vegetables underground or in roof gardens.		
4. Space for walking and cycling will be replaced with computer-controlled transport systems.		

4 **Read the article again and complete the diagram with information from the text. Use no more than TWO words for each answer.**

Cities of the future

Smart
- Modern technologies are used to (1) _____ people better.
- Smart devices help cities (2) _____ more efficiently.

Sustainable
- Cities will include a lot of (3) _____ and become home to more plants and animals.
- Eco-friendly (4) _____ will reduce greenhouse gas emissions.

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

Would you like to live in a smart and sustainable city? Why/Why not?

IV SPEAKING

Discussing cities of the future

1 **Work in pairs. Complete the diagram with the ideas below.**

A. Quality of life will be improved thanks to the cleaner environment.

B. There will be no private vehicles because people will use public transport.

C. Green skyscrapers will replace old blocks of flats and offices in crowded urban centres.

Smart and sustainable cities of the future

Transport
- (1) _____
- Eco-friendly public transport will produce less carbon dioxide or waste, and will be controlled by computers.

Infrastructure
- (2) _____
- Smart street infrastructure with sensor technology will provide information for faster, cheaper, and better decision-making.

Living conditions
- (3) _____
- People's lives will be easier because AI technologies will help them do many daily activities.

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2 Match the questions with the answers to make a conversation. Then practise it in pairs.

1 What do you think transport will be like in the cities of the future?	a They will use public transport instead of their own vehicles.
2 So, how will people travel in the city?	b Because technology will make public transport faster, more convenient, and more eco-friendly.
3 Really? Why do you think public transport will be popular with city dwellers?	c Well, I think there will be no private vehicles in the cities.

Tips

To keep a conversation going, use *Wh*-questions. They can help you find out important information about people, places, and things, and develop ideas.

Example: Where will people live? What jobs will they do? How will technology help city dwellers?

3 Work in pairs. Ask and answer questions about one of the features of future cities in 1. Use the model and the tips in 2 to help you.

4 Work in groups. Discuss what the cities of the future will be like and present your groups' ideas to the whole class.

V LISTENING

Living in a smart city

1 Match the words and phrase with their meanings.

1 interact	a an area of a town
2 privacy	b the feeling of belonging to a group
3 sense of community	c to talk or do things with other people
4 neighbourhood	d the state of being alone and not watched or interrupted by other people

2 Track 19 Listen to an interview and choose the correct answer A, B, or C.

1. What is the interview mainly about?
   - **A.** Advantages of living in a smart city.
   - **B.** Problems of living in a smart city.
   - **C.** Attractions of urban lifestyles.
2. How are cameras and sensors used in a smart city?
   - **A.** To collect information about city dwellers and their activities.
   - **B.** To collect information about the government and some companies.
   - **C.** To improve city dwellers' safety and security.
3. Why does Ms Stevens feel lonely?
   - **A.** Because she doesn't interact with many people.
   - **B.** Because she can't use the smart devices.
   - **C.** Because she doesn't like her neighbourhood.

3 Track 20 Listen to the interview again and complete the table. Use no more than THREE words for each answer.

Situations	Problems
There are cameras and sensors everywhere.	City dwellers may lose their (1) _____ in public areas.
People use (2) _____ to help them with household chores.	It is not easy for some people to get familiar with and use the smart devices.
City dwellers don't (3) _____ with many people face to face.	There is no (4) _____ in the neighbourhood.

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

Do you agree with Ms Stevens? Which of the disadvantages she mentioned do you think is the most serious? Why?

VI WRITING

An article about the advantages and disadvantages of living in a smart city

1 **Read the following ideas and decide whether they are advantages or disadvantages of living in a smart city. Tick (✓) the appropriate box.**

	Advantages	Disadvantages
1. Smart technologies make people's lives easier by reducing household chores.		
2. Without training, people will not know how to use the technologies in the smart city.		
3. People have limited privacy due to the cameras installed everywhere in the city.		
4. The negative impact on the environment is less.		
5. Smart technologies help the city operate more efficiently.		
6. People become worried because their personal information might not be protected.		

2 **Read the article below and match its parts with the correct descriptions.**

_____ **A.** Introduction – A short paragraph stating the issue and what the article will cover

_____ **B.** Title – The topic of the article in a few words

_____ **C.** Body paragraphs – Each presenting a main point for or against the issue, supported by facts, examples, or explanations

_____ **D.** Conclusion – A summary of the main points and sometimes the writer's opinion

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September

NEWS WORLD

● Economy ● Society ● Technology ● Culture



LIVING IN A SMART CITY: GOOD OR BAD?

1

2 If you live in a smart city, you will probably agree with me that life is not all good as some people may think. So what are the pros and cons of living in a smart city?

3 The good thing about smart cities is that they are very modern. Smart technologies make people's lives easier by reducing household chores. Besides, the city infrastructure which includes sensors and cameras collects information about people and their activities, and uses it to provide faster, cheaper, and better services.

4 On the other hand, living in a smart city has some disadvantages. Some smart technologies are difficult to use and without training, city dwellers might find them useless. With cameras everywhere in public spaces, people also have limited privacy. They are worried that their personal information might not be protected, and they might become victims of cybercrime.

5 In conclusion, living in a smart city has both advantages and disadvantages. However, I think these urban areas offer great promise. The issues should be dealt with in the years ahead as the world's population keeps growing, and more people are moving to big cities.

3 Write an article (120–150 words) about other advantages and disadvantages of living in a smart city. Use the suggested ideas in 1, the model in 2, and the outline below to help you.

THE ADVANTAGES AND DISADVANTAGES OF SMART CITIES

Smart cities are built on new technologies to improve people's lives. The idea of living in one of them sounds very exciting. But is a life controlled by smart technologies good or bad for us?

Let's start with the advantages. _____

_____

What about the disadvantages? _____

_____

In conclusion, there are both advantages and disadvantages of living in a smart city. In my opinion, _____

_____

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Expressing certainty and uncertainty

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

A. I'm not really sure about it
B. I have no doubt about it

1

Minh: I heard that in the future people will build cities on the ocean. Do you think that will be possible?

Anna: (1) _____. With the help of modern technologies, we can build cities on water, and people can live there safely.

2

Mike: Do you think the government can build our first smart city in this area?

Long: (2) _____. Smart technologies are very expensive. We don't have AI experts either.

2 Work in pairs. Use the models in 1 to make similar conversations about these predictions for the future. One of you is Student A, the other is Student B. Use the expressions below to help you.

1. Student A thinks we'll use driverless buses and flying cars. Student B expresses certainty or uncertainty, and gives reasons.
2. Student B thinks AI robots will do all the household chores. Student A expresses certainty or uncertainty, and gives reasons.

Useful expressions	
Expressing certainty	**Expressing uncertainty**
I'm sure about it.	I don't know for sure that …
I'm absolutely sure about it.	I'm not sure this is true.
There can't be any doubt that …	There's some doubt in my mind that …

Culture

1 Read the text on page 36 and decide in which city you can do the following.

1. book a parking space via a mobile app	Singapore
2. have a medical check-up online	
3. use your bank card to pay for travelling on the bus or underground	
4. unlock your bike from one station and return it to any other station in the city	
5. use a mobile app to help you choose the best route to cycle in the city	

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SMART CITIES AROUND THE WORLD

Cities around the world are becoming smarter, and you can do many things that seemed impossible in the past.



In Singapore, the mobile app Parking.sg allows you to locate a nearby car park easily, book a parking space, and make a payment. You can also extend your booking or receive a refund if you leave early.



New York City (US) has one of the largest bike-sharing systems called Citi Bike. Using a mobile app, you can unlock bikes from one station and return them to any other station in the system, making them ideal for one-way trips.



In Copenhagen (Denmark), you can use a mobile app to guide you through the city streets and tell how fast you need to pedal to make the next green light. The app can also give you route recommendations and work out the calories you burn.



In London (UK), you don't have to buy public transport tickets. You can just touch your bank card on the card reader when you get on and off the bus or the underground to pay for your trip.



In Toronto (Canada), you can book an appointment and see a doctor online from your own home. You can also receive prescriptions and any other documents you need, all online.

2 Work in groups. Discuss the following questions.

Which of the technologies in the text would you like to have in your city or neighbourhood? Why?

VIII LOOKING BACK

Pronunciation

22 Listen and mark (‿) the consonant and vowel sounds that are linked. Then practise saying the sentences.

1. Many young people want to live in the city.
2. It's a busy street with great shops and restaurants.
3. The government wants to build a smart city in the south of the country.
4. The apartment was expensive, but my parents could afford it.

Vocabulary

Complete the sentences. Use words and phrases you have learnt in this unit.

1. Improved road conditions may help reduce t_____ j_____ in the city.
2. My city was ranked as the most l_____ city in the country thanks to its excellent facilities and clean air.
3. Cities in the future will have a lower carbon footprint and will be more s_____.
4. Smart technologies have made lives of c_____ d_____ more convenient.

Grammar

Choose the correct words and phrases to complete these sentences.

1. Please don't talk. I think/am thinking.
2. People living in crowded cities feel unhappily/unhappy.
3. You should try this soup. It tastes/is tasting delicious.
4. James seems an intelligent person/ intelligently, but he sometimes asks silly questions.

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PROJECT

The ideal city of the future

Work in groups. Design a poster about the ideal city of the future.

Present your poster to the class. Use these questions as cues for your presentation.

- Where will it be located?
- How big will it be?
  How many people will live in it?
- How will people travel?
- What kind of buildings will people live in?
- Will people use AI technologies?
  If yes, how will they use them?



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Now I can ...	✓	✓✓	✓✓✓
• link final consonants to initial vowels in sentences. • understand and use words and phrases related to cities and smart living. • use stative verbs in the continuous form, and linking verbs. • read for specific information in an article about the characteristics of future cities. • discuss cities of the future and keep a conversation going by asking *Wh*-questions. • listen for main ideas and specific information in an interview about the disadvantages of living in a smart city. • write an article about the advantages and disadvantages of living in a smart city. • express certainty and uncertainty. • recognise features of smart cities around the world. • design a poster about the ideal city of the future and give a poster presentation about it.			

REVIEW 1

I LANGUAGE

Pronunciation

Track 23 Listen and complete the conversation. Then underline the weak forms of the auxiliary verbs, circle the contracted forms, and mark the consonant-to-vowel linking with (‿). Practise saying the conversation in pairs.

A: What's it like living (1) _____ skyscraper?

B: (2) _____ great. I (3)_____ enjoy the best views (4) _____ the city from my sofa.

A: (5) _____ have a balcony?

B: No, (6) _____. (7) _____ huge windows.

Example:

A: *What's it like living (1) in a skyscraper?*

Vocabulary

1 Choose the correct answer A, B, C, or D to complete each of the following sentences.

1. If you want to stay healthy, you should have a balanced diet and _____ regularly.

A. work out **B.** take out

C. speak out **D.** stand out

2. For a healthy diet, you should _____ sugar and eat more vegetables.

A. take on **B.** cut down on

C. go on **D.** cut with

3. Many experts believe that good _____ transport will solve traffic problems in big cities.

A. individual **B.** private

C. public **D.** national

4. People feel safe in this neighbourhood because _____ are installed everywhere.

A. smart cities **B.** smartphones

C. smart cars **D.** smart sensors

5. People of different generations often come into _____ with one another.

A. belief **B.** conflict

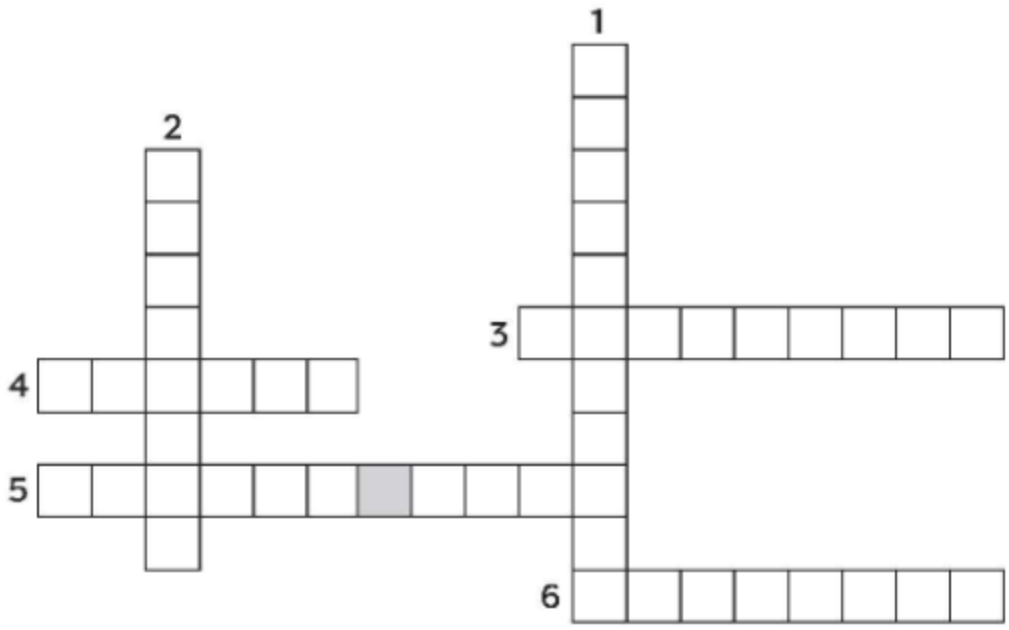
C. agreement **D.** support

6. My brother is a true _____. He grew up with technology, and started using a computer at an early age.

A. curious boy **B.** critical thinker

C. digital native **D.** book lover

2 Solve the crossword. Use words or phrases you have learnt in Units 1, 2, and 3. The first letters are given to help you.



DOWN

1. Hong Kong aims to replace the old high-rise buildings with sustainable s_____.
2. The high cost of living is a problem for many city d_____.

ACROSS

3. Thanks to the new t_____, his health has improved quickly.
4. It is important to pass cultural v_____ from one generation to the next.
5. Many parents limit their children's s_____ t_____ to less than two hours per day.
6. If you want to build up your muscle s_____, you need to lift weights.

Grammar

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

1. My mother (take up) _____ aerobics ten years ago.
2. The government (just, decide) _____ to increase taxes on fast food.
3. I (win) _____ several races since I started a new workout routine.
4. The idea of smart cities (start) _____ in the 21st century.
5. So far, more than 70 million people (receive) _____ vaccines to build protection against the virus.
6. I (already, show) _____ my grandmother how to use her new smartphone.

2 Choose the correct words or phrases.

1. You look so angry/angrily. What's wrong?
2. I think/I'm thinking of taking up yoga. I feel a bit stressed/stress these days.
3. Do you remember/Are you remembering Ms Wilson? She's a great yoga instructor.
4. The traffic gets/is getting worse. What do you think/are you thinking we should do?

3 Choose the correct answer A, B, C, or D to complete each of the following sentences.

1. If you want to maintain a healthy weight, you _____ have snacks between meals.
   A. shouldn't **B.** should **C.** must **D.** don't have to
2. I _____ strictly follow the doctor's instructions if I want to get better quickly.
   A. shouldn't **B.** must **C.** can **D.** don't have to
3. The government _____ improve the infrastructure of big cities to boost the economy.
   A. mustn't **B.** doesn't have to **C.** should **D.** didn't have to
4. People living in high-rise buildings _____ obey the safety rules and regulations strictly.
   A. shouldn't **B.** mustn't **C.** may **D.** have to
5. Lots of women in the past _____ stay at home, look after their children, and do all the housework.
   A. must **B.** should **C.** had to **D.** have to
6. My parents respect my career choice, so I _____ follow in their footsteps.
   A. mustn't **B.** don't have to **C.** should **D.** shouldn't

II SKILLS

Listening



1 (124) **Listen to a talk about life expectancy. Put the information in the order you hear it.**

_____ **A.** Getting access to better medical care

_____ **B.** Understanding age-related diseases better

_____ **C.** Giving facts about life expectancy in some countries

_____ **D.** Understanding the importance of good health

2 (125) **Listen again and choose the correct answer A, B, or C.**

1. What is the life expectancy in many of the richest countries?

A. More than 80. **B.** Less than 80. **C.** More than 85.

2. What was the life expectancy in Japan in 2022?

A. Over 94. **B.** About 84. **C.** Over 85.

3. According to the speaker, what is the first reason for the increased life expectancy?

A. People get access to better food.

B. Better medical care is available.

C. People live in a better environment.

4. What do people do when they realise the importance of good health?

A. They continue unhealthy habits such as smoking and drinking.

B. They stop doing things that are bad for their health.

C. They ignore what they eat or drink every day.

5. What is the benefit of understanding age-related diseases better?

A. People can live as long as they want.

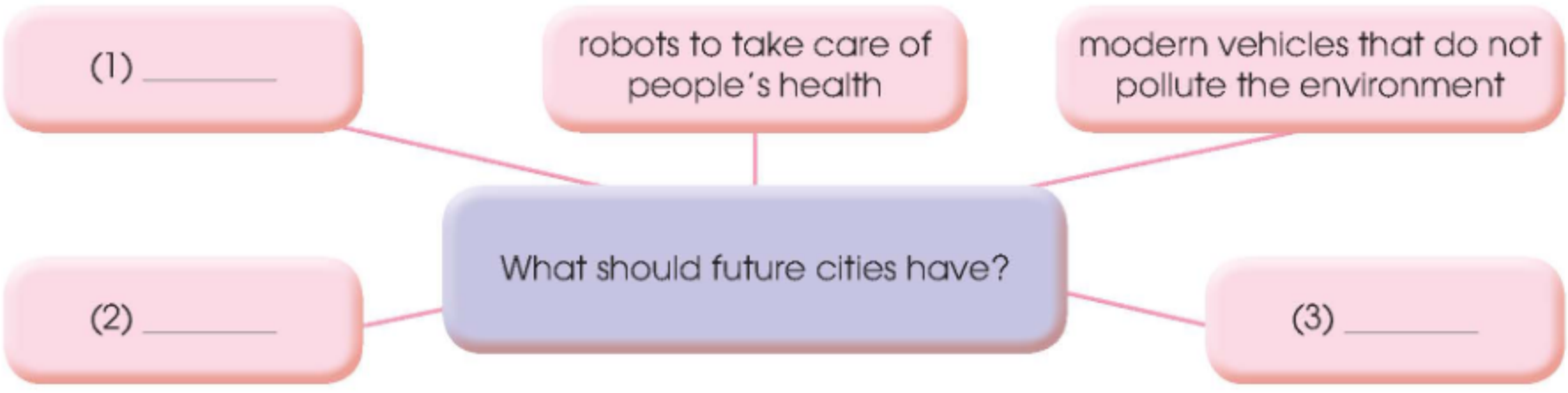
B. People can treat their diseases.

C. People can take better care of themselves.

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Speaking

1 **Work in pairs. Discuss what future cities should have so that city dwellers can live a long and healthy life. Fill in the diagram.**



2 **Work in groups. Compare your diagrams. Discuss which is the most important thing that will help people to live a long and healthy life in the cities of the future.**

Reading

1 Read the text. Match the headings (1–3) with the paragraphs (A–C).

1. Comparing to others 2. Lack of understanding 3. Lack of interaction

In most cultures, there is a generation gap between parents and their children. There are many reasons for this gap. Below are three of them.

A. _____

As each generation is strongly influenced by changes in society, parents and children may see the world differently. In addition, different lifestyles make it difficult for parents and their children to fully understand each other's way of thinking. Many adult children even cut all ties with their parents.

B. _____

Busy work and school schedules often prevent parents and children from spending time together. After a long and stressful day at work, parents come home, often feeling exhausted, and have little time to spend with their children. This leads to a lack of communication and widens the generation gap.

C. _____

Many parents keep comparing their children to other children, or even to how they behaved as children. They think it is good for their children to see these good examples and try to improve. However, this only makes the gap wider and causes their children to lose confidence in themselves. Some children may even start hating those people that they are compared to.

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

	T	F
1. Three reasons for the generation gap between parents and children are mentioned in the text.		
2. Changes in society help parents and children get closer to each other.		
3. Despite their busy schedules, all parents and children spend a lot of time together.		
4. Parents don't have enough time for their children because they work long hours.		
5. Many parents believe that comparing their children to others is good for them.		

Writing

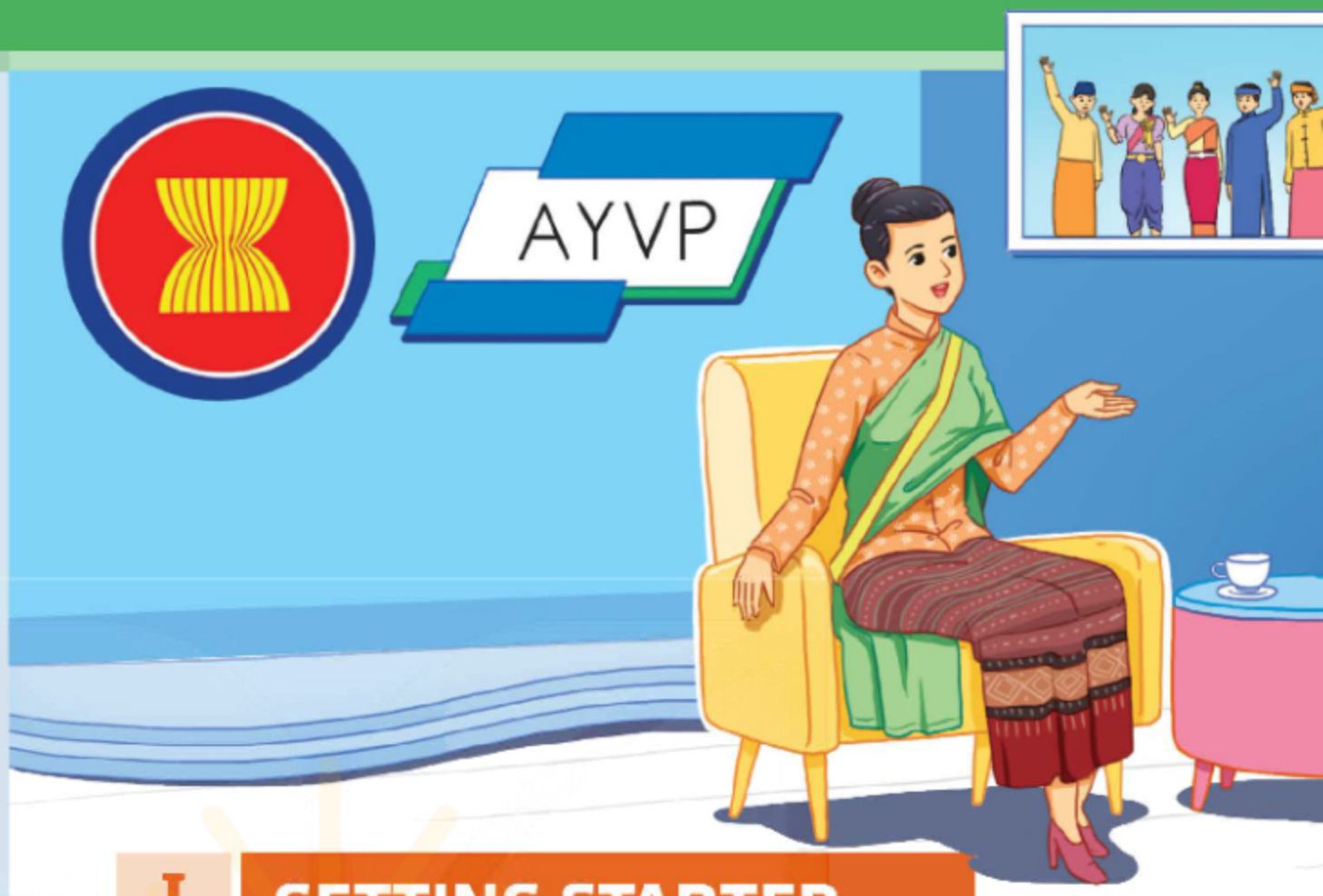
Write an opinion essay (120–150 words) on the following topic. You may use the ideas in the reading to help you.

Some parents often compare their own childhood to their children's experiences today with the intention of teaching them good behaviour. Do you think this is a good idea?

Unit

4

ASEAN and Viet Nam



This unit includes:

LANGUAGE

Pronunciation

Elision of vowels

Vocabulary

Words and phrases related to ASEAN

Grammar

Gerunds as subjects and objects

SKILLS

Reading: Reading for main ideas and specific information in news items about ASEAN countries

Speaking:

- Discussing the skills and experience needed for the ASEAN Youth Programme
- Asking for and giving opinions

Listening: Listening for main ideas and specific information in a conversation about an ASEAN school tour programme

Writing: Writing a proposal for a welcome event

COMMUNICATION AND CULTURE / CLIL

Everyday English

Giving compliments and responding

Culture

New Year Festivals in ASEAN

PROJECT

Doing research about an ASEAN member

I GETTING STARTED

At the ASEAN Youth Volunteer Programme (AYVP) office

1 26 **Listen and read.**

Mai: Good afternoon. My name's Mai Nguyen. Are you Ms Pang? You replied to my email and invited me to visit your office.

Ms Pang: Yes, I'm Ms Pang. It's nice to meet you, Mai. So, how did you hear about us?

Mai: My cousin was an AYVP volunteer. He often said taking part in the programme was an experience he would never forget.

Ms Pang: Glad to hear that. The main goals of AYVP are promoting youth volunteering and helping the development of the ASEAN community.

Mai: What can I do to prepare for the programme?

Ms Pang: Well, to become an AYVP volunteer, you must be qualified for the programme, and this depends on the themes for the year.

Mai: What are the areas covered by AYVP?

Ms Pang: There are eight themes. I suggest checking our website to find out this year's themes.

Mai: How are volunteers selected?

Ms Pang: To be selected, you should be over 18. Then you may need to propose a community project related to the theme. And we'll probably interview you to make sure you speak English well and are very keen on participating in the programme.

Mai: That doesn't sound too difficult. Thanks so much for meeting me.

Ms Pang: You're welcome.



4 Complete each of the sentences using a word or a phrase from 1.

1. _____ in the programme was an unforgettable experience for Mai's cousin.
2. The main goals of AYVP are _____ youth volunteering and _____ the development of the ASEAN community.
3. Ms Pang suggested _____ their website.
4. Mai thanked Ms Pang for _____ her.

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

	T	F
1. Mai is a member of the ASEAN Youth Volunteer Programme.		
2. One of the aims of AYVP is to help young people volunteer.		
3. Mai can only find last year's themes on the AYVP's website.		
4. Mai can apply to join the AYVP when she turns 18.		

3 Match each word with its definition.

1 volunteer	a things that you hope to achieve
2 qualified	b the process of becoming bigger and better
3 development	c someone who does a job without payment
4 goals	d having the training or experience to do a particular job

II LANGUAGE

Pronunciation

Elision of vowels

Remember!

Elision is the omission of sounds or syllables in fast, informal speech.

Weak vowels, such as the schwa sound /ə/, can be omitted before /l/, /n/, or /r/. As a result, the words have one less syllable than the spelling suggests.

1 (127) Listen and repeat. Pay attention to the elision of the vowels in the words in the second column.

1. history /'hɪstəri/	hist(o)ry /'hɪstri/
2. different /'dɪfərənt/	diff(e)rent /'dɪfrənt/
3. tonight /tə'naɪt/	t(o)night /t'naɪt/
4. correct /kə'rekt/	c(o)rrect /k'rekt/
5. police /pə'liːs/	p(o)lice /p'liːs/
6. dictionary /'dɪkʃəneri/	dict(i)on(a)ry /'dɪkʃənri/

2 (128) Listen and repeat. Pay attention to the words with elision.

1. Let's find the correct answer!
2. We also provide mobile library services in rural areas.
3. My family will move to a different country.
4. Please bring your dictionary to the history class.

Vocabulary

ASEAN

1 Match the word and phrases with their meanings.

1 cultural exchange (np)	a the abilities to organise other people to reach a common goal
2 current issues (np)	b the act of sharing traditions and knowledge with people from different countries
3 contribution (n)	c important things that are happening now
4 leadership skills (np)	d something that you give or do to help make something successful

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

1. Communicating with people and managing teamwork well are important _____.
2. ASEAN has made a major _____ to peace in the region.
3. A _____ is the best way for young people to understand other countries' values and ideas.
4. The aim of this meeting is to discuss _____ such as climate change and pollution.

Grammar

Gerunds as subjects and objects

Remember!

A gerund is a verb form that ends in *-ing* and functions as a noun. It can be used as:

- the subject of a sentence.
  Example: ***Travelling*** *might satisfy your desire for new experiences.*
- a complement after the verb *be*.
  Example: Her dream job is ***teaching*** *English.*
- an object after some verbs such as *like, enjoy, mind, involve, suggest,* etc. or after prepositions.
  Example: My father's work involves ***travelling*** *around the region.*
  He apologised for not ***attending*** *the meeting.*

1 Rewrite the following sentences using gerunds.

1. It is more convenient for students to apply for ASEAN scholarships online.
   → _____ is more convenient for students.
2. My sister usually listens to music in her free time.
   → My sister's hobby is _____ in her free time.
3. Could you help me translate the documents for the workshop?
   → Do you mind _____ for the workshop?
4. They managed to start a youth programme in Southeast Asia.
   → They succeeded in _____ in Southeast Asia.
5. Maria can't forget the conference she participated last year.
   → _____ was an unforgettable experience for Maria.

2 Work in pairs. Take turns to make sentences about your partner using gerunds. He/She should tell you if they are true.

Example: ***A:*** *You enjoy* ***travelling*** *around the region.*

B: *Sorry, that's not true. Your dream job is* ***working*** *for the AYVP.*

A: *You're right! Now, it's my turn again. ...*

III READING

ASEAN news

1 Work in pairs. Discuss the following questions.

1. Where do you most often read the news?
2. What is your favourite news section: Politics, Education, Sports, or Culture?

2 Read the news items and choose the most suitable headline for each one. There is ONE extra headline.

A. Don't miss this opportunity to represent your country!
B. Travelling to ASEAN countries
C. Equality in sport for ASEAN women
D. Korean and ASEAN students



1. _____

To raise awareness of ASEAN and promote cultural exchanges between the youths of Korea and ASEAN, the ASEAN-Korea Centre (AKC) regularly organises an ASEAN School Tour Programme. Last week, the AKC welcomed 121 Korean and Asian students from six schools. They learnt about ASEAN members, and discussed why ASEAN was important to Korea, and how to strengthen ASEAN-Korea relations. The students also took part in a variety of cultural activities such as singing traditional songs and making ASEAN posters.

2. _____

The Ship for Southeast Asian and Japanese Youth Programme (SSEAYP) is looking for participants. Organised by the government of Japan and supported by the governments of Southeast Asia, this journey will last for 50 days and will bring together over 300 youths from ASEAN countries and Japan. Young people will have the opportunity to take part in exciting discussions on current social and youth issues, and eye-opening cultural exchanges. They will also receive training to help them develop problem-solving and leadership skills. The journey starts in Japan and participants travel to five ASEAN countries.



3. _____

An ASEAN talk show on women in sport took place in December. Its goal was promoting gender equality in and through sport. It featured 10 female sports representatives from 10 ASEAN countries. The talk show also discussed the rights of sports people with disabilities. All participants agreed that women and girls should be given more opportunities to play sports and represent their countries at international events. The talk show was live-streamed on the ASEAN webpage.



3 Read the news items again and match the highlighted words with their meanings.

1 relations	a shown over the Internet
2 eye-opening	b to act officially for another person or organisation
3 represent	c the way in which people or groups of people behave towards each other
4 live-streamed	d surprising because you learn something new

4 Read the news items again and answer each question below with no more than FOUR words and/or a number.

Example: Who organises an ASEAN School Tour Programme? The ASEAN-Korea Centre.

1. How many students visited the AKC last week?
2. How long will SSEAYP participants stay together on board the ship?
3. What will participants in SSEAYP discuss besides youth issues?
4. When did the ASEAN talk show on women in sport happen?
5. Where was the talk show shown live?

5 Work in groups. Discuss the following questions.

Do you want to find more information about any of the news items in 2? Which one? Why?

IV SPEAKING

Discussing necessary qualifications for joining a programme

1 Read the types of skills and experience participants in the SSEAYP should have. Match them with the possible reasons.

Skills and experience	Reasons
1 understanding the current issues in ASEAN countries	a showing they have practical skills and knowledge
2 having community work experience	b being able to work in a team to solve problems
3 speaking good English	c discussing and offering solutions to the issues
4 being confident speakers	d meeting new people and making friends from different countries
5 having teamwork skills	e using English as the working language
6 understanding different cultures	f being able to present ideas clearly in front of an audience

2 Use the sentences in the box to complete the conversation. Then practise it in pairs.

A. Don't you agree
B. I'm afraid I have to disagree with you
C. I think they need to understand the current issues in ASEAN countries
D. the most important thing is to speak English fluently
E. Why do you think so

Nick: What do you think is the most important skill or experience for SSEAYP participants to have?

Mai: (1) _____.

Nick: (2) _____?

Mai: Because they'll have to discuss these issues and try to find solutions to them. (3) _____?

Nick: (4) _____. The working language is English so (5) _____. How will they take part in discussions if their English is not good enough?

Mai: OK, I agree with you, Nick.



Tips

To give your opinion in a conversation or discussion, you should:

- state your opinion clearly, e.g. *I think/I believe/In my opinion, …*
- ask for an opinion and explanation from other speakers, e.g. *What about you?/Why do you think so?*
- express your agreement or disagreement politely, e.g. *I agree with you./(I'm afraid) I have to disagree.*

3 Work in pairs. Talk about the most important skill or experience for SSEAYP participants. Use the ideas in 1, and the model and tips in 2 to help you.

4 Work in groups. Discuss the skills and experience SSEAYP participants should have. Rank them in order of importance (1 - most important to 6 - least important). Report to the whole class.

V LISTENING

ASEAN School Tour Programme



1 Work in groups. Look back at the first news item in the reading text on page 45. Discuss the following questions.

Would you like to participate in the ASEAN School Tour Programme? Why/Why not?

2 (29) Listen to a conversation between two students. What are they talking about?

A. Preparing for a cultural exchange event

B. Preparing for a school tour in Indonesia

C. Types of activities for ASEAN students

3 (30) Listen to the conversation again and choose the correct answer A, B, or C.

1. Phong and other _____ are preparing a welcome event for the foreign students.

A. teachers **B.** Youth Union members **C.** classmates

2. The group of Korean and ASEAN students will spend _____ at their school.

A. one day **B.** three days **C.** five days

3. Phong thinks the event will be an excellent opportunity for students to make friends with young people from _____.

A. Indonesia **B.** ASEAN countries **C.** Korea and ASEAN countries

4. During the visit, students will discuss how they can help _____.

A. contribute to the event **B.** develop their local communities **C.** build an ASEAN community

5. Lan suggests calling on _____ to send in ideas for activities.

A. young people in the region **B.** all the students from her school **C.** ASEAN students

4 Work in groups. Discuss the following questions.

Can you think of any suitable activities for the event at Lan and Phong's school? How will they benefit the participants?

VI WRITING

A proposal for a welcome event



1 Read the following proposal and match the headings (1–4) with the paragraphs (A–D).

1. Details about the event
2. Conclusion
3. Introduction
4. Goals and benefits

Title: VIETNAMESE TRADITIONAL GAMES FESTIVAL
To: Head Teacher of Ha Noi High School
Date: 10 January
Prepared by: Youth Union

A. _____
Next month, a group of students from ASEAN countries will visit our school. We put out a call for ideas for activities to welcome our guests. One of the best ideas is holding a Vietnamese Traditional Games Festival.

B. _____
The event will take place in the school stadium. It will start at 9 a.m. and will last for three hours. The event will be hosted by grade 11 students, who will make all the arrangements for the activities. These will include Vietnamese traditional games such as bamboo dancing, tug of war, and stilt walking.

C. _____
The event will help our guests learn about our culture by watching and playing Vietnamese traditional games. Taking part in fun games is also the best way to break the ice, make friends and create bonds with people.

D. _____
We really hope you will consider this proposal as we think that it will be beneficial to both local students and guests.

Tips

A proposal gives details about an idea or a project, and convinces the readers to support it by giving reasons as to why it is a good one. It consists of:

- **Title:** to introduce the name of the idea/project
- **Recipient** (To: ___): to give the names of the people you want to support/approve the proposal
- **Date:** to give the date of writing the proposal
- **Writer** (Prepared by: ___): to give the name of the person/group who puts forward the proposal
- **Introduction:** to briefly introduce the idea/project
- **Details about the idea/project:** to state the time, location, activities, etc.
- **Goals and benefits:** to state the goals and give reasons why the idea/project is a good one
- **Conclusion:** to urge the recipient to consider and approve the proposal

2 Work in groups. You want to propose an ASEAN poster making event to welcome a group of ASEAN students. Discuss and add more ideas to the following notes.

Title:	**ASEAN POSTER MAKING EVENT**
Place:	...
Date:	...
Duration:	One day
Participants:	...
Activities:	- training workshops on poster design - presentations on current issues in ASEAN - ...
Goals:	- to help young people from ASEAN countries meet and build a community - ...
Benefits:	- developing the ability to work with people from other countries - creating shared values - ...

3 Write a proposal (120–150 words) about a welcome event. Use the suggested ideas in 2, the model in 1, and the outline below to help you.

Title: ASEAN POSTER MAKING EVENT
To: Ha Noi High School Youth Union Board
Date: _____
Prepared by: _____

Introduction:
We would like to propose _____.
Details about the event:
The event will take place in _____.
Goals and benefits:
The event will help _____.
Conclusion:
We really hope you will consider our proposal as _____.

VII COMMUNICATION AND CULTURE / CLIL



Everyday English

Giving compliments and responding

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

A. I'm glad you like it	**B.** I appreciate the compliment
C. You gave the best presentation	**D.** It's excellent

Linda: I was at the workshop at the ASEAN Youth Volunteer Conference. (1) _____!
Hoa: (2) _____, Linda. I worked really hard to prepare for it.
Linda: It was also well-organised. And I noticed that your English has improved a lot. (3) _____!
Hoa: Thank you. (4) _____.

2 Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you.

1. Student A has completed an excellent report on ASEAN. Student B gives compliments and Student A responds.
2. Student B has organised a workshop on skills for future leaders in ASEAN. Student A gives compliments and Student B responds.

Useful expressions	
Giving compliments	**Responding to compliments**
Nice work! Well done!	Thanks for saying that.
You did a really good job!	I appreciate that.
This is excellent. You are so good with ...!	Thank you. That means a lot to me.
You are a great presenter!	I'm grateful for the kind words.
I love your ...!	I'm (so) pleased to hear that.

Culture

1 Read the text and complete the table below.

New Year Festivals in ASEAN



In ASEAN, besides welcoming the New Year on 1st January, there are several cultures that celebrate New Year's Day later in the year. For example, VietNam, Singapore, Indonesia, and parts of Malaysia follow the lunar calendar so their New Year festivities often take place in January or February. Lunar New Year is a time for them to honour ancestors, get together with family and friends, have a big family meal, and wish one another prosperity for the year to come. The streets and houses are decorated, and fireworks are lit to scare away bad luck. There are also parades, street parties, and art performances in the new year celebrations.

People in Laos, Cambodia, Thailand, and Myanmar celebrate the arrival of the New Year according to the Buddhist calendar. Their New Year's celebrations are in April. People in these countries follow traditions such as offering rice to Buddhist monks to show their respect and receiving wishes for good luck and health from them. They decorate their homes, cook traditional dishes, and splash each other with water. There are also art performances, folk games, and dancing. In these cultures, it is believed that water will wash away bad luck and ill health from the old year and allow people to start the new year fresh.



	Lunar New Year	Buddhist calendar
Countries	(1) _____	Laos, Cambodia, Thailand & Myanmar
Time	January or February	(2) _____
Activities	(3) _____	(4) _____

2 Work in pairs. Discuss the similarities and differences between the New Year Festivals in Viet Nam and other ASEAN countries.

VIII LOOKING BACK

Pronunciation

132 Listen and underline words with elision. Then practise saying the sentences in pairs.

1. There are no correct answers on her test paper.
2. He's going to fly to Bangkok tonight.
3. The participants were probably excited about the palace history.
4. I believe that members expressed different opinions about the issue.

Vocabulary

Choose the correct words to complete the sentences.

1. Talking to the young volunteers was an eye-opening/a live-streamed experience.
2. Mark was awarded for his contribute/contribution to promoting traditional music.
3. You need to have strong leader/leadership skills to manage the project.
4. This programme tries to encourage culture/cultural exchanges among ASEAN countries.

Grammar

Circle the underlined part that is incorrect in each of the following sentences. Then correct it.

1. This (A) conference focused (B) on discuss (C) local and regional issues. (D)
2. Organise (A) the ASEAN workshop (B) was harder (C) than I expected. (D)
3. His job involves (A) to translate (B) documents about (C) ASEAN events. (D)
4. I am thinking (A) of participate (B) in (C) a youth (D) competition.

PROJECT

THE COLOURS OF ASEAN

Work in groups. Find information about a member country of ASEAN. Present your research to the class. You can make a poster, a video, or presentation slides.

Think about the following points:

- General information (*name, capital, currency, national flag, national animal/flower*)
- Geography (*area, location*)
- Holidays (*e.g. Independence Day, National Holiday*)
- People (*population, culture, language(s) spoken, religions*)

Thailand

General information

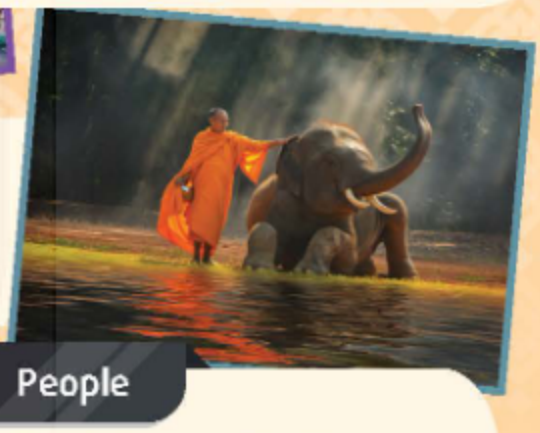
Official name: Kingdom of Thailand
Capital: Bangkok
Currency: Baht (THB)
Flag: red, white, and blue
National animal: elephant





Geography

Total area: 514,000 square km
Location: in the centre of mainland Southeast Asia



Holidays

Songkran: 13-15 April
King's birthday: 5 December



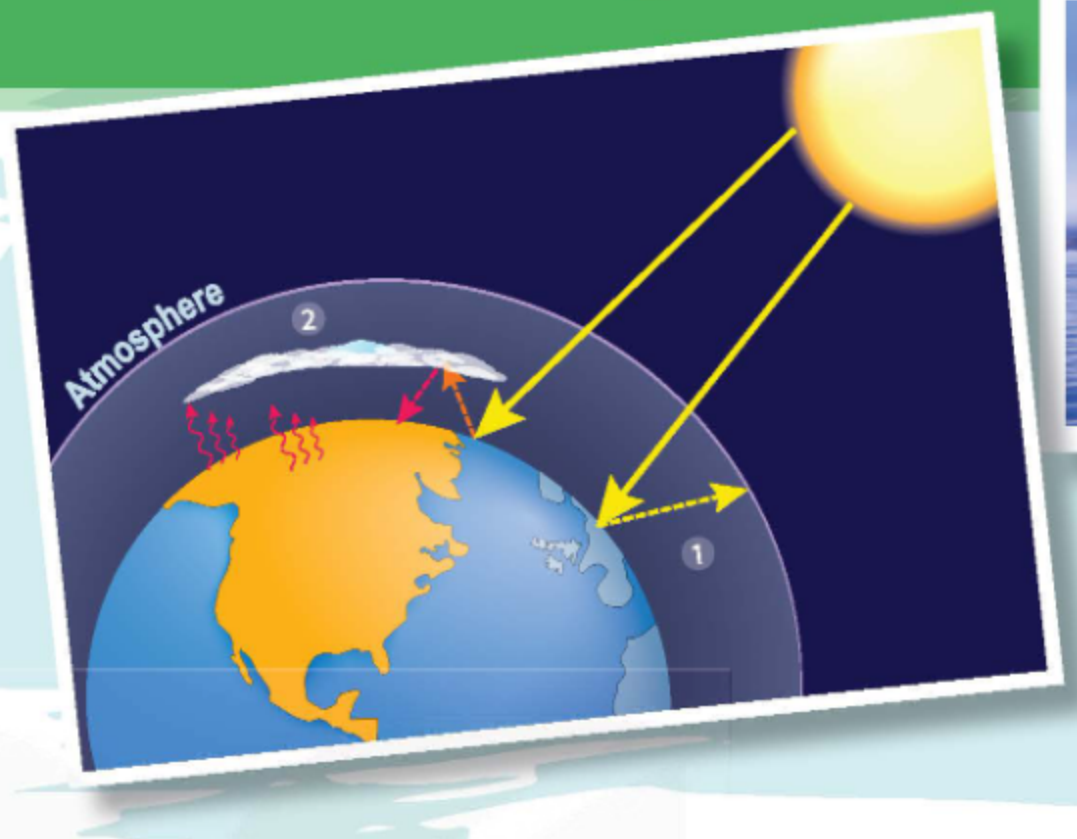
People

Population: over 71 million
Nationality: Thai
Languages: Thai, Isaan, other ethnic and regional languages
Religions: Buddhist 94.6%, Muslim 4.6%

Now I can ...	✓	✓✓	✓✓✓
• identify and pronounce words with elision of vowels in isolation and in sentences. • understand and use words and phrases related to ASEAN. • use gerunds as subjects and objects. • read for main ideas and specific information in news items about ASEAN countries. • discuss the skills and experience needed for the ASEAN Youth Programme, and ask for and give opinions. • listen for main ideas and specific information in a conversation about an ASEAN school tour programme. • write a proposal for a welcome event. • give compliments and respond. • understand when and how people celebrate the New Year in ASEAN. • do research about an ASEAN member and give a presentation about it.			

Unit 5

Global warming





This unit includes:

LANGUAGE

Pronunciation

Sentence stress and rhythm

Vocabulary

Words and phrases related to global warming

Grammar

Present participle and past participle clauses

SKILLS

Reading: Reading for main ideas and specific information in an article about the UN Climate Change Conference

Speaking:

- Talking about human activities and global warming
- Presenting ideas clearly in a discussion

Listening: Listening for main ideas and specific information in a talk about black carbon and global temperature

Writing: Writing a leaflet to persuade people to reduce black carbon emissions

COMMUNICATION AND CULTURE / CLIL

Everyday English

Giving warnings and responding

CLIL

Reducing the environmental impact of farming

PROJECT

Carrying out a survey to find out how local people try to limit global warming

I GETTING STARTED

A presentation about global warming

1 33 **Listen and read.**

Mr Quang: Good morning, class. Today's lesson will start with Mai and Nam's talk about some of the causes and consequences of global warming. Would you like to go first, Mai?

Mai: Yes, thank you. First, let me remind you what global warming refers to – it's the increase in the earth's temperature because of certain gases in the atmosphere.

Nam: Exactly. These gases are mainly produced through human activities. For example, burnt for energy, fossil fuels release large amounts of carbon dioxide into the atmosphere.

Mr Quang: But how do these gases make the earth warmer?

Mai: Well, they act like the glass in a greenhouse. Trapping too much of the sun's heat, they stop it from escaping back into space. This makes the planet hotter and hotter.

Nam: That's right. That's why these heat-trapping pollutants are known as greenhouse gases, and their impact is called the greenhouse effect.

Mai: Global warming is also linked to rising sea levels. As temperatures rise, polar ice caps melt faster, adding more water to oceans. Higher sea levels can also lead to floods.

Nam: Each year, the consequences of global warming become more serious, and its negative impact on the environment and people gets stronger.

Mr Quang: Good job! Thank you for sharing the information.

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2 Read the conversation again and complete the diagram using the following phrases.

a. Trapping the sun's heat
b. Making the planet warmer
c. Producing certain gases (e.g. CO_2)
d. Stopping the heat from escaping

1. ____ → 2. ____ → 3. ____ → 4. ____

3 Match the words to make phrases used in 1.

1 global	a activities
2 heat-trapping	b gases
3 greenhouse	c warming
4 human	d levels
5 sea	e pollutants

4 Complete the sentences with the correct verb forms from 1.

1. _____ for energy, fossil fuels release large amounts of carbon dioxide into the atmosphere.
2. _____ too much of the sun's heat, greenhouse gases stop it from escaping back into space.
3. As temperatures rise, polar ice caps melt faster, _____ more water to oceans.

II LANGUAGE

Pronunciation

Sentence stress and rhythm

Remember!

- Content words (e.g. main verbs, nouns, adjectives, and adverbs) are often stressed, while grammatical words (e.g. conjunctions, pronouns, prepositions, auxiliaries, articles) are not.
- This combination of stressed and unstressed syllables produces the rhythm of spoken English.
- To sound natural and fluent, you should try to stress the correct words in your spoken sentences.

1 134 Listen and repeat. Pay attention to the sentence stress and rhythm.

1. The **planet** is **getting hotter** and **hotter**.
2. We **talked** about the **causes** of **flooding**.
3. **Burning coal** is **bad** for our **health**.
4. **Why** is **farming** a **big source** of **greenhouse gases**?

2 135 Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm.

1. The village was completely destroyed by floods.
2. Some gases are released into the air through human activities.
3. Has the earth's temperature increased in the past few years?
4. Some environmental disasters will become more frequent.

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Vocabulary

Global warming

1 Match the words with their meanings.

1. coal (n)



2. fossil fuel (n)



3. release (v)



4. renewable (adj)



5. waste (n)



a. that can be replaced naturally without being used up

b. materials that are not needed and are thrown away

c. a substance that was formed millions of years ago from dead animals or plants

d. to let a substance flow out

e. a black rock that is found under the ground and is burnt to produce heat

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

1. Wind and sunlight are examples of _____ sources of energy.
2. The world produces more than two billion tonnes of solid _____ every year.
3. Governments need to limit the amount of greenhouse gases that is _____ into the air.
4. Her grandpa is now suffering from ill health after many years of working in the _____ industry.
5. The burning of _____ like coal and gas has led to an increase in the amount of CO_2 in the atmosphere.

Grammar

Present participle clauses

Remember!

The present participle is used to form a participle clause when the participle and the verb in the main clause have the same subject and the action is done by the same person or thing.

The present participle is a verb form ending in *-ing* and it has an active meaning. Present participle clauses are used to:

- explain the reason for an action.

  *Example: **Trapping** too much of the sun's heat, greenhouse gases stop it from escaping back into space.*
- talk about two actions happening at the same time.

  *Example: **Walking** on the beach, they picked up litter.*

1 Find and correct the mistakes in the following sentences.

1. Was waiting for the train, I read some articles about global warming.
2. Saw the forest fire, the children immediately called the police.
3. The students took part in green activities, were planting more than 100 trees.

Past participle clauses

Remember!

The past participle is a verb form usually ending in *-ed*, which normally has a passive meaning. Similar to present participles, past participles can form past participle clauses, but with a passive meaning. They are used to:

- give the reason for an action.

  *Example: **Worried** about climate change, many young people joined the environmental protests. (Many young people are worried about climate change, so they joined the environmental protests.)*
- express a condition.

  *Example: **Burnt** for energy, fossil fuels release carbon dioxide into the atmosphere. (If fossil fuels are burnt for energy, they release carbon dioxide into the atmosphere.)*

2 Rewrite these sentences using past participle clauses.

Example: We were given enough information about the causes of global warming, so we started our report.

→ *Given enough information about the causes of global warming, we started our report.*

1. If farm animals are not kept cool in hot weather, they can suffer from heat stress.

→ _____, farm animals can suffer from heat stress.

2. Some farmers were worried about the consequences of deforestation, so they stopped burning trees to create farmland.

→ _____, some farmers stopped burning trees to create farmland.

3. If carbon dioxide is produced in huge amounts, it causes air pollution and climate change.

→ _____, carbon dioxide causes air pollution and climate change.

3 Work in pairs. Make sentences using present participle and past participle clauses.

Example: ***Learning*** *about the impact of global warming, we decided to save more energy.*
Encouraged *by our teacher, we started some environment projects.*

III READING

The UN Climate Change Conference

1 Work in pairs. Look at the pictures and discuss the environmental problems you see.



2 Read the article and choose the best title for it.

A. History of COPs
B. Main causes of global warming
C. Main goals of this year's COP

In 1994, the UN decided to bring together world leaders for an annual event, known as COP or 'Conference of Parties', to discuss climate change. This year's conference will review what has been achieved and discuss the key goals.

The first goal is to limit the global temperature rise to 1.5°C. This will require reducing global CO_2 emissions by 50 per cent by 2030, and by 2050 achieving a balance between the greenhouse gases released into the atmosphere and those removed from it.

The second goal is to reduce the use of coal, which is the dirtiest fuel and biggest source of planet-warming CO_2 emissions. Countries will have to stop building new coal plants and switch to clean sources of energy.

The third goal is to end deforestation. Forests remove CO_2 from the atmosphere and slow global warming. But when they are cut down or burnt, they release the carbon stored in the trees into the atmosphere as CO_2. Stopping deforestation is, therefore, an effective solution to climate change.

The last key goal is to reduce methane emissions. Methane is a greenhouse gas that is more powerful than CO_2 at warming the earth. It is responsible for nearly one-third of current warming from human activities. Methane comes from farming activities and landfill waste. The production and use of coal, oil, and natural gas also release methane.

This conference is very important because this is the best last chance we have to slow global warming. World leaders, climate experts, organisations, and national representatives will carefully discuss these goals and agree on how to make global progress on climate change.

3 Read the article again. Match the highlighted words with their meanings.

1 emissions	a a gas without smell or colour, often used as a fuel
2 balance	b a chemical substance found in all living things
3 carbon	c a situation in which different things are equal
4 methane	d gases or other substances that are sent into the atmosphere

4 Read the article again and choose the correct answer A, B, or C.

1. Which of the following is not a COP's key goal?
   - **A.** Stop cutting down forests.
   - **B.** Replace coal with cleaner sources of energy.
   - **C.** End methane emissions.
2. What will happen if there is a balance between the greenhouse gases released and those removed from the atmosphere?
   - **A.** Global warming will be limited to 1.5°C.
   - **B.** Global CO_2 emissions will increase.
   - **C.** Countries will switch to clean energy.
3. Why is it important to reduce the use of coal?
   - **A.** Because it is easy to build coal plants.
   - **B.** Because coal is not as clean as gas.
   - **C.** Because it is responsible for a large part of the CO_2 emissions.
4. How does deforestation contribute to global warming?
   - **A.** Trees remove carbon dioxide from the atmosphere.
   - **B.** Trees release carbon into the atmosphere when they are cut down or burnt.
   - **C.** Forests trap heat and increase temperatures.
5. Why is reducing methane emissions a key goal?
   - **A.** Because its emissions result from farming activities and landfill waste.
   - **B.** Because methane's warming power is stronger than that of CO_2.
   - **C.** Because it is produced through human activities.

5 Work in groups. Discuss the following question.

What should we do to reduce global warming?

IV SPEAKING

Human activities and global warming

1 Match the activities (1–3) with their possible effects on the environment (a–f).

1 Cutting down or burning forests	2 Burning coal, oil, and gas	3 Raising farm animals like goats, sheep, and cows

a When burnt, fossil fuels release greenhouse gases, trapping heat in the atmosphere.

b When eating, these animals produce a lot of methane. This gas is responsible for nearly one-third of current global warming.

c Trees use CO_2 to grow, so when they are cut down or burnt, the CO_2 in the air increases.

d Carbon from fossil fuels combines with oxygen in the air to form large amounts of CO_2.

e Forests store carbon in the trees and soil, and help reduce the global temperature.

f Forests are cut down to make space for farm animals.



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2 Use the sentences in the box to complete the conversation. Then practise it in pairs.

A. First, deforestation leads to more CO_2 in the air

B. I think it's cutting down or burning forests

C. This also makes the earth even warmer

D. Well, there are two main reasons

Mark: Mai, which human activity is the main cause of global warming?

Mai: (1) _____.

Mark: Why do you think so?

Mai: (2) _____. (3) _____. Trees use CO_2 to grow, so when they are cut down or burnt, CO_2 in the air increases.

Mark: I see.

Mai: (4) _____. Forests store carbon in the trees and soil, and help reduce the global temperature. That's why I think cutting down or burning forests is the most serious problem.

Tips

To present your ideas clearly in a discussion, you should:

- state your opinion directly, e.g. *I think/ believe the most serious problem is burning coal, oil, and gas.*
- introduce your arguments, e.g. *There are two main reasons.*
- use linking words to order your arguments, e.g. *First,/Second, …*

  Besides,/Moreover,/In addition, …

  Last,/Finally, …

3 Work in pairs. Talk about the other human activities that contribute to global warming. Use the ideas in 1, the model and the tips in 2 to help you.

4 Work in groups. Decide which human activity contributes to global warming the most. Report to the whole class.

V LISTENING

Black carbon and global temperature

1 Work in pairs. Match the words with their meanings.

1 soot	a to make or become liquid by heating
2 melt	b the upper layer of the earth in which trees and plants grow
3 crop	c tiny pieces of black dust that are produced when wood, coal, etc. is burnt
4 soil	d a plant such as rice or fruit, grown by farmers and used as food

2 (36) Listen to a talk and choose the main idea.

A. Farmers produce the largest amount of soot.

B. Black carbon contributes to burning crop waste and wildfires.

C. Black carbon emissions come from several sources and affect the earth's temperature.

3 (37) Listen to the talk again. Choose the correct answer A, B, or C.

1. The world's biggest source of soot is _____.

A. burning forests

B. burning crop waste

C. killing living things in the soil

2. Black carbon only stays in the atmosphere for a few _____.

A. hours **B.** days or weeks **C.** months

3. Black carbon speeds up _____.

A. the release of sunlight into the air

B. burning of crop waste

C. ice melting

4. The next part of the talk will probably be about _____.

A. ways to reduce black carbon emissions

B. heat-trapping gases

C. other heat-trapping pollutants

4 Work in groups and answer the questions.

Is black carbon found in your city or neighbourhood? If so, where does it come from?

VI WRITING

A leaflet about ways to reduce black carbon emissions

1 Work in pairs. Match the ways to reduce black carbon emissions (1–3) with the reasons (a–i) for doing so.

1 Stop burning waste

2 Stop using solid fuels at home

3 Switch to renewable energy

(a) Soot from open waste burning has a strong warming effect on the earth.

(b) Renewable energy is clean, so it doesn't pollute the environment.

(c) The burning of waste in open fires is bad for the environment.

(d) The burning of organic waste produces nearly one-third of global black carbon emissions.

(e) Fossil fuels will be used up in this century while renewable energy will never run out because it comes from natural sources.

(f) Household air pollution kills millions of people yearly.

(g) Used for cooking or heating, solid fuels like coal and wood release black carbon and other pollutants.

(h) Renewable energy can replace fossil fuels because it is convenient and reliable.

(i) The tiny pieces of black carbon released from indoor stoves can enter the human body and cause serious health problems.

2 Work in pairs. Label the parts of the leaflet with the words/phrases in the box. Use the tips on page 59 to help you.

a. Heading **b.** Subheadings **c.** Slogans **d.** One idea per paragraph **e.** Call for action



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Tips

One of the purposes of writing a leaflet is to persuade the readers to agree with you. You should:

- use a heading to grab readers' attention.
- begin each paragraph with a catchy subheading.
- develop each idea in a separate paragraph.
- keep the language of the leaflet simple, brief, and clear.
- use easy-to-remember slogans to express your ideas quickly and attract the readers' attention.
- end your leaflet with a good call for action.
- include images and different colours to make your leaflet look attractive and interesting.

3 You are organising your school's Green Fair. Write about 120–150 words to complete the leaflet in 2. Use the suggested ideas in 1, and the tips above to help you.

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Giving warnings and responding



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

A. Thanks so much	**B.** I must warn you
C. Don't worry	**D.** Watch out

Jane: Hi, Nga. Is that a coal-burning stove?

Nga: Hi. Yes, my dad bought it last week. It heats up our home very quickly. Let me put in some more coal.

Jane: (1) _____! You're too close and will burn yourself!

Nga: (2) _____. I'm very careful.

Jane: Yes, it feels very warm, but (3) _____ burning coal produces soot.

Nga: Oh no, I didn't know that. (4) _____. I'll tell my dad.

2 Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you.

1. Student A is burning rubbish. Student B is warning him/her about the dangers of open waste burning to people's health and the environment.
2. Student B is building a campfire. Student A is warning him/her about the risk of starting a forest fire and the health risks.

Useful expressions	
Giving warnings	**Responding to warnings**
I wouldn't ... if I were you. Watch out (for something)! I (must) warn you ... Mind your ...	Thanks for (the) warning. I'll be (more) careful (next time). Thanks. Oh, really? I didn't know that. Thanks so much.

CLIL

1 Read the text and tick (✓) the pictures that show ways to reduce global warming.

REDUCING THE ENVIRONMENTAL IMPACT OF FARMING

Farming provides us with the food that we eat every day. But farming activities also have a strong warming impact on the global temperature. The good news is that experts have already started thinking about how to reduce it.

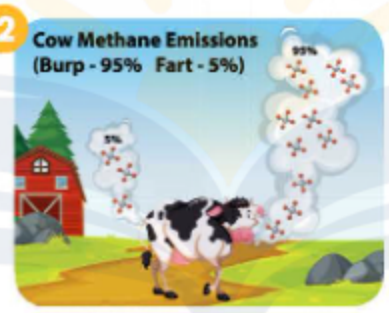
Raising farm animals like cows, goats, and sheep makes the planet hotter. There are billions of them and they release methane, a greenhouse gas that is much more dangerous than carbon dioxide. That is why scientists are developing methane-catching face masks for cows. They are intended to reduce methane emissions by up to 50 per cent per cow.

Another farming activity that heats the atmosphere is growing rice. According to research, emissions from rice farms have the same warming effect as about 600 coal plants. Flooded rice fields also make it easier for soil bacteria to produce greenhouse gases. New farming methods have allowed rice to grow well in drier fields, limit the amount of greenhouse gases, use less water, and produce better crops.

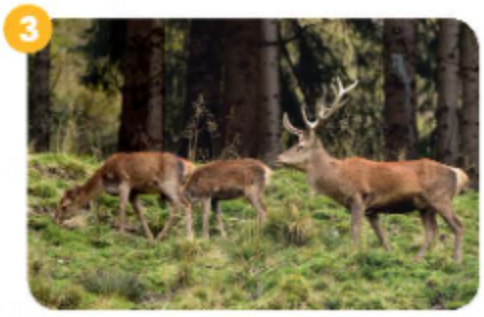
In addition, land-use increases the global temperature. Plants and trees use CO_2 to grow and store large amounts of carbon underground. Cutting down or burning forests to create farm fields and land for feeding animals releases tonnes of carbon dioxide and other greenhouse gases into the atmosphere every year. Luckily, many countries and world leaders have agreed to protect the forests and end deforestation.

In short, there are some positive signs that farmers can meet the environmental challenges. However, although the impact of farming on the global temperature has been reduced, there is still much to do.

1  ☐

2 

☐

3  ☐

4  ☐

5  ☐

2 Work in groups. Discuss the following questions.

What farming activities in Viet Nam do you think have negative impact on the global temperature? What do you think are the alternatives to those activities?

VIII LOOKING BACK

Pronunciation

39 **Listen and underline the stressed words. Then practise saying the sentences with a natural rhythm.**

1. Forests are helpful in cooling down our planet.
2. Plants can store a lot of carbon in their roots, branches, and leaves.
3. Oceans can also remove carbon from the atmosphere and store it.
4. Oceans may start releasing the carbon they store as global temperatures rise.

Vocabulary

Choose the correct word or phrase to complete each sentence.

1. Ending the use of carbon/coal is one of the COP's key goals.
2. Human activities cause most of the global warming by releasing/melting greenhouse gases.
3. Crop waste/Renewable energy comes from sources like wind, rain, waves, and sunlight, and is replaced naturally.
4. The burning of fossil fuels/soot increases the amount of greenhouse gas emissions in the atmosphere.

Grammar

Rewrite the sentences using present or past participle clauses.

1. My father was a firefighter, so he understood the dangers of open waste burning.
   → _____, my father understood the dangers of open waste burning.
2. Many wild animals were frightened by the forest fires, so they ran away or hid under the rocks.
   → _____, many wild animals ran away or hid under the rocks.
3. The road was flooded with water after the heavy rain and turned into a big swimming pool.
   → _____, the road turned into a big swimming pool.
4. The farmers cut down the local forest to create new farmland and destroyed all the wildlife there.
   → The farmers cut down the local forest to create new farmland, _____.

PROJECT

What we can do every day to help limit global warming

Work in groups. Carry out a survey to find out how people in your area are reducing the negative impact of their daily activities on the environment and trying to limit global warming.

Report your survey results to the class.

The report should include the following points:

- what their daily activities used to involve, e.g. driving to work
- how these activities affect global warming, e.g. releasing carbon dioxide emissions
- what people do to reduce their environmental impact, e.g. cycling to work
- what results people get, e.g. reducing carbon footprint



Now I can ...	✓	✓✓	✓✓✓
• use sentence stress appropriately to speak with a natural rhythm. • understand and use words and phrases related to global warming. • use present participle and past participle clauses correctly. • read for main ideas and specific information in an article about the UN Climate Change Conference. • talk about human activities and global warming, and present ideas clearly in a discussion. • listen for main ideas and specific information in a talk about black carbon and global temperature. • write a leaflet to persuade people to reduce black carbon emissions. • give warnings and respond. • understand the environmental impact of farming and how to reduce it. • carry out a survey to find out how local people try to limit global warming and present the survey results to the class.			

REVIEW 2

I LANGUAGE

Pronunciation

1 40 **Read the following sentences. Underline the stressed words in each one. Then mark the stressed syllables in these words. Listen and check.**

1. The earth is getting warmer and warmer.
2. There will be more floods and storms in the coming years.
3. ASEAN has helped its members to achieve economic growth.
4. The burning of coal and oil releases a lot of carbon dioxide into the air.

2 41 **Underline words with elision in the following sentences. Listen and check.**

5. The young ASEAN leaders had many different ideas.
6. It's very easy to use digital cameras.
7. She's giving a talk about the history of chocolate.
8. We'll have our discussion on ASEAN in the library tonight.

Vocabulary

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

1. Bl<u>ack</u> c<u>arbon</u>  contributes to global warming.

2. World leaders agreed on reducing CO_2 em_____  and ending def_____  at the COP.

3. The burning of fos_____ _____ 

has increased the amount of gre_____ _____  in the earth's atmosphere.

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2 Complete the sentences using these words and phrases.

leadership skills | current issues | greenhouse gas | pollutants | contribution

1. Country leaders are meeting to discuss _____, such as climate change and land use, in the region.
2. Using renewable energy is the best way to reduce _____ emissions.
3. The company provides training sessions to improve the managers' _____.
4. Young people need the right skills and knowledge to be able to make a _____ to the economy.
5. _____, such as carbon dioxide and methane, are known as greenhouse gases.

Grammar

1 Put the verbs in brackets in the correct forms.

1. Tourists enjoy (buy) _____ handmade souvenirs on their trips to ASEAN countries.
2. (feel) _____ confident about her English, Mia decided to enter the English-speaking competition at her school.
3. I decided (reduce) _____ my carbon footprint by cycling to school.
4. Because air pollution levels rise in the city, doctors recommend (wear) _____ masks outdoors.
5. World leaders need (work) _____ together to solve big health and environmental problems.

2 Rewrite the sentences using gerunds or participle clauses.

1. If you use an online dictionary in this way, you can learn many new words.
   → _____, an online dictionary can help you learn many new words.
2. It was wonderful to go on the ASEAN tour.
   → _____ was a wonderful experience.
3. The farmers cut down the trees, and started using the land for growing crops.
   → _____, the farmers started using the land for growing crops.
4. The sun warms the earth's surface, which releases heat into the air.
   → _____, the earth's surface releases heat into the air.
5. She usually prepares the guest list for all conferences.
   → She is responsible for _____ for all conferences.

3 Circle the underlined part that is incorrect in each of the following sentences. Then correct it.

1. One (A) of his hobbies (B) is collect (C) stamps (D).
2. The building (A) suddenly fell (B) down, injured (C) two people (D).
3. Embarrass (A) by all the attention (B), he thanked (C) everyone (D) for the presents.
4. They congratulated (A) him on get (B) the first prize in the writing (C) competition about (D) ASEAN.
5. The famous singer came (A) on stage, cheering (B) by hundreds (C) of screaming (D) fans.

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II SKILLS

Listening



1 42 **Listen to a conversation between Nick and Ann. What are they talking about?**

A. The effect of greenhouse gas emissions on climate

B. Ways to reduce greenhouse gas emissions

C. Ways to build green plants

2 43 **Listen again. Decide whether the following statements are true (T) or false (F).**

	T	F
1. Our planet is not as warm as usual.		
2. Methane emissions from cows can be changed into usable energy.		
3. Methane emissions will increase as a result of population growth.		
4. Scientists think that green oceans can't reduce the amount of CO_2.		
5. The NZT project involves the transport and storage of CO_2.		

Speaking

Work in groups. Discuss if the following technologies mentioned in the Listening can be used in Viet Nam. Think about how they can help slow global warming.

- Turning methane emissions from cows into energy
- Growing plants in the ocean
- Keeping CO_2 in storage sites

Reading

1 Read the text and choose the best title for it.

A. Youth activities in ASEAN

B. A forum for ASEAN Youth

C. ASEAN and its forum

ASEAN Youth Forum (AYF) is a programme for young people in ASEAN, which allows them to express their opinions and fight for their right to live in a sustainable and caring regional community. Its members regularly hold meetings and workshops to discuss the problems facing young people in ASEAN and how to address them. AYF also organises *Youth: Open Space* – an online space for young Southeast Asians to meet, connect, share, and talk about current issues such as climate change, health, education, technology, and online security.

Over the past decade, AYF has had meetings in all ASEAN countries. It has connected thousands of young leaders from Southeast Asia, who meet to discuss and suggest strategies for making ASEAN a better community. These conferences aim to improve young people's leadership skills and strengthen regional unity.

2 Read the text again and answer each question below with no more than THREE words.

1. In what kind of community do young people in ASEAN want to live?
2. What do AYF members regularly have?
3. What's the name of their online platform?
4. In which countries has AYF had meetings?
5. What do the AYF conferences aim to strengthen?

Writing

Write a proposal (120–150 words) to *Youth: Open Space* for a youth event to slow climate change in ASEAN countries. Use the following notes and outline to help you.

Title: **ASEAN GREEN WEEK**
Place: In ASEAN countries
Time: The first week of August/every year
Duration: One week
Participants: Young people in all ASEAN countries
Activities:
- cycling or going to school or work by public transport
- planting trees
- organising clean-up events in the community

Goals:
- to reduce the amount of carbon dioxide
- to raise young people's awareness of environmental protection

Benefits:
- healthier lifestyles
- a cleaner environment



Title:
To: Youth: Open Space
Time: _____
Prepared by: _____

Introduction: Climate change is a serious problem in ASEAN because it is one of the regions most affected by it. We'd like to organise an ASEAN Green Week to help slow climate change in ASEAN countries.

Details about the event: _____

Goals and benefits: _____

Conclusion: We really hope you will consider our proposal as we think that climate change is a pressing issue in ASEAN that needs to be solved as soon as possible.

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Unit 6

Preserving our heritage



I GETTING STARTED

Heritage sites in Viet Nam

1 44 **Listen and read.**

Ms Hoa: Good morning, everyone. As part of our school cultural programme, we need to plan a field trip to a heritage site in Viet Nam. So, where would you like to go?

Peter: Do you have any suggestions for us, Ms Hoa?

Ms Hoa: I'd recommend Trang An Scenic Landscape Complex. It's the only place in Southeast Asia to be recognised as a mixed heritage site by UNESCO.

Peter: What's a mixed heritage site?

Ms Hoa: It's a site that has both natural and cultural importance. For example, you can go on a boat trip there to enjoy the beautiful landscape. Or you can visit the old temples and monuments to learn about Vietnamese history.

Anna: That sounds interesting, but if we want to learn about cultural values of the past, where should we go?

Ms Hoa: You can go to Hoi An Ancient Town in central Viet Nam. You'll learn about urban lifestyles and traditions from the 15th to the 19th century and will see examples of ancient architecture. All buildings are kept in their original state. It's a great place to explore.

Anna: Wow! That's exciting. What about southern Viet Nam?





This unit includes:

LANGUAGE

Pronunciation

Intonation in statements, commands, and lists

Vocabulary

Words and phrases related to preserving heritage

Grammar

To-infinitive clauses

SKILLS

Reading: Reading for main ideas and specific information in an article about an ideas competition

Speaking:

- Discussing ways to preserve cultural heritage
- Keeping a conversation going by showing interest and encouragement

Listening: Listening for main ideas and specific information in a tour guide's talk about Trang An Scenic Landscape Complex

Writing: Writing a leaflet to inform people about ways to preserve Trang An Scenic Landscape Complex

COMMUNICATION AND CULTURE / CLIL

Everyday English

Asking for and giving directions

Culture

Initiatives to preserve heritage around the world

PROJECT

Proposing ways to preserve a type of heritage



Ms Hoa: You can go to the Mekong River Delta to enjoy *don ca tai tu* – a form of traditional folk singing. Local artists perform *don ca tai tu* everywhere – at parties, in fruit gardens, even on the floating market boats.

Peter: It's a great way to promote this kind of cultural heritage of southern Viet Nam.

Ms Hoa: Indeed. Now, please discuss in your group and let me know your field trip ideas.

2 Where can we do the following? Write T for Trang An, H for Hoi An, and M for Mekong River Delta.

Activity	Place
1. Going on a tour by boat	
2. Seeing areas of natural beauty	
3. Seeing ancient houses kept in their original style of architecture	
4. Listening to *don ca tai tu* at floating markets	

3 Match the words to make phrases used in 1.

1 folk	a architecture
2 cultural	b landscape
3 beautiful	c singing
4 ancient	d heritage

4 Complete the sentences using phrases from 1.

1. Trang An is the only place in Southeast Asia _____.
2. You can go on a boat trip _____.
3. You can visit the old temples and monuments _____.
4. Performing folk songs at floating markets is a great way _____.

II LANGUAGE

Pronunciation

Intonation in statements, commands, and lists

Remember!

- Intonation describes how a speaker's voice rises and falls in speech, and is very important in communication.
- We usually use falling intonation at the end of statements and commands to show certainty.
- When listing things, we slightly raise our voice on each item (level-rising intonation) and lower our voice on the last item to show that the list is complete.

1 45 Listen and repeat. Pay attention to the falling intonation (↘) and level-rising intonation (↗) in the following sentences.

1. Our class is going on a field trip next week. ↘
2. Put your rubbish in the bin! ↘
3. You can see beautiful caves ↗, green valleys ↗, and high mountains. ↘

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2 Track 46 **Listen and mark the intonation in these sentences using ↘ (falling intonation) or ↗ (level-rising intonation). Then practise saying them in pairs.**

1. Hoi An Ancient Town became a World Heritage Site in 1999.
2. Turn on the light. It's dark in here.
3. Cultural heritage may include temples, pagodas, and monuments.
4. Tourists can visit the pedestrian streets in Ha Noi.

Vocabulary

Our heritage

1 Match the words with their meanings.

1 restore (v)	a connected with things from the past
2 historical (adj)	b traditional to a particular group or country, and usually passed down from generation to generation
3 preserve (v)	c important in history
4 folk (adj)	d to return something to an earlier good condition or position
5 historic (adj)	e to keep something in its original state or in good condition and prevent it from being damaged

2 Complete the sentences using the words in 1.

1. Mary enjoys reading _____ novels set in World War Two.
2. This meeting of world leaders was a truly _____ event that is likely to be remembered in the future.
3. The local authority plans to _____ the old monument which was damaged by the storm.
4. We should increase efforts to _____ *ca tru* because nowadays there are very few *ca tru* musicians left.
5. Many _____ songs tell stories about the lives of ordinary people in the past.

Grammar

To-infinitive clauses

Remember!

A *to-infinitive* clause can be used:

- to express purpose.

  Example: He studied hard ***to pass the exam.***

  I bought some souvenirs ***to give to my parents.***

- to modify a noun or noun phrase that contains ordinal numbers (*the first, the second,* etc.), superlatives (*the best, the most beautiful,* etc.), and *next, last,* and *only.*

  Example: Ethan is usually the last person ***to understand the joke.***

1 Combine the sentences using *to-infinitive* clauses.

1. Lan went to Hue. She wanted to see the monuments there.

   → Lan _____.

2. Minh created a website. He wanted to give more information about local historical sites to visitors.

   → Minh _____.

3. Peter took a boat trip around the floating market. He wanted to listen to *don ca tai tu* there.

   → Peter _____.

4. My sister has opened a small shop behind the museum. She wanted to sell postcards and souvenirs to tourists.

   → My sister _____.

2 Work in pairs. Ask and answer questions about heritage sites or traditions using *to-infinitive* clauses.

Example:

A: *What do many tourists go to Ha Long Bay for?*

B: *They go there* ***to enjoy the beautiful scenery./To enjoy the beautiful scenery.***

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III READING

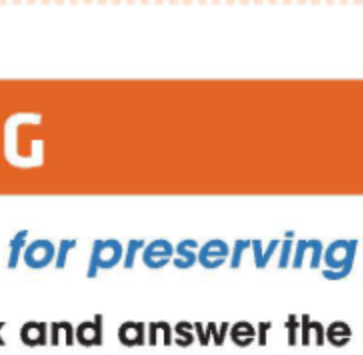
Teenagers' ideas for preserving heritage

1 **Work in pairs. Ask and answer the question.**

Why is it important to protect our heritage?

2 **Read the article and choose the correct meanings of the highlighted words and phrase.**

PRESERVING OUR HERITAGE:
IDEAS FROM
TEENAGERS



To encourage young people to learn about and appreciate our cultural heritage, we organised an ideas competition. We invited students from across the country to send us their ideas for protecting and promoting our heritage. We have received many interesting entries. Below are the winners.

A. _____

The idea of promoting heritage sites through social media came from a group of 11th grade students. They suggested using social media activities, such as photo competitions, to encourage young people to learn about our heritage sites and local traditions of important festivals. They also suggested creating trending topics or challenges on social media. For example, a postcard challenge will invite people to create and share unusual and exciting postcards about the heritage sites that they have visited.

B. _____

Two 10th grade students suggested forming historical societies or local groups who have a keen interest in their history and heritage. These groups will provide information about local heritage sites, organise special events to celebrate local festivals, and invite young people to discuss issues related to preserving the heritage. This way, they will be able to give voice to suggestions and solutions to problems they care about. They will feel that their voices are heard, and they can contribute to society.

C. _____

To preserve heritage, such as traditional music and stories, a group of secondary school students proposed setting up folk clubs. The clubs will hold events for young people to experience and learn about traditional performing arts. The artists will not only perform, but also introduce their arts and talk about how students can help promote folk culture. The clubs will organise training for students who want to learn folk songs, a traditional musical instrument, or folk dancing.

1. appreciate
- **A.** to recognise the good qualities of something
- **B.** to realise that something is dangerous
- **C.** to discuss a new idea

2. trending
- **A.** being discussed a lot on social media
- **B.** being forgotten by the public
- **C.** creating and sharing information

3. give voice to
- **A.** to take action about something
- **B.** to listen to someone's advice
- **C.** to express opinions about something

4. proposed
- **A.** asked someone for information
- **B.** suggested something as a plan or course of action
- **C.** invited guests for an event

3 **Read the article again. Match the following headings (1–4) with the appropriate paragraphs (A–C). There is ONE extra heading.**

1. Organising photo competitions of performing artists
2. Promoting and developing the folk arts
3. Making use of social media to promote heritage
4. Opportunities to learn about heritage and be involved in problem-solving

4 **Read the article again and decide which paragraph includes the following information.**

	Paragraph
1. Creating popular topics on the Internet such as sharing postcards	A
2. Raising awareness of preserving our heritage through discussions	
3. Organising photo competitions on social media	
4. Setting up local historical societies to organise festivals and other events	
5. Inviting artists to perform and teach folk singing, dancing, and music	

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

Which of the ideas in the text do you like most? How will it help preserve heritage?

IV SPEAKING

Preserving cultural heritage

1 **Work in pairs. Match the ways to preserve our heritage with the reasons for doing so.**

Ways	Reasons
1 Learning about cultural heritage at school	a Spreading information to more people quickly
2 Promoting cultural heritage on social media	b Helping students understand the value of cultural heritage
3 Organising competitions to find good ideas for preserving our heritage	c Making cultural heritage more widely known to people around the world
4 Introducing cultural heritage to foreign visitors through tourism activities	d Encouraging people to get more involved

2 **Complete the conversation with the words and phrase in the box. Then practise it in pairs.**

A. Well
B. Right
C. Really
D. Let me think

Nam: What do you think is the best way to preserve cultural heritage?

Anna: (1) _____. The best way to preserve it is to raise people's awareness of its importance.

Nam: (2) _____. We can set up school clubs for students to learn about forms of cultural heritage, such as folk music, singing, or dancing.

Anna: (3) _____, our classmates will show no interest in such clubs.

Nam: (4) _____? Why do you think so?

Anna: Traditional arts are not fashionable. There are so many other exciting things for us to do.

Nam: That's why it's important to make such clubs more interesting for teenagers.

Tips

- To keep a conversation going, you should show that you are interested in it and encourage the speaker to continue speaking using words and phrases such as *Yeah, Uh huh, OK, Right, I see, Interesting, Really.*
- We often need to think before speaking. To show that you have understood and are going to speak, use words and phrases such as *Well, Let me think, I'm not sure, Hold on a minute, That's a good question.*

3 Work in pairs. Make a similar conversation about ways to preserve cultural heritage. Use the ideas in 1, the model in 2, and the tips above to help you.

4 Work in groups. Think of a form of cultural heritage (such as a tradition, a festival, or a form of music), and discuss ways to preserve it. Report your group's ideas to the whole class.

V LISTENING

A trip to Trang An Scenic Landscape Complex

1 Work in pairs. Ask and answer the questions.

What do you know about Trang An? Have you been there? If yes, what did you see or do there?

2 (47) Listen to a talk. What is the talk mainly about?

A. The tour guide is explaining why Trang An is a mixed World Heritage Site.

B. The tour guide is talking about the ecosystem of Trang An and efforts to preserve it.

C. The tour guide is introducing the site's natural beauty.

3 (48) Listen to the talk again and complete each gap in the notes with no more than THREE words and/or a number.

TRANG AN SCENIC LANDSCAPE COMPLEX

Quick facts
- Recognised as the first mixed World Heritage Site in (1) _____
- Famous for its beautiful landscape and long cultural history
- Consists of (2) _____

Natural beauty and biodiversity
- Beautiful limestone mountains, valleys, and rivers
- More than (3) _____ of plants and 200 types of animals

Cultural heritage
- Caves showing how (4) _____ lived over a period of 30,000 years
- Hundreds of temples and historic pagodas

Current condition
- The landscape is not changed or damaged by human activities.
- Most of the site is still kept in its (5) _____, e.g. the original style of architecture.

4 Work in pairs. Make some predictions about what the tour guide will say next.

VI WRITING

A leaflet about ways to preserve Trang An Scenic Landscape Complex

1 Work in pairs. Put the problems that Trang An Scenic Landscape Complex may face and the possible solutions in the correct blanks.

A. educating young people about the importance of heritage
B. damaging the ecosystem
C. loss of cultural values
D. organising eco-tours to natural heritage sites

NATURAL HERITAGE

Problems: Negative effects of mass tourism

- polluting the rivers and valleys
- (1) _____

Solutions:

- (2) _____
- creating a sustainable habitat suitable for local wildlife

CULTURAL HERITAGE

Problems: Young people's lack of knowledge about the cultural heritage

- not able to appreciate traditions
- (3) _____

Solutions:

- (4) _____
- promoting heritage values on social media

2 Write a leaflet about the problems that Trang An may face and the possible solutions to them. Use the ideas in 1 and the outline below to help you.

Preserve our heritage - Preserve Trang An Scenic Landscape Complex



Trang An (Ninh Binh Province) was the first site in Viet Nam to be recognised by UNESCO as a mixed World Heritage Site in 2014. It is famous for _____

_____

_____

_____

Preserving nature

- Trang An may be affected by mass tourism. This kind of tourism can cause/lead to/result in _____.
- To preserve Trang An, it is necessary to _____/it is recommended that _____/ we should _____.

Preserving culture

- Another problem might be young people's lack of knowledge about our cultural heritage. As a result,/As a consequence, _____.
- This problem can be solved if _____/To deal with this problem, we should _____.

LET'S PRESERVE AND BE PROUD OF OUR HERITAGE!

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Asking for and giving directions

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

A. could you tell me the way to	**B.** turn left
C. on your right	**D.** Go straight ahead

David: Excuse me, (1) _____ Thang Long Imperial Citadel? I'm lost.

Nam: Sure. The citadel is not far from here. (2) _____ until you get to Hoang Dieu Street, then (3) _____. Walk past Ha Noi Flag Tower and you'll see it (4) _____.

David: Thank you.





2 **Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you.**

1. Student A is asking for directions to Ho Chi Minh Mausoleum. Student B uses the map to give directions.
2. Student B is asking for directions to Ha Noi Flag Tower. Student A uses the map to give directions.

Useful expressions	
Asking for directions	**Giving directions**
Can you tell me the way to ...? Excuse me, is ... near here? How do/can I get to ...? Which is the best/easiest way to ...?	**Movement:** Go straight ahead/on. Walk along ... street/road. Walk past the (post office/bank). Turn left/right at the traffic lights/into Star Street. Take the first/second road/turning on the left. **Location:** It's on your left/right. It's next to/opposite/between/at the end of/behind/ in front of ... It's (just) around the corner.

Culture

1 Read the text and answer the questions.

PRESERVING HERITAGE AROUND THE WORLD

Crowdfunding for heritage!

Preserving their heritage can present a challenge to many nations, especially if they have a large number of heritage sites, like Italy does. However, the country has found a new method of raising money for heritage projects from a large number of individuals and businesses - crowdfunding. For example, **loveitaly**, a non-profit organisation, uses its website to reach all the people around the world who love Italy, and collects donations from everyone who wants to help. One of their first success stories was raising enough money to restore an ancient site in Pompeii.



Pompeii, Italy

Strict heritage laws

In Australia, individuals and companies have to pay a fine of AU$1,000 to AU$5,000 for any damage to heritage sites or objects, regardless of whether they can be repaired. In some cases, the fines are heavier, and people could even face time in prison. The authorities hope the harsher punishments can stop people from destroying or damaging cultural sites and items, and prevent heritage crime.



La Tomatina Festival, Spain



Great Barrier Reef, Australia

Tourism works!

Spain is one of the countries that has successfully promoted its cultural heritage through tourism. For many years, festivals such as La Tomatina (in which people throw tomatoes at each other) or Las Fallas (a five-day festival of fireworks and light shows) in Valencia have attracted millions of local and foreign tourists. The unique architecture in Barcelona, home to nine UNESCO World Heritage Sites, and Santiago de Compostela's Old Town, which is also on the world heritage list, are famous all over the world.

tailieuhoctap.vn

Which country ...

1. raises money from the public for restoring its heritage?
2. organises successful festivals that attract visitors from around the world?
3. fines people heavily if they damage its heritage?

2 Work in groups. Discuss the following questions.

Are the methods of preserving heritage in the text used in Viet Nam?
Which one do you think works best in Viet Nam?

VIII LOOKING BACK

Pronunciation

(50) Listen and mark the intonation in the following sentences using ↘ (falling intonation) or ↗ (level-rising intonation). Then practise saying them in pairs.

1. The trip to Hoi An Ancient Town was amazing.
2. Turn off the air conditioner. It wastes too much electricity.
3. A boat tour is the best way to experience wildlife habitats.
4. In Ha Long Bay you can go swimming, diving, and fishing.

Vocabulary

Choose the correct word to complete each sentence.

1. Many ancient houses in the city are not well preserved/well promoted because of changes over time and bad weather.
2. His historical/historic novels are based on events that happened in the early 19th century.
3. Older generations worry that folk/festival music and dances will die out because young people only listen to pop music.
4. The heritage site is promoted/protected as a tourist destination on social media.

Grammar

Rewrite the sentences using *to-infinitive* clauses.

1. Mai went to Soc Son because she wanted to attend the Giong Festival.
   → _____
2. The first place that you can visit on the trip is Hue Imperial Citadel.
   → _____
3. Our music teacher gave lessons in *xoan* singing because she wanted to help us appreciate our cultural heritage.
   → _____
4. The most famous site that you can see is the old bridge across the river.
   → _____

PROJECT

How can we preserve our heritage?



Work in groups. Choose a type of heritage that you are interested in and propose ways to preserve it. Present your ideas to the class in the form of an oral presentation, a leaflet, or a poster. Use these questions as cues.

- What is the heritage? Where is it? Is it cultural or natural heritage?
- What is it famous for?
- How important is it?
- What can we do to preserve it?

Now I can ...	✓	✓✓	✓✓✓
• use falling and level-rising intonation in statements, commands, and lists. • understand and use words and phrases related to preserving heritage. • use *to-infinitive* clauses correctly. • read for main ideas and specific information in an article about an ideas competition. • discuss ways to preserve cultural heritage and keep a conversation going by showing interest and encouragement. • listen for main ideas and specific information in a tour guide's talk about Trang An Scenic Landscape Complex. • write a leaflet to inform people about ways to preserve Trang An Scenic Landscape Complex. • ask for and give directions. • learn about initiatives to preserve heritage around the world. • propose ways to preserve a type of heritage, and give a group presentation.			

Unit 7

Education options for school-leavers





This unit includes:

LANGUAGE

Pronunciation

Intonation in *Wh-* and *Yes/No* questions

Vocabulary

Words and phrases related to education after leaving school

Grammar

Perfect gerunds and perfect participle clauses

SKILLS

Reading: Reading for main ideas and specific information in an article about different study options after leaving school

Speaking:

- Discussing the benefits of vocational training and academic study
- Ending a conversation or discussion

Listening: Listening for main ideas and specific information in a conversation about courses provided at a vocational school

Writing: Writing a request letter to ask for information about vocational school courses

COMMUNICATION AND CULTURE / CLIL

Everyday English

Making an appointment

Culture

UK education after secondary school

PROJECT

Doing research on an educational institution

I GETTING STARTED

Planning our education

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

Ms Hoa: Good morning, class. There was an education fair last weekend. Did anyone go?

Nam: Yes, Mai and I did. The fair was great, and we got a lot of useful information.

Ms Hoa: I'm glad to hear that. Would you like to share some of it with the class?

Mai: Sure. After finishing school, we mainly have two education options. For example, we can get into university if we earn high grades or pass the university entrance exam.

Nam: That's true, but academic education isn't everything. The other option is going to a vocational school where we can learn skills for particular jobs.

Ms Hoa: That sounds interesting. So what are your plans for the future?

Mai: I'm hoping to go to university. Having won several biology competitions, I want to study biology and become a scientist.

Ms Hoa: Great! It's really important to follow your dream, Mai.

Mai: My mum still regrets not having gone to university. So I want to make her proud of me. How about you, Nam?

Nam: Well, I don't think university is for me. I want to go to a vocational school because I want to become a car mechanic. My father owns a car repair shop. Having watched him work very hard for many years helped me make my decision.

Ms Hoa: That's very sensible, Nam! I hope you can help him grow his business.



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

	T	F
1. School-leavers only have the option of academic education.		
2. Good grades at school can help students get into university.		
3. Vocational schools are for those who want to develop job skills.		
4. Nam wants to work at his father's car repair shop after leaving school.		

3 Find phrases in the conversation that mean the following.

1. an event at which students can talk to representatives of universities or vocational schools about their study options	e_____ f_____
2. an exam that someone takes to be accepted into a school or university	e_____ e_____
3. studying at school or university to gain knowledge and develop thinking skills	a_____ e_____
4. a place that teaches skills needed for particular jobs	v_____ s_____

4 Complete the sentences using phrases from 1.

1. _____ several biology competitions, Mai wants to study biology and become a scientist.

2. Mai's mum still regrets not _____ to university.

3. _____ his father work very hard for many years helped Nam make his decision.

II LANGUAGE

Pronunciation

Intonation in Wh- *and* Yes/No *questions*

Remember!

In *Wh*-questions, we usually use falling intonation, which means the voice goes down at the end of the sentence.

Example: Where do you buy it? ↘

In *Yes/No* questions, we usually use rising intonation, which means the voice goes up at the end of the sentence.

Example: Do you like it? ↗

1 152 Listen and repeat. Pay attention to the falling (↘) or rising (↗) intonation in each of the following questions.

1. Did anyone go? ↗

2. Is academic education important nowadays? ↗

3. What are your plans for the future? ↘

4. When does the course start? ↘

2 153 Listen and mark the intonation in these questions using ↗ (rising intonation) or ↘ (falling intonation). Then practise saying them in pairs.

1. Do you want to go to university?

2. Have you talked with your parents about your plans?

3. How much does it cost to study at university?

4. What's your favourite subject at school?

Vocabulary

Completing your education

1 Match the words and phrase with their meanings.

1 school-leaver (n)	a education at a college or university
2 vocational education (np)	b the act of completing a university degree or a course of study
3 higher education (n)	c a person who has just left school
4 qualification (n)	d education that prepares students for work in a specific trade
5 graduation (n)	e an official record showing that you have finished a training course or have the necessary skills, etc.

2 Complete the sentences using the correct form of the words and phrase in 1.

1. Many parents nowadays want their children to pursue _____ at universities after leaving school.
2. He didn't get the job he wanted because he didn't have the right _____.
3. Many _____ choose to go to university to study academic subjects.
4. More and more young people prefer _____ because they like to learn practical skills.
5. Many young people find it hard to get a job immediately after _____.

Grammar

Perfect gerunds

Remember!

The perfect gerund (*having done*) always refers to a time before that of the verb in the main clause. It is used to emphasise that the action was completed in the past.

It can be used as:

- the subject of a sentence.
  Example: ***Having studied*** *science subjects made it easy for me to choose a university degree.*
- an object after some verbs, e.g. *admit, deny, forget, mention, regret,* and *remember* or after prepositions.
  Example: My friend didn't remember ***having lent*** *me his English textbook.*
  My cousin often talked about ***having studied*** *for five years at a top university.*

1 Find and correct the mistakes in the following sentences.

1. I forgot have discussed this topic with you.
2. Had won many maths competitions helped me win a place at university.
3. Nam regretted not having choose a more interesting course at university.
4. He was proud of had won the first place in a biology competition.

Perfect participle clauses

Remember!

The perfect participle has the same form as the perfect gerund, e.g. *having asked, having studied.*

We can use perfect participle clauses to:

- describe an action that happened before the action in the main clause.
  Example: ***Having finished*** *their course, they started looking for jobs.*
- talk about the reason for the action in the main clause.
  Example: ***Not having read*** *the book, he can't give us his opinion.*

2 Rewrite these sentences using perfect participle clauses.

1. After we listened to an introduction to the course, we asked some questions.
   → _____, we asked some questions.
2. He failed the university entrance exams, then he decided to train to become a car mechanic.
   → _____, he decided to train to become a car mechanic.
3. His brother had not studied hard enough, so he failed the exams.
   → _____, his brother failed the exams.
4. After I answered the job interview questions, I was asked to prepare a short presentation.
   → _____, I was asked to prepare a short presentation.

3 Work in pairs. Make sentences about things you have done using perfect gerunds and perfect participle clauses.

Example:

***Having completed** the project gave us a feeling of satisfaction.*
***Having finished** school, I can apply to university.*

III READING

Options for school-leavers



1 Work in pairs. Which of the two options for school-leavers is more common in your town? Can you think of other options?

2 Read the article. Match the highlighted words with their meanings.

THE EDUCATIONAL JOURNEY FOR SCHOOL-LEAVERS

This month, Teen Talk magazine has received many letters from secondary school students asking about the different options for school-leavers. We've talked to educational experts, and they think that young people should either continue their studies at a college or university or go to a vocational school.

A. _____

Higher education is really for people who want formal learning in order to get an academic degree. If you are good at certain subjects and need a degree related to those subjects, then university is the right choice for you. Besides studying, university students also have the opportunity to live independently, make new friends, and join different clubs. Many students still manage to work part-time during their university years. In addition, college or university students usually have an advantage over students from vocational schools when it comes to further studies after a degree. They will also have broader career options and an advantage in the job market.

B. _____

If you are not interested in traditional academic subjects and want to work in a specific trade, then vocational education is the right choice for you. You will gain the practical skills and knowledge necessary for a specific job. In addition, a vocational school may also offer you an apprenticeship. This type of training not only provides students with hands-on experience, but also gives them wages to cover their living costs. Most importantly, vocational training is usually much shorter than a college or university course. After getting their vocational qualifications, graduates can immediately start work and earn a salary.

There are a lot of educational opportunities for school-leavers today. You can choose from hundreds of vocational schools or higher education institutions to continue your educational journey.

1 formal	a job that requires special training and skills
2 manage	b a period of time working for and learning from a skilled person
3 trade	c to succeed in doing something difficult
4 apprenticeship	d important organisations that have a particular purpose
5 institutions	e received in a school, college, or university, with lessons, exams, etc.

3 Read the article again. Match the headings (1–3) with the paragraphs (A–B). There is ONE extra heading.

1. Getting vocational training
2. Earning a salary while studying
3. Going to college or university

4 Read the article again and complete each gap with ONE word.

College or university	Vocational school
• For students who want (1) _____ learning • Get a (2) _____ related to an academic subject • Join different clubs	• For students who want to work in a specific (3) _____ • Can offer a(n) (4) _____ • Finish their (5) _____ quickly and start earning a salary.

5 Work in pairs. Discuss the following questions.

Which of the two options will be appropriate for you after leaving school? Why?

IV SPEAKING

Vocational training vs. academic study

1 Work in pairs. Complete the table below. Use the suggested ideas and/or your own ideas.

Suggested ideas:
- develop critical thinking skills
- develop research skills
- provide shorter duration of study
- develop practical skills

Benefits of vocational training	Benefits of academic study
• cost less • _____ • _____	• can earn more • _____ • _____

2 Complete the conversation with the sentences in the box. Then practise it in pairs.

A. It's the cost. Vocational training is much cheaper than university education.
B. I couldn't agree more. So, we've decided on the three main benefits: more practical, shorter, and cheaper.
C. Great! We're now ready to report to the class.
D. Now, let's think about one more benefit.

Nam: Let's decide on the three main benefits of vocational training. First, I think it will help students develop practical skills.
Lan: I agree. Vocational courses are more practical than university courses.
Nam: What do you think is the second benefit?
Lan: I think it's the short duration of study. Degree programmes at university usually go on for at least three years while vocational courses can last less than two years.
Nam: (1) _____
Lan: (2) _____
Nam: (3) _____
Lan: (4) _____

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Tips

We can end a conversation or discussion by:

- summarising it, e.g. *We've decided .../We've agreed to .../We've covered everything/all points.*
- concluding it, e.g. *Bye./Great, we're now ready for .../That's all we have today./It was a very useful discussion/meeting.*

3 Work in pairs. Talk about the benefits of academic study. Use the ideas in 1, the model in 2, and the tips above to help you.

4 Work in groups. Discuss what kind of students/learners each option will be more suitable for. Give reasons for your decision. Report to the whole class.

V LISTENING

Vocational courses



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

1. What kind of vocational course are they taking?
2. Do you think students need any special qualifications to apply for this course?
3. What do you think students expect to learn from this course?

2 Choose the correct meanings of the underlined words.

1. I want to become a restaurant cook, so I'm looking for a professional cooking course.
   - **A.** connected with real situations and time
   - **B.** connected with a job that needs special training and skills
2. Once you join a course, you'll have the opportunity to work as an apprentice in a restaurant.
   - **A.** a person working for an employer to learn a skill or a job
   - **B.** a skilled chef in a famous restaurant
3. We can learn a lot about a particular school from its school brochure.
   - **A.** a map of the school
   - **B.** a small book giving information about something

3 Track 54 Listen to a conversation between Lan and the receptionist at ABC Vocational School. What are they talking about?

A. Vocational schools in the area.

B. Cooking courses at the vocational school.

C. Qualifications needed to study at ABC Vocational School.

4 Track 55 Listen to the conversation again and complete the notes below. Use no more than TWO words for each gap.

ABC Vocational School	
Courses	Tour guide training, hotel and restaurant management, cooking, etc.
Types of cooking courses	Short courses: • for all ages and abilities • duration: two to three (1) _____ (2) _____ courses: • for people training to be (3) _____ • duration: two years
Hands-on experience	Work as a(n) (4) _____ in a real restaurant
Information about the school	Parents and students can study the (5) _____.

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

Would you be interested in a cooking course? Why/Why not? If yes, what kind?

VI WRITING

A request letter about a course

1 **Look at the advertisement about a vocational school and its tour guide training courses. You want to ask for more information. Complete the enquiries.**



1. Could you please tell me _____?
2. I would like to know _____.
3. I would appreciate it if you could tell me _____.

2 **Write a letter (140–170 words) to request information about the courses in 1. Use the information in 1, your ideas, and the outline with the tips below to help you.**

Tips

Formal emails or letters asking for information usually have the following structure:

1. Greeting. *Example: Dear Sir/Madam,* (or name if known)
2. Reason(s) for writing. *Example: I would like to have more information about .../I am writing to enquire about ...*
3. Enquiries (one paragraph for each of the things you want to ask about using linking words or phrases). *Example: First, I would like to know ... /In addition, I wonder if .../I would appreciate it if you could tell me .../It would be great if you...*
4. Closing line. *Example: I look forward to hearing from you/receiving your reply.*
5. Signature. *Example: Yours sincerely,* (if you know the name of the person you are writing to)/*Yours faithfully,* (if you don't know the name)

Dear Sir or Madam,

I am writing to ask for more information about _____.

First, I would appreciate it if you could tell me _____.

Next, I would like to know _____.

Finally, it would be great if you _____.

I look forward to hearing from you.

Yours faithfully,

_____

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Making an appointment



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

A. suit you	**B.** shall I come
C. I have another appointment	**D.** could I meet you

Lan: Ms Ha, (1) _____ on Thursday afternoon? I would like your advice on how to prepare for my university entrance exam next year.

Ms Ha: Sorry, (2) _____ at that time. But I'm free on Saturday morning.

Lan: That would be good for me. What time (3) _____ to see you?

Ms Ha: Would 9 o'clock (4) _____?

Lan: Yes, sounds good. Thank you, Ms Ha.

Ms Ha: OK, then. See you on Saturday in the staffroom.

2 **Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you.**

1. Student A, a secondary school student, makes an appointment to see Student B, a university representative, to ask for advice on his/her education plans after leaving school. Student B can't make the suggested day/time and proposes another day/time.
2. Student B, a secondary school student, makes an appointment to see Student A, a career advisor, to ask for advice on vocational courses. Student A can't make the suggested day/time and proposes another day/time.

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Useful expressions

Making an appointment	**Giving a positive response**
• Will you be available on/at ...? • I'd like to make/arrange an appointment with you on/at ... • Would ... suit you/be OK for you? • When's convenient for you?	• All right, I'll see you then. • OK, I'll see you (next week) (at around 3 p.m.).
	Giving a negative response and proposing another time/date
	• Sorry, I've got another appointment at that time. How about ...? • I'm afraid I can't make it at that time. Are you free on/at ...?

Culture

1 Read the text and complete the table below with information from the text. Use no more than TWO words or a number in each gap.

UK EDUCATION AFTER SECONDARY SCHOOL

In the UK, students can choose to end their formal education at 16, but in England they must stay in full-time education or do a training course until the age of 18.

Many 16-year-old students go on to study at different vocational colleges. Vocational education usually lasts up to three years. During this time, students learn job-specific skills. That is why vocational education is often referred to as career education or technical education. Many students still go on to higher education after receiving their vocational qualifications.

Alternatively, students can go to a sixth-form college or stay at their secondary school if it offers a sixth form for two more years. Students usually focus on three or four subjects that they are interested in or related to the degree they want to study at university. Exams are taken at the end of the two-year course, and the grades are used to apply for university courses. Not all students leaving sixth form go to university. Some prefer to get into a vocational course or find a job.

At university, students study for at least three years in order to get a bachelor's degree. After the first degree, they can study for one to two years to get a master's degree, and three to five years to get a doctorate.

UK education after secondary school	
Age at end of formal education	• 16 in the UK • stay until the age of (1) _____ in full-time education or do training in England
Vocational education	• lasts up to three years • also called career education or (2) _____ • some students still go on to (3) _____
Sixth form	• lasts two years • Students study subjects they are interested in or subjects related to higher education. • Grades are used to apply for (4) _____.
University education	Students study to get a (5) _____, a master's degree, or a doctorate.

2 Work in groups. Discuss the similarities and differences between education after leaving school in Viet Nam and in the UK.

VIII LOOKING BACK

Pronunciation

57 **Listen and mark the intonation in these questions using ↗ (rising intonation) or ↘ (falling intonation). Then practise saying them in pairs.**

1. Are you interested in studying at university?
2. How much is the fee for this cooking course?
3. Did you attend the education fair?
4. Who would like to train to become a tour guide?

Vocabulary

Complete the text. Use the correct form of the words in the box.

school-leaver | apprenticeship | higher education | graduation | institution

Nowadays, there are educational opportunities available to all (1) _____. If they want to earn an academic degree, they can continue their studies at (2) _____ institutions. But if they want to gain practical and job-specific skills, then vocational education is the perfect choice for them. At vocational schools, they can also do (3) _____ and learn from skilled people on the job. Having qualifications from good educational (4) _____ helps young people find jobs immediately after (5) _____.

Grammar

Rewrite these sentences using perfect participle clauses or perfect gerunds.

1. After he finished school, my brother took a year off and travelled around the world.
   → _____ took a year off and travelled around the world.
2. He did not remember that he had discussed his study options with his parents.
   → _____ his study options with his parents.
3. My cousin didn't ask anyone for advice, so she made the wrong decision about her education.
   → _____ made the wrong decision about her education.
4. Lan won the first prize in the competition. This is something she's very proud of.
   → _____ is something Lan is very proud of.

PROJECT

Choosing the perfect educational institution



Work in groups. Do some research on educational institutions for school-leavers (e.g. colleges, universities, vocational schools) in Viet Nam. Choose one that you think has the best programme for a particular subject, trade, or job, and present your findings to the class.

Use these questions as cues for your presentation.

- What type of educational institution is it? Where is it? How big is it?
- What programme or training for that particular subject, trade, or job does it offer? How much is the fee?
- What facilities does it have? Are there any student activities or clubs?
- What job opportunities are there for its students after graduation?

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Now I can ...	✓	✓✓	✓✓✓
• use rising and falling intonation in *Wh-* and *Yes/No* questions. • understand and use words and phrases related to education after leaving school. • use perfect gerunds and perfect participle clauses correctly. • read for main ideas and specific information in an article about different study options after leaving school. • discuss the benefits of vocational training and academic study, and end a conversation or discussion. • listen for main ideas and specific information in a conversation about courses provided at a vocational school. • write a request letter to ask for information about vocational school courses. • make an appointment. • understand the UK education after secondary school. • do research on an educational institution and present the information to the class.			

Unit 8

Becoming independent



This unit includes:

LANGUAGE

Pronunciation

Intonation in invitations, suggestions, and polite requests

Vocabulary

Words and phrases related to teen independence

Grammar

Cleft sentences with *It is/was … that/who …*

SKILLS

Reading: Reading for main ideas and specific information in an article about how teens can become independent

Speaking:

- Giving detailed instructions on learning basic life skills
- Using sequencing words and phrases when giving instructions

Listening: Listening for main ideas and specific information in a conversation about becoming independent learners

Writing: Writing an article about the pros and cons of self-study

COMMUNICATION AND CULTURE / CLIL

Everyday English

Expressing best wishes and responding

Culture

Teen independence in the US

PROJECT

Creating a detailed plan to develop a life skill

I GETTING STARTED

Earning your parents' trust

1 158 **Listen and read.**

Nam: Mai, why don't you answer your phone? It keeps ringing.

Mai: It's my mum who's calling me again. She wants me to contact her from time to time while I'm out.

Nam: My parents used to be like that. They thought I didn't have the confidence to deal with difficult situations.

Mark: I had the same experience. It was earning my parents' trust that took a long time. But I managed to convince them that I'm responsible when I'm out and about.

Mai: It's my parents who still think I don't have the skills to be independent. I'm not good at managing my time or money, but I'm independent at home – I can cook, clean the house, and do my laundry!

Nam: That's a good start! I use a time-management app to plan my weekly schedule including all my activities and responsibilities. Would you like me to help you install it?

Mai: That'd be great. Thanks, Nam.

Mark: I use a money-management app. It's the app that taught me how to be responsible with money.

Mai: Mark, can you show it to me?

Mark: No problem. My parents also encourage me to take part-time jobs and pay me for doing certain chores around the house.

Mai: Lucky you!



2 **Read the conversation again and decide who has these skills. Put a tick (✓) in the correct column.**

	Mai	Nam	Mark
1. Managing money			
2. Cooking, cleaning, and doing laundry			
3. Managing time			

3 **Find words and a phrase in 1 that have the following meanings.**

1. a belief in your own ability to do things well	_____
2. confident and free to do things without help from other people	_____
3. things that you must do as part of your duty or job	_____
4. the activity of planning how to spend and save money	_____

4 **Match the two halves to make sentences used in 1.**

1 It's my mum	a that took a long time.
2 It was earning my parents' trust	b who still think I don't have the skills to be independent.
3 It's my parents	c that taught me how to be responsible with money.
4 It's the app	d who's calling me again.

II LANGUAGE

Pronunciation

Intonation in invitations, suggestions, and polite requests

Remember!

We usually use fall-rise intonation in invitations, suggestions, and requests. This intonation pattern makes the questions sound friendlier and more polite.

1 **(59) Listen and repeat. Pay attention to the fall-rise intonation (↗) in the following sentences.**

1. Would you like a cup of tea? ↗
2. Why don't you answer your phone? ↗
3. Would you like me to help you install the software? ↗
4. Can you show me the money-management app you told me about? ↗

2 **(60) Listen and pay attention to the fall-rise intonation (↗) in the following sentences. Then practise saying them in pairs.**

1. Shall we now talk about other learning methods?
2. Could you please pay attention when I'm talking to you?
3. Why don't we use public transport to go to school?
4. Would you like to join our cooking course?

Vocabulary

Teens and independence

1 Match the words with their meanings.

1 self-motivated (adj)	a a skill that is necessary or extremely useful to manage well in daily life
2 self-study (n)	b to make someone want to do something well
3 motivate (v)	c a belief that someone is good, honest and reliable, and will not harm you
4 trust (n)	d the activity of learning something by yourself without teachers' help
5 life skill (n)	e able to do or achieve something without pressure from others

2 Complete the sentences using the correct form of the words in 1.

1. We have great _____ in our parents and teachers.
2. Teenagers should learn basic _____, such as cooking a meal and using a washing machine.
3. My brother signed up for a _____ computer course.
4. A good teacher can _____ her students to take responsibility for their own learning.
5. His parents don't have to force him to study hard as he is highly _____.

Grammar

Cleft sentences with It is/was ... that/who ...

Remember!

- A cleft sentence is used to focus on a particular part of the sentence and to emphasise what we want to say.
- We use preparatory ***It*** to introduce the thing that we want to focus on while the rest is put in a relative clause introduced with a relative pronoun, e.g. ***that*** or ***who***.

  Example:

  Nam taught Mai how to use the app in the library last weekend. (no particular focus)
  - ***It was*** *Nam* ***that/who*** *taught Mai how to use the app in the library last weekend.* (focus on Nam)
  - ***It was*** *the app* ***that*** *Nam taught Mai how to use in the library last weekend.* (focus on the app)
  - ***It was*** *in the library* ***that*** *Nam taught Mai how to use the app last weekend.* (focus on the library)
  - ***It was*** *last weekend* ***that*** *Nam taught Mai how to use the app in the library.* (focus on last weekend)

1 Rewrite the sentences using cleft sentences focusing on the underlined parts.

1. <u>John</u> is saving his pocket money to buy a new phone.
   → It _____ to buy a new phone.
2. He gets <u>20 dollars</u> every week by doing chores around the house.
   → It _____ by doing chores around the house.
3. John earned more pocket money by helping his grandpa <u>last weekend</u>.
   → It _____ more pocket money by helping his grandpa.
4. He bought <u>gifts for his friends and family members</u> with his pocket money.
   → It _____ he bought with his pocket money.
5. Parents can motivate children to do household chores <u>by doing these chores with them</u>.
   → It _____ can motivate them to do these chores.

2 Work in pairs. Ask and answer questions about the chores you and your family members do at home. Use cleft sentences.

Example: ***A:*** ***Is it*** *you* ***who*** *does the cooking at home?*

B: *Yes,* ***it is*** *me* ***who*** *does the cooking./No,* ***it is*** *my mum* ***who*** *does the cooking.*

III READING

How to become independent

1 Tick (✓) the appropriate box to see how independent you are. Add up your points. If your total score is nine or above, you are independent. Compare with a partner.

How often do you ...?	Always (3 points)	Sometimes (2 points)	Never (1 point)
1. go to school by yourself			
2. cook meals for your family			
3. communicate well with people			
4. think carefully before making decisions			
5. plan how to save and spend your pocket money			

2 Read the text. Match the paragraphs (A–C) with the headings (1–5). There are TWO extra headings.

1. Manage your money
2. Relax and sleep well
3. Develop time-management skills
4. Improve your decision-making skills
5. Learn basic, but important life skills



Becoming independent is important for teenagers. Below are the necessary skills you should learn to achieve independence for the future.

A. _____



First, make sure you can safely get around by yourself using public transport, walking, or cycling. Second, learn to communicate well and develop good relationships with people. Do some part-time jobs and get to know how to manage your money. You should also learn to cook healthy meals for your family. Finally, help your parents with household chores like cleaning and doing laundry.

B. _____

To begin with, identify the problem and come up with as many solutions as possible. Write down the options, so you can review the advantages and disadvantages of each one. This will help you see which option could be the best for you. Don't base your decision on emotion only. Once you have made your choice, create a plan of specific steps to move forward. Then carry out your plan and think about whether you have achieved the result you wanted.

C. _____

First of all, get into the habit of making a to-do-list every day or week. Make use of time-management tools, such as apps or diaries, to know what you need to do next. In addition, decide how much time you need for each task and always do one thing at a time to make sure you complete it. Schedule time to relax as well, and make sure you sleep at least nine hours each night. A good night's sleep is necessary for teenage brain development and good health.

Becoming independent is not easy, but it is not as challenging as you may think. It's about learning useful skills, making decisions by yourself, and knowing how to spend your time.

3 Read the text again and match the highlighted phrases in the text with their meanings.

1 get around	a to start doing something regularly so that it becomes a habit
2 come up with	b to perform and complete something
3 carry out	c to go or travel to different places
4 get into the habit of	d to use something to achieve a particular result or benefit
5 make use of	e to produce or find an answer or a solution

4 Read the text again. Complete the diagrams with information from the text. Use no more than TWO words for each gap.

Decision-making skills

Identify the problem → Think of (1) _____ → Review pros and cons → Pick the (2) _____ → Create and carry out your plan

Time-management skills

Make (3) _____ → Use time-management tools → Do one thing at a time → Schedule time to relax → Have a good (4) _____

5 Work in pairs. Discuss the following questions.

Which of the skills mentioned in the text do you have? What other skills do you think teenagers need to become independent?

IV SPEAKING

Learning basic life skills



1 Work in pairs. Discuss these questions.

a. Have you ever done your laundry? If yes, how did you do it?

b. Below are some steps to do laundry. Put them in the correct order.

1. ____ → 2. D → 3. ____ → 4. ____ → 5. ____

A. Hang or fold, and store your own clothes
B. Sort the clothes by colour
C. Remove the wet clothes from the washing machine and dry them
D. Add the washing powder or liquid
E. Load the washing machine and turn it on

2 Read the following instructions on how to do laundry. Choose the correct answers.

There are several simple steps in doing laundry. First of all, (1) sort/don't sort your clothes by colour. You should separate them into whites and colours, and wash them separately. (2) Secondly/Finally, add the washing powder or liquid. Read the instructions on the packet to make sure you use the right amount. Then, (3) load/you load the washing machine and turn it on. Make sure you place the items one at a time. Don't put too many items as they need room to move about in the water. When the washing machine stops, (4) remove/you will remove the wet clothes. You can hang the items to dry, or put them in the dryer. Remember that air-drying clothes saves energy and money. (5) Finally/Afterwards, don't forget to hang or fold each item. You could also iron your clothes before storing them in the wardrobe or drawer.

Tips

To give instructions, you should use:

- the imperative form of the verb.
  Example: Don't .../Avoid .../Make sure ...
- modal verbs.
  Example: You could .../You should .../ You mustn't ...
- linking words or phrases.
  Example: First,/To begin with,/First of all, ...
  Second,/Secondly, ...
  Then,/After that,/In addition, ...
  Last but not least,/Finally, ...

3 Work in pairs. Read the steps in cooking rice in a rice cooker. Use the model in 2 and the tips above to give instructions.



Rinse the rice to clean it.



Measure the rice and water: 2 cups of water per cup of white rice.



Combine the rice and water in the rice cooker bowl.



Turn the rice cooker on and wait until the rice is cooked.

4 Work in groups. Add more steps or tips, and report to the whole class. Vote for the best recipe for cooking rice in a rice cooker.

V LISTENING

Becoming independent learners

1 Tick (✓) the columns to complete the following table about you. Compare your answers in pairs.

	Yes	No
1. Are you interested in learning new things?		
2. Do you set your learning goals and make plans to achieve them?		
3. Do you try to understand a problem on your own before asking for help?		
4. Do you want to know more about the world?		

2 (61) Listen to a conversation between Mai and Mike, and choose the correct answer A, B, or C.

1. What is the conversation mainly about?
   - **A.** What motivates independent learners.
   - **B.** Independent learners' sense of responsibility.
   - **C.** What makes a successful independent learner.

2. What makes independent learners study hard?
   - **A.** Their motivation for learning.
   - **B.** Their learning goals.
   - **C.** The responsibility for their own learning.

3. What do independent learners do if the task they are working on is too difficult?
   - **A.** They give up and move on to something harder.
   - **B.** They make every effort to finish it.
   - **C.** They ask questions about it.

4. Which of the following descriptions of independent learners is NOT mentioned?
   - **A.** They're self-motivated and responsible.
   - **B.** They're confident and highly organised.
   - **C.** They're curious about the world and they don't give up.

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3 62 **Listen to the conversation again and answer each of the following questions using no more than THREE words or a number.**

1. How many characteristics of independent learners does Mike find on the website?
2. What do independent learners take responsibility for?
3. What do they use to help them achieve their learning goals?
4. What are they not afraid of doing?

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

Which of the characteristics of independent learners do you think you have? Which one do you want to develop in the future?

VI WRITING



An article about pros and cons of self-study

1 **Work in pairs. Read the following ideas and decide if they are pros or cons of self-study. Think of other pros and cons to add.**

	Pros	Cons
1. Self-study gives learners more freedom (e.g. they decide what to study and how).		
2. Learners need more time to learn things (e.g. they work on their own, with no one to push them or help them).		
3. Learners become responsible (e.g. they set their learning goals and make plans to achieve them).		
4. Learners may not develop certain life skills (e.g. good communication and relationship skills).		
5. Self-study makes learners confident (e.g. they realise they can complete tasks by themselves).		
6. Learners may not learn practical skills (e.g. they may focus too much on learning, and may not apply the academic skills to real life).		

2 **Write an article (150–180 words) about the pros and cons of self-study. Use the ideas in 1 and the outline with useful expressions below to help you.**

1. Title: *Pros and cons of self-study*

2. Introduction:
- *Independent learning often involves self-study – learning at home without a teacher.*
- *Let's look at ...*

3. Body paragraphs:
- *First (of all), self-study gives/makes learners ... Secondly, ... Finally, ...*
- *On the other hand, learners may ... In addition, ... For example, ... Finally, ...*

4. Conclusion:
- *In conclusion, self-study has both ...*
- *Learners should understand both ...*
- *... education is changing all the time .../get used to the challenges of ...*

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Expressing best wishes and responding

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

A. Same to you	**B.** Have a great time	**C.** Happy New Year	**D.** Thanks so much

1. ***Nam:*** Hey, I heard that you're going on a trip to Singapore tomorrow. (1) _____!
   Mike: Yep. (2) _____.
2. ***Kevin:*** Hi, Mai. (3) _____! Wishing you a great year ahead!
   Mai: Thanks, Kevin. (4) _____! Hope all your dreams come true!

2 **Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you.**

1. Student A is going to take an exam. Student B is expressing his/her wishes for Student A's success.
2. Student B is not feeling well. Student A is expressing his/her wishes for Student B's recovery.

Useful expressions	
Expressing wishes	**Responding to wishes**
• Have a good/great ...! • Best wishes!/Good luck! • I wish you a happy and healthy new year./ Happy New Year!/Happy holidays! • I wish you best of luck/every success in your new ... • Get well soon!/Hope you feel better soon/make a speedy recovery.	• Thanks so much. • Thank you (all) for your wishes. • Thanks. Happy New Year to you too! • (The) same to you! Thanks.

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Culture

Teen independence in the US



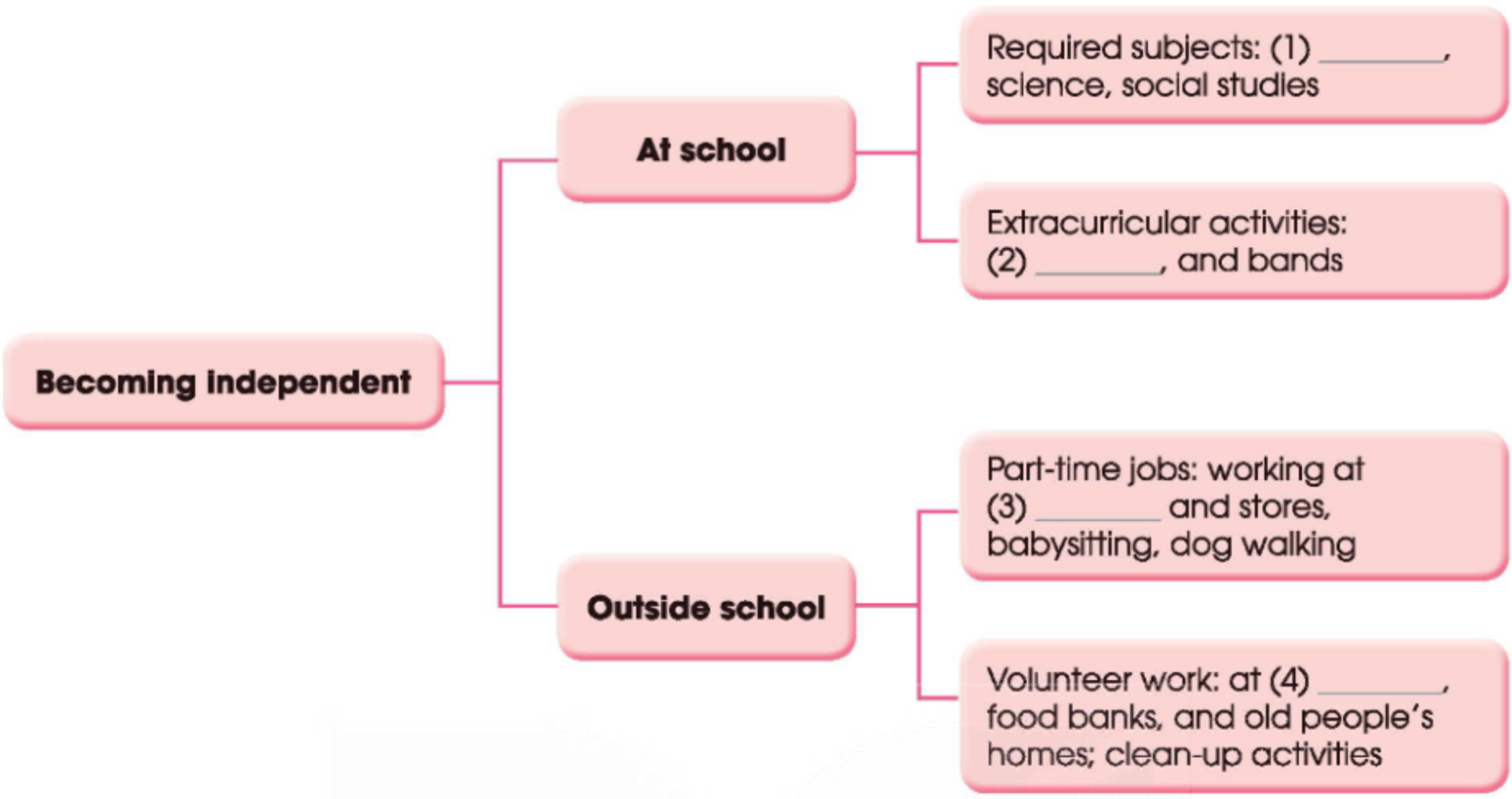
1 **Read the text below and complete the diagram. Use no more than THREE words for each gap.**

American parents usually motivate their teenage children to become independent, and it is normal for teens to want more responsibility and freedom for their choices.

American teenagers often start high school with a basic plan of classes they need to take to get a high school diploma. Some subjects like English, maths, science, or social studies are required, others can be selected. Schools also provide extracurricular activities, such as sports, clubs, and bands. American teenagers who plan to go to college study hard to get good grades. They are highly motivated and very confident, and take responsibility for their learning.

Many American teenagers have part-time jobs as they want to gain work experience and learn how to manage their money. Many teens work at fast-food restaurants and stores, or do babysitting, and dog walking for neighbours. They also volunteer at local hospitals, food banks, and old people's homes, or take part in clean-up activities to improve their neighbourhood. This community service counts towards the volunteer hours that some schools require for university admission.

The teenage years form an important period of people's development that influences adult life. The main goal of this period for most American teenagers is becoming independent, and they work hard both at school and outside school to achieve this goal.



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

Do American teenagers learn to become independent in the same way as Vietnamese teenagers? What are the similarities and differences?

VIII LOOKING BACK

Pronunciation

64 **Read the sentences using fall-rise intonation (↗). Then listen and compare. Practise saying them in pairs.**

1. Shall we look for a part-time job to earn some pocket money?
2. Do you feel like doing a vegetarian cooking course?
3. Would you please give me some advice on how to set my goals?
4. Could you help me improve my communication skills?

Vocabulary

Choose the correct answer A, B, or C to complete each of the following sentences.

1. There are many interesting self-study materials on the Internet which can _____ students to practise English at home.
   A. motivate **B.** come up with **C.** make use of
2. Successful people are highly organised and _____ in everything they do.
   A. self-motivated **B.** trust **C.** responsibility
3. Some of my classmates find learning basic _____ like cleaning and cooking difficult.
   A. confidence **B.** responsibilities **C.** life skills
4. To develop _____ skills, please keep a diary for tasks and appointments.
   A. decision-making **B.** time-management **C.** independent

Grammar

Complete the answers to these questions using cleft sentences focusing on the word or phrases in brackets.

1. Would you like to apply for the babysitting job? (dog walking)
   No. It _____ I'd like to apply for.
2. Did your dad buy you a new bicycle last week? (a new motorbike)
   No. It _____ he bought me last week.
3. Is Lan the best decision-maker in your class? (Tuan)
   No. It _____ is the best decision-maker in my class.
4. Does the presentation skills training start tomorrow? (the day after tomorrow)
   No. It _____ the presentation skills training starts.

PROJECT

A life skills workshop

Work in groups. Choose a life skill teenagers need to develop in order to become independent. Discuss what they need to do and make a list of all the steps and activities.

Present your group's plan to the whole class.
Use these questions as cues for your presentation.

- What is the life skill?
- How important is it for teens to become independent?
- What are the main steps of the skill development?
- What other activities will be helpful for its development?



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Now I can ...	✓	✓✓	✓✓✓
• use fall-rise intonation in invitations, suggestions, and polite requests. • understand and use words and phrases related to teen independence. • use cleft sentences with *It is/was ... that/who ...* correctly. • read for main ideas and specific information in an article about how teens can become independent. • give detailed instructions on learning basic life skills and use sequencing words and phrases when giving instructions. • listen for main ideas and specific information in a conversation about becoming independent learners. • write an article about the pros and cons of self-study. • express best wishes and respond. • understand how American teenagers become independent. • create a detailed plan to develop a life skill, and present it to the class.			

REVIEW 3

I LANGUAGE

Pronunciation

65 Mark the intonation in the following sentences using ↘ (falling intonation), ↗ (rising intonation), → (level-rising intonation), or ↗↘ (fall-rise intonation). Then listen and check. Practise saying them in pairs.

1. Could you show me the way to the Museum of History?
2. What do you want to see during the festival?
3. How about going on a boat trip this weekend?
4. I want to go to a vocational school after finishing secondary school.
5. Would you like to go to the cinema with me?
6. Why don't you join the cooking classes?
7. During my trip, I visited a historic monument, an ancient pagoda, and an old village.
8. Are you good at time management?

Vocabulary

1 Complete the following sentences using the words and phrase in the box.

folk singing	manage	school-leavers	heritage
qualifications	preserve	self-motivated	vocational school

1. Many young people don't know how to _____ their money.
2. The university offers a variety of courses for _____ to choose from.
3. After secondary school, Mark attended a _____ to become a car mechanic.
4. People were very proud when the ancient pagoda in the capital was listed as a world _____ site.
5. You will need to have formal _____ to do this job.
6. My brother is very _____ and always finishes all his homework without any pressure from my parents.
7. *Quan ho Bac Ninh* and *don ca tai tu* are two forms of _____, which are on the UNESCO World Heritage list.
8. The government decided to _____ the old prison as a tourist attraction.

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

1. The town is valued for its many historical/historic buildings, which have seen lots of changes over the years.
2. Nowadays, you need to have a university degree/apprenticeship to get a good job.
3. Many teenagers do part-time jobs to learn money-management/decision-making skills.
4. The school offers vocational/higher education courses in cooking and baking, electrical work, and building services.
5. Decision-making/Time-management is becoming an important skill, especially when you have many options.
6. After qualification/graduation, my mother returned to her home town and got her first teaching job.
7. The old house has been restored/promoted to the way it looked in 1900 when it was built.
8. My class teacher invited my parents to discuss my academic/practical performance.

Grammar

1 Choose the correct answer A, B, C, or D to complete each of the following sentences.

1. It was _____ I bought the postcards for my friends.
   A. from this souvenir shop that **B.** from this souvenir shop which
   C. this souvenir shop that **D.** this souvenir shop

2. _____ secondary school, my brother decided to go to a vocational school instead of applying to university.
   A. Finish **B.** Having finished **C.** Finished **D.** To finish

3. Jane was the first student from our school _____ a gold medal at the Maths Olympiad.
   A. to win **B.** winning **C.** win **D.** having won

4. It was _____ my parents gave me the fish tank.
   A. my birthday which **B.** my birthday that
   C. for my birthday where **D.** for my birthday that

5. _____ a whole month revising for the exams, Mike passed them with high grades.
   A. Having spent **B.** Spent **C.** Spend **D.** To spend

6. Trang An Scenic Landscape Complex is the only site in Southeast Asia _____ as a mixed heritage site.
   A. recognise **B.** to recognise **C.** to be recognised **D.** recognising

7. It is _____ teenagers can earn pocket money.
   A. by taking a part-time job that **B.** taking a part-time job that
   C. taking a part-time job what **D.** by taking a part-time job what

8. My friend denied _____ the letter.
   A. to write **B.** having written **C.** have written **D.** to be written

2 Rewrite the sentences beginning with the words given.

1. I applied to study at a university in Canada.
   → It was at _____.

2. After I watched the documentary, I came up with some ideas for my project.
   → Having _____.

3. We went to Hoi An because we wanted to see the beautiful old bridge and the French houses.
   → We went to Hoi An to _____.

4. After I completed the project, I felt more confident in my abilities.
   → Having _____.

5. Community work gave many young people of Gen Z real-life experiences.
   → It was community _____.

6. Marie Curie won the Nobel Prize in Chemistry in 1911. She was the first woman who did so.
   → Marie Curie was the first _____.

7. After I did the course, I got better at managing my study time.
   → Having _____.

8. The Imperial Citadel of Thang Long was recognised as a World Heritage Site in 2010.
   → It was in _____.

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II SKILLS

Listening

1 (66) **Listen to a short talk by a student advisor. What is it about?**

A. Tips on how to become independent.

B. Doing a part-time job while studying abroad.

C. Advice on how to learn a foreign language.

2 (67) **Listen again and complete the notes with no more than TWO words for each answer.**

Advice for students while studying abroad

Learning a foreign language

- helps you understand the lectures at the university and (1) _____ the exams
- enables you to take part in (2) _____ local people, thus making you more confident in your daily life

Getting a part-time job

- earns some (3) _____ to cover expenses and start saving
- helps you gain some (4) _____

Learning how to cook for yourself

- saves you lots of money
- gives you a sense of freedom and (5) _____

Speaking

1 Work in pairs. What can you do to become more independent while studying abroad? Give your reasons.

Example: I think I'll become more independent by learning to cook for myself. It's very expensive and unhealthy to eat out frequently. Besides, the food in the country where I'll be studying may not suit me, so it'd be nice if I could prepare dishes from my own country.

2 Work in groups. What skills do you think you will gain while studying abroad? Report your group's answer to the class.

Reading

1 Read the text. Choose the best heading (1–5) for each paragraph (A–C). There are TWO extra headings.

1. How the art is preserved **2.** Who the performers are **3.** How to appreciate the art
4. When and how it was created **5.** Where we can learn this form of music

DON CA TAI TU: THE VOICE OF THE SOUTHERN PEOPLE

Recognised as UNESCO's world cultural heritage in 2013, *don ca tai tu* has been an important part of people's life and work in the Mekong River Delta region.

A. _____

Having appeared in the late 19th century, *don ca tai tu* became a popular art form in southern Viet Nam. It started as daily entertainment for the village farmers, who were good neighbours and close friends. After working hard in the fields, the neighbours usually gathered together to sing and relax. This was the time when people started performing this kind of music.

B. _____

Typically, the men in the group play the instruments while the women sing. Most of the musicians and singers are not professionally trained; they are just music lovers performing with all their heart. They usually perform at events such as weddings and traditional festivals, and the melodies express different moods and feelings.

C. _____

Today, tourists can enjoy *don ca tai tu* performances in southern Viet Nam, where local artists perform at floating markets or in fruit gardens. Such performances help preserve the art form and allow artists to reach a wider audience, including people from around the world.



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

	T	F
1. *Don ca tai tu* was added to the UNESCO World Heritage list in 2013.		
2. *Don ca tai tu* was originally performed at important ceremonies.		
3. All the performers of this art form are well-trained and perform on big stages.		
4. *Don ca tai tu* can be heard at different events such as weddings and festivals.		
5. Performances of *don ca tai tu* at floating markets help keep the art alive for future generations.		

Writing

1 Work in pairs. Read the advert below and discuss what other information you want to know about how to become a club member.



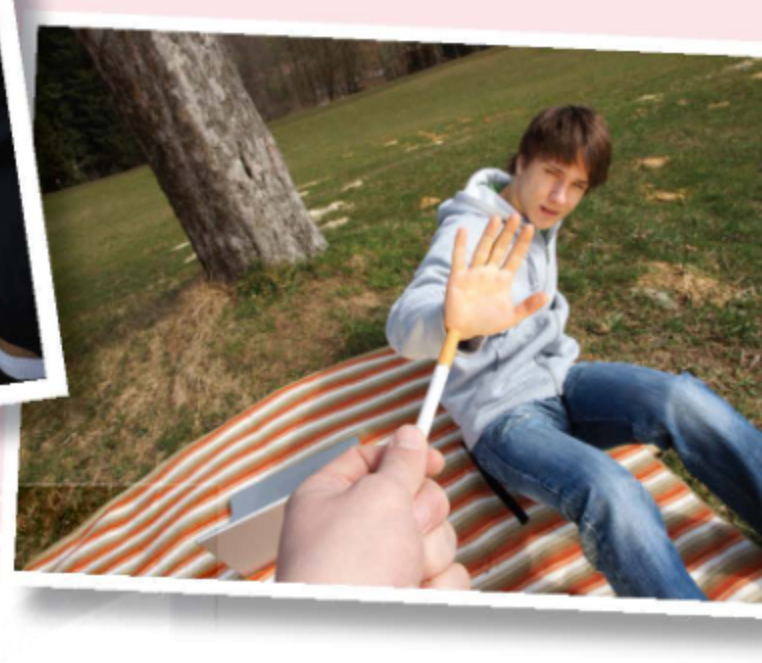
2 Write an email (140–170 words) to the club president asking for more information about how to become a club member. Use the outline below to help you.

Dear Sir/Madam,
I am writing this email to …
First, I would like to know …
Second, I wonder …
Finally, …
I look forward to hearing from you.
Yours faithfully,
(name)

Unit 9

Social issues





This unit includes:

LANGUAGE

Pronunciation

Intonation in choice questions

Vocabulary

Words and phrases related to social issues

Grammar

Linking words and phrases

SKILLS

Reading: Reading for main ideas and specific information in an article about peer pressure

Speaking: Talking about experiences of peer pressure and responding to peer pressure situations

Listening: Listening for specific information in a conversation about types of bullying

Writing: Writing a proposal for a school campaign against cyberbullying

COMMUNICATION AND CULTURE / CLIL

Everyday English

Expressing disappointment and sympathy

CLIL

Social problems facing teens in the US today

PROJECT

Planning an awareness campaign about a social issue

I GETTING STARTED

A social awareness club meeting

1 168 **Listen and read.**

Mark: Hi, everyone. Last time our club met, we decided to start an awareness campaign to draw attention to a pressing social issue. So have you thought about any issues that we could focus on?

Mai: Yes, I think we should promote issues that affect a lot of people in our city, such as crime and overpopulation.

Nam: I like your ideas, Mai, but I think we should plan our campaign around social issues that directly affect teenagers like us.

Mark: Can you give us some examples?

Nam: Well, bullying, peer pressure, and body shaming, for instance, are major problems among teenagers today although many people don't feel comfortable talking about them.

Mai: I agree with you. Hmm... so Mark, what do you think? Should we focus our campaign on a general social issue or one affecting mainly teens?

Mark: Hmm. I think this time we should focus on a problem teens struggle with every day because this won't be a big campaign. However, we'll try to use your ideas for another project, Mai.

Mai: Sounds good! Now let's decide on a social issue. Is the top problem facing teens today peer pressure, body shaming, or bullying?

Nam: I think it's bullying because it's very common today, and ...

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2 Who suggests the following ideas? Tick (✓) the correct box.

	Mark	Mai	Nam
1. Issues that have an effect on many people in the city			
2. Problems that have a direct impact on teens			
3. An issue that teens face in their everyday life			

3 Find five social issues in 1 and write them under the correct pictures. Use the hints below to help you.



1. crime



2. o_____



3. b_____



4. p_____ p_____



5. b_____ s_____

4 Complete the summary with words from 1.

Nam believes that there are major teen problems today (1) _____ many people don't feel comfortable talking about them. Mai agrees with him. Mark thinks they should focus on a problem teens struggle with every day. (2) _____, they'll try to use Mai's ideas for another project. Finally, Nam suggests focusing their campaign on bullying (3) _____ this issue is very common among teenagers these days.

II LANGUAGE

Pronunciation

Intonation in choice questions

Remember!

Choice questions are questions that include a list of choices. Each choice mentioned before the word 'or' has rising intonation at the end, while the last one has falling intonation at the end.

1 69 Listen and repeat. Pay attention to the intonation. Practise saying the questions in pairs.

1. Should we focus our campaign on a general social issue ↗ or one affecting mainly teens ↘?
2. Is the top problem facing teens today peer pressure ↗, body shaming ↗, or bullying ↘?

2 70 Mark the intonation in these questions. Then listen and check. Practise saying them in pairs.

1. Is peer pressure good or bad?
2. Is this a social or environmental issue?
3. Should our campaign focus on crime, overpopulation, or climate change?
4. Do you talk to your parents, share problems with your friends, or ask your teachers for advice?

Vocabulary

Social issues

1 Find five words in the word search and write them next to the correct definition. Use the glossary (pages 130–131) to help you.

c	a	m	p	a	i	g	n	a	v
z	x	z	o	b	c	a	p	l	i
b	y	n	v	u	a	r	g	c	o
k	w	c	e	l	k	p	p	o	l
v	r	x	r	l	z	z	c	h	e
g	w	z	t	y	r	f	o	o	n
x	k	u	y	p	f	g	o	l	t

1. _____ (adj): using force to hurt or kill someone
2. _____ (n): the state of being poor
3. _____ (n): drinks such as beer and wine that can make people drunk
4. _____ (n): planned activities to achieve social or political aims
5. _____ (v): to frighten or hurt a weaker person

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

1. People mustn't drive after drinking _____. It's dangerous!
2. The boy does not want to go to school because he is afraid of being _____.
3. Many children live in _____. They often stop going to school so that they can work.
4. Many parents complain about the number of _____ TV programmes for children.
5. We are going to start a _____ to raise awareness of animal rights.

Grammar

Linking words and phrases

Remember!

We use linking words and phrases to connect ideas, clauses, or sentences.

Below are some common linking words and phrases:

To add ideas and information	*Besides (this/that), …* *Moreover, …* *In addition (to +* noun or gerund*), …*
To contrast ideas	*However, …* *Although …, …* *In spite of/Despite (*noun or gerund*), …* *By contrast, …*
To give reasons	*Because …, …* *Because of (*noun or gerund*), …* *As/Since …, ….*
To show results	*As a result, …* *As a consequence, …* *Therefore, …*

1 Connect these sentences using linking words or phrases.

1. Some people cannot control their anger when drinking alcohol. _____, they become violent.
2. Body shaming is a very common issue. _____, many people are not aware of it.
3. Alcohol can affect people's mind and behaviour. _____, it can cause other health problems.
4. The government has promised to solve our environmental issues. _____, little has been achieved so far.

2 Work in pairs. Add more sentences to each item. Use different linking words and/or phrases.

1. Some children play too many violent computer games. _____
2. Many people live in poverty. _____
3. Awareness campaigns help to draw people's attention to social issues. _____

Example: Some children play too many violent computer games. ***As a result****, they become violent.* ***Besides****, it's unhealthy for them to play video games for hours ...*

III READING

Peer pressure

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

Have your friends ever made you do something you do not like? If yes, give an example.

2 **Read the article. Match the highlighted words with their meanings.**

TEEN'S LIFE

I DON'T WANT TO BE THE ODD ONE OUT!



'My parents don't want me to hang out with my friends from school. They think those friends have a bad influence on me. They aren't happy that instead of going home after school, we go to games centres to play video games. But I think it's fun, and I don't want to lose my friends.' Thanh, 17

'One day I coloured my hair and painted my finger nails. My parents got so angry with me. I know that this is not allowed at school, but all the girls in my group of friends did the same. I don't want to be the odd one out!' Van, 16

[A] The emails we have received from teenagers this week point to the effects of peer pressure, which is when you do things because you want to be accepted or valued by your friends. If teens fail to do what their group of friends want them to do, they may not be accepted or may even be bullied.

[B] In many cases, peer pressure can lead to depression, low self-confidence, distance from family and poor school performance. It can also lead to bigger social issues. It was reported that 70% of teenage smokers surveyed in the US started smoking because they had friends who were smoking.

[C] It is not always easy to stand up to peer pressure, but sooner or later you need to decide what is best for you. Choose the right friends, learn to say no when you don't feel comfortable and don't hesitate to talk to an adult when the situation looks dangerous. And remember it's sometimes OK to be 'the odd one out'.

1 hang out	a a belief in your own ability to do things well
2 pressure	b the state of feeling very sad and without hope for the future
3 depression	c the act of trying to force someone to do something by arguing, persuading, etc.
4 self-confidence	d to spend a lot of time in a place

3 **Read the article again. Which paragraph contains the following information? Write A, B, or C.**

1. The definition of 'peer pressure' _____
2. How peer pressure can cause social issues _____
3. Dealing with peer pressure _____
4. The possible problems facing teens if they do not follow their peers _____

4 Read the article again and choose the correct answer A, B, or C.

1. What is the similarity between Thanh and Van?

A. They both changed their appearance.

B. They both want to be different from their friends.

C. Their parents do not approve of their behaviour.

2. Which is NOT mentioned in the article as a consequence of peer pressure?

A. Encouraging someone to fight.

B. Lack of a close relationship with family members.

C. Lack of confidence about what you can do.

3. What was reported about the effects of peer pressure on teenagers in the US?

A. Fifty-five per cent of them started to smoke because of peer influence.

B. Seventy per cent of them were drinking alcohol with their friends.

C. More than two-thirds of teen smokers started the habit under the influence of their friends.

4. According to the article, what is one way of dealing with peer pressure?

A. Going to see the right doctor.

B. Not always saying yes to your friends.

C. Choosing friends who say no when they feel uncomfortable.

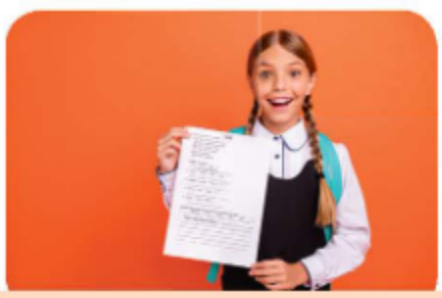
5 Work in pairs. Discuss the following question.

Have you, or has someone you know, experienced any of the problems mentioned in this article?

IV SPEAKING

Experiencing peer pressure

1 Order the examples of peer pressure below from 1 (most powerful) to 6 (least powerful).



A. _____

Peer pressure to get good grades at school



B. _____

Peer pressure to be good at sport



C. _____

Peer pressure to be fashionable



D. _____

Peer pressure to look slim and fit



E. _____

Peer pressure to own the latest device



F. _____

Peer pressure not to obey rules

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2 Work in pairs. Talk about your experiences of peer pressure. Use the following guiding questions.

- Which example of peer pressure (A–F) in **1** affects you most? Why?
- Which one affects you the least? Why?
- Which are examples of positive peer pressure?

3 Work in groups. Read the situations below and think of some possible responses. Provide reasons for each answer.

1. Your friend wants to skip a test, so he/she asks you to pretend that you are his/her parent(s) and write a letter to his/her teacher asking permission to be absent from school.

Example: 'No way! I'm not lying. You should try to revise and take the test. Lies can have serious consequences and people will always find out the truth.'

2. Your friend has just got the latest smartphone. He/She makes fun of your old smartphone and says that you should buy a new one.

3. Your friend is getting good grades in English. He/She wants you to join his/her study group so that you can also improve your English.

4. Your friend is skipping classes frequently. He/She says that every teen does it sometimes, and you should do it as well.

4 Report your answers to the whole class. Vote for the most interesting response.

V LISTENING

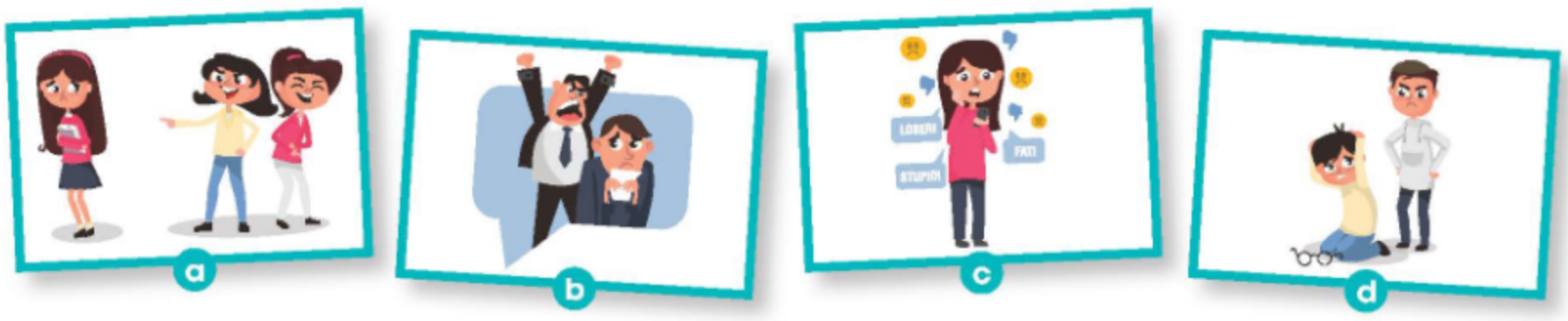
Types of bullying



1 Choose the correct meanings of the underlined words.

1. I find your comments very <u>offensive</u>, so you should apologise to me.
   A. nice **B.** rude
2. I don't believe his <u>lies</u>!
   A. things that are true **B.** things that are not true
3. Don't feel <u>ashamed</u> to admit that you do not know something.
   A. proud **B.** embarrassed

2 (71) Listen to a conversation between two students and match the pictures with the type of bullying.



1. physical bullying _____
2. verbal bullying _____
3. social bullying a
4. cyberbullying _____

3 Track 72 **Listen again. Choose the correct answers.**

1. Technology has made bullying more/less common.
2. Mai's friend was bullying others/was bullied by others on social media.
3. One of the most common forms of physical bullying/cyberbullying is body shaming.
4. In their next meeting, they are most likely to talk about when/how bullying can be stopped.

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

What types of bullying have you experienced or seen happening to people around you?

VI WRITING

A proposal against cyberbullying

1 **You are planning a school campaign against cyberbullying. Work in groups to discuss these questions.**

1. When and where should the campaign take place? How long should it last?
2. Who should participate in it? (You can choose more than one and add your ideas.)
   - **A.** Everyone who is interested.
   - **B.** Victims of cyberbullying.
   - **C.** Parents.
   - **D.** Teachers.
   - **E.** Your idea: _____
3. What activities should the campaign include? (You can choose more than one and add your ideas.)
   - **A.** Giving talks about cyberbullying.
   - **B.** Providing students with resources where they can find information on cyberbullying and how to deal with it.
   - **C.** Inviting students to share experiences of cyberbullying.
   - **D.** Informing students of the school anti-bullying policies.
   - **E.** Showing cyberbullying videos to promote discussion about the issue.
   - **F.** Your idea: _____
4. What should be the main goals of the campaign?

2 **Write a proposal for the campaign (150–180 words) to your head teacher. Use the ideas in 1 and the outline with useful expressions below to help you.**

Title: **A SCHOOL CAMPAIGN AGAINST CYBERBULLYING**
To: _____
Date: _____
Prepared by: _____
Introduction:
- *... has become a common/serious issue nowadays because ...*
- *We would like to propose ...*

Details about the campaign:
- *The campaign events/activities will take place in/at ... The campaign will last for ...*
- *... will participate in ...*
- *The campaign will target ...*
- *The main events/activities will include ...*

Goals and benefits of the campaign:
- *(The campaign) aims at .../doing ...*
- *(The campaign) will allow (students, teenagers) to do ...*

Conclusion:
We hope that you will consider our proposal ...

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Expressing disappointment and sympathy

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

A. I can sympathise
B. I'm sorry to hear that
C. What a pity



Mary: I'm afraid I can't go to the cinema with you, Andy.

Andy: (1) _____! I really wanted you to watch the film.

Mary: Maybe another time. My brother is going to see a doctor tomorrow and I promised to go with him.

Andy: (2) _____. What's wrong with him?

Mary: He's been bullied at school. We think he's suffering from depression and needs help.

Andy: (3) _____. I was also the victim of bullying and had a very painful experience. I hope he'll be fine.

Mary: Thank you for your sympathy, Andy.

2 Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions to help you.

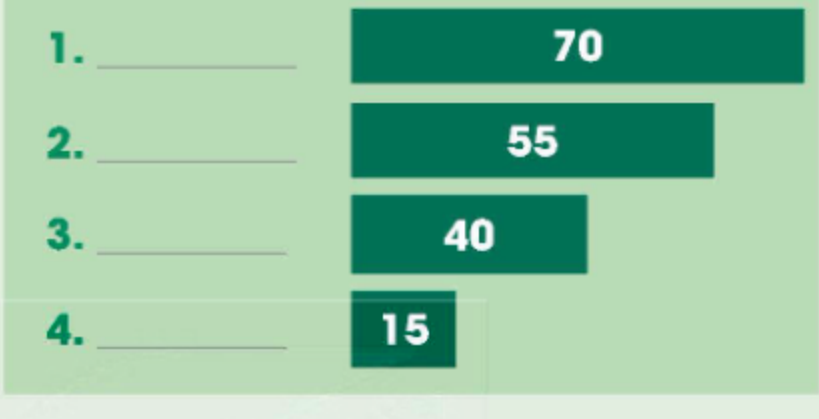
1. Student A can't go on a school trip because his/her little brother/sister is ill and he/she has to take care of him/her. Student B expresses disappointment and sympathy.
2. Student B can't finish a community project on time because he/she is too stressed preparing for his/her exams. Student A expresses disappointment and sympathy.

Useful expressions	
Expressing disappointment	**Expressing sympathy**
• What a pity/shame! • It's a pity/shame that ... • That's (so)/How disappointing. • That's too bad.	• I'm (so) sorry (to hear that) ... • I (can) sympathise (with you/him/her). • That's so sad (that ...). • I know how it feels.

CLIL

1 Read the text and match each percentage in the chart with ONE social problem mentioned in the text.

SOCIAL PROBLEMS FACING TEENS IN THE US TODAY



In many countries around the world, it is not easy growing up because teens are dealing with many social issues. A study carried out by a famous research centre in the US found out that the following were among the most serious ones.

Anxiety and depression: Seven in ten teenagers considered them a serious problem among their peers. The main source of teenagers' anxiety and depression was social pressure, such as the pressure to look good, to fit in social groups, and to be good at sport.

Bullying: 55% said that bullying was a major problem for teenagers, and around 15% admitted that they had experienced some form of cyberbullying. Girls or younger students were more likely to be victims of bullying.

Poverty: Four out of ten teens said that poverty was also a major problem for them. In fact, about 20% of the teens in the survey struggled to live below the poverty line every day.

The survey results suggest that more support should be provided to help teenagers avoid serious social issues and enjoy a happier life.

2 Work in pairs. Discuss the following questions.

Are the problems mentioned in the text similar to those facing Vietnamese teens?
Are there any other problems among teenagers in Viet Nam?

VIII LOOKING BACK

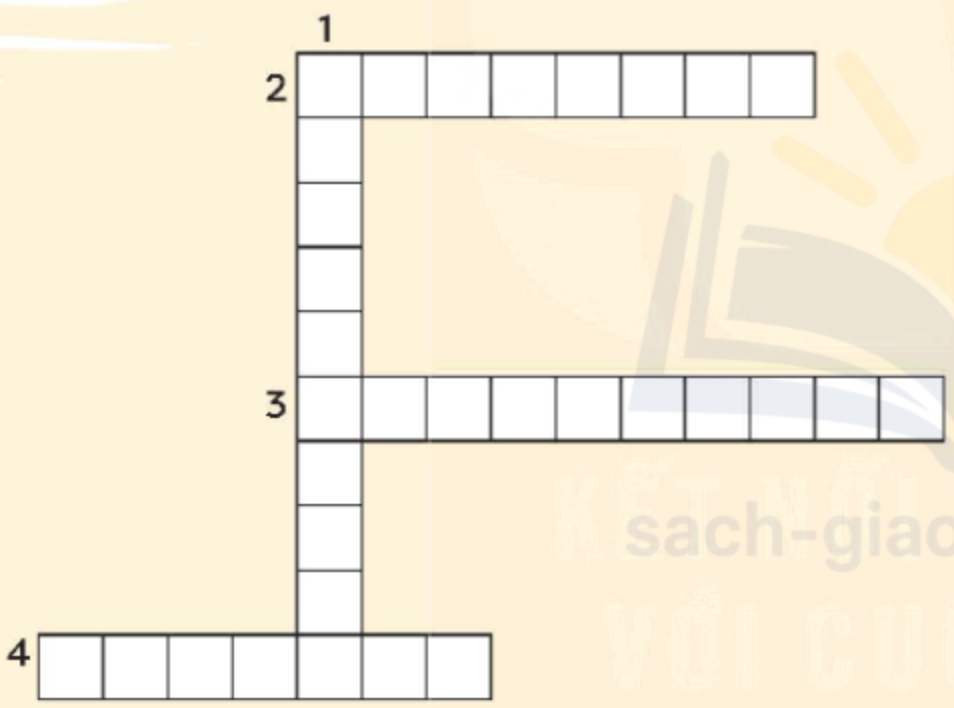
Pronunciation

74 Mark the intonation in these questions using ↗ (rising intonation) or ↘ (falling intonation). Listen and check. Then practise saying them.

1. Should we report bullying to teachers or speak to our parents first?
2. Is this social awareness campaign about poverty or crime?
3. Have you ever experienced any physical, verbal, or social bullying?
4. Do you worry about peer pressure, body shaming, or bullying?

Vocabulary

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



DOWN

1. Building self-_____ is important for preventing and dealing with bullying.

ACROSS

2. The local police are running an awareness _____ to reduce crime in the area.
3. Teens who are regularly bullied suffer from _____.
4. _____ video games can lead to feelings of anger and hate.

Grammar

Choose the correct answer to complete each sentence below.

1. We started a campaign against bullying in our school. However/In addition, we organised classes for teens to try new things and become more confident.
2. Sharing someone's personal information online is illegal. Therefore/Moreover, you should be very careful about what you post online.
3. Because/Because of our health campaign was successful, more teenagers now eat healthy food and exercise regularly.
4. Although/In spite of all our efforts, we were not able to solve the problem.

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PROJECT

A social awareness campaign

Work in groups. Your class is starting a campaign to raise people's awareness about different social issues in your community. Each group is responsible for planning activities for one social issue.

Give a group presentation. Use these questions as cues.

- What is the social issue? How does it affect the community?
- Who will participate in your campaign? Who can help to fix this issue?
- What activities do you plan to include in your campaign? What are their goals?



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Now I can ...	✓	✓✓	✓✓✓
• use rising and falling intonation in choice questions. • understand and use words and phrases related to social issues. • use linking words and phrases to connect ideas, clauses, or sentences. • read for main ideas and specific information in an article about peer pressure. • talk about experiences of peer pressure and respond to peer pressure situations. • listen for specific information in a conversation about types of bullying. • write a proposal for a school campaign against cyberbullying. • express disappointment and sympathy. • understand some of the social problems facing teens in the US today. • plan activities for a campaign to raise people's awareness about a social issue and give a group presentation about it.			

Unit 10

The ecosystem





This unit includes:

LANGUAGE

Pronunciation

Intonation in question tags

Vocabulary

Words and phrases related to ecosystems

Grammar

Compound nouns

SKILLS

Reading: Reading for main ideas and specific information in an article about a national park

Speaking: Talking about ways to protect local biodiversity and responding to situations that may harm the environment

Listening: Listening for specific information in a talk about the human impact on ecosystems, and making predictions

Writing: Writing an opinion essay about spending money on restoring local ecosystems

COMMUNICATION AND CULTURE / CLIL

Everyday English

Expressing likes and dislikes

CLIL

Protecting the ecosystem – Ideas from around the world

PROJECT

Designing a poster about a local ecosystem and how to restore/protect it

I GETTING STARTED

Ecosystems and humans

1 75 **Listen and read.**

Ms Hoa: Nam, you went to Cuc Phuong National Park last weekend, didn't you?

Nam: Yes, that's right. It was an amazing trip. This old forest is home to thousands of different kinds of plants, insects, and animals. I really liked the colourful butterflies and the thousand-year-old tree.

Ms Hoa: Yes, Cuc Phuong National Park has a very rich ecosystem.

Mai: What's an ecosystem, Ms Hoa?

Ms Hoa: It's a community that has living things, like flora and fauna. Flora refers to plants and fauna refers to animals, including tiny organisms, like bacteria. Ecosystems also include non-living things, like sunlight, air, soil, and water.

Nam: How important are ecosystems to life on our planet, Ms Hoa?

Ms Hoa: Healthy ecosystems are essential for human health and survival because they provide us with goods such as food, energy, raw materials, clean water, and air.

Mai: So we should protect our ecosystems, shouldn't we?

Ms Hoa: That's right. Unfortunately, many ecosystems around the world are being lost, damaged, or destroyed because of climate change, pollution, and overuse of natural resources. It's very important to protect and restore them for future generations. We don't want our planet to lose even more biodiversity, do we?

...

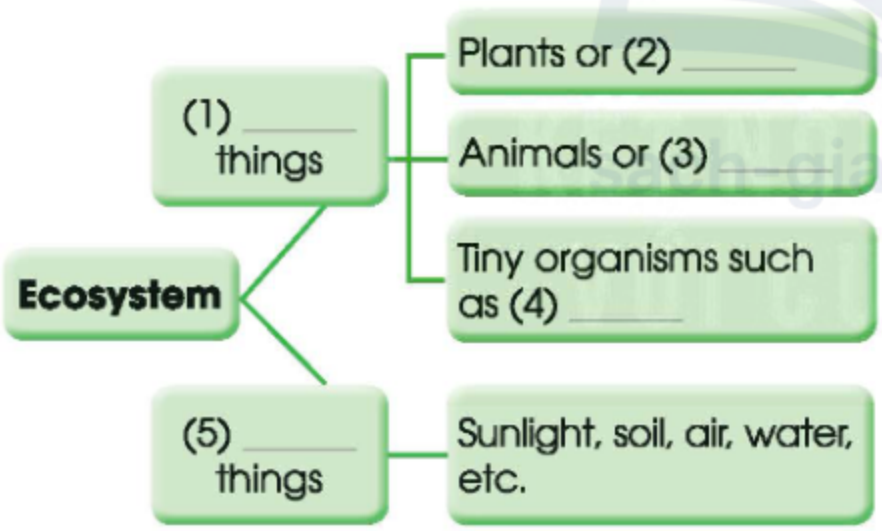
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2 **Read the conversation again and decide whether these statements are true (T) or false (F).**

	T	F
1. Nam went to Cuc Phuong National Park two weeks ago.		
2. In an ecosystem, plants, animals, and other living and non-living things form a community.		
3. We are losing a large number of ecosystems around the world.		

3 **Complete the diagram with words in 1.**



4 **Use the words in the box to form compound nouns mentioned in 1. Match them with the meanings below.**

raw	climate	change	resources
park	natural	national	materials

1. a change in the earth's weather conditions _____

2. things that exist in nature and can be used by people _____

3. land protected by the government because of its natural beauty or special history _____

4. basic materials used to make products _____

II LANGUAGE

Pronunciation

Intonation in question tags

Remember!

- We use falling intonation on the question tag when we are almost sure of the answer and we think that the listener will confirm that our statement is correct, or we want to gently persuade the listener.

  Example: ***A:*** *The tiger is an endangered animal,* ***isn't it?*** ↘

  B: *Yes, it is./That's right.*

- We can also use falling intonation on the tag to make a point.

  Example: It's a beautiful view, ***isn't it?*** ↘

- We use rising intonation on the question tag when we are not so sure of the answer.

  Example: ***A:*** *You didn't do your homework,* ***did you?*** ↗

  B: *Yes, I did.*

1 76 **Listen to these conversations. Pay attention to the intonation of the question tags. Then practise saying them in pairs.**

1. ***A:*** So we need to protect local ecosystems, **don't we?** ↘

B: Yes, we do.

2. ***A:*** You'll take the books back to the library, **won't you?** ↗

B: OK, I'll do that tomorrow.

3. ***A:*** We don't want our planet to lose biodiversity, **do we?** ↘

B: No, we don't.

4. ***A:*** An ecosystem is a community of living things, **isn't it?** ↗

B: No, it isn't. It's a community of both living and non-living things.

5. ***A:*** You went to Cuc Phuong National Park last weekend, **didn't you?** ↘

B: Yes, I did.

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2 (77) **Mark the intonation in the question tags using ↗ (rising intonation) or ↘ (falling intonation). Then listen and check. Practise saying the conversations in pairs.**

1. ***A:*** Sorry, I didn't hear my alarm this morning.
   B: So you were late again, **weren't you**?
2. ***A:*** I couldn't watch the match last night. We won, **didn't we**?
   B: Yes, we did.
3. ***A:*** There are several ecosystems that can be found in Viet Nam.
   B: Yes. Viet Nam is biologically diverse, **isn't it**?
4. ***A:*** We are running out of fossil fuels, **aren't we**?
   B: Yes, we are. We should find more alternative sources of energy.
5. ***A:*** People should stop damaging the environment, **shouldn't they**?
   B: Yes, I agree with you.

Vocabulary

Plants and animals

1 Match the words and phrase with their meanings.

1 native (adj)	a a group of animals or plants that have similar characteristics
2 tropical forest (np)	b the protection of the natural environment
3 species (n)	c any animal that gives birth to live young, not eggs, and feeds its young on milk
4 conservation (n)	d thick forest that grows in the hot parts of the world
5 mammal (n)	e existing naturally in a place

2 Complete the sentences using the correct form of the words and phrase in 1.

1. _____ usually have a great variety of flora and fauna.
2. Many young people are really interested in wildlife _____ nowadays.
3. Koalas and kangaroos are _____ to Australia only.
4. Cat Ba National Park has many plant _____ that can be used as medicine.
5. Some groups of _____, including lions and tigers, eat mainly meat.

Grammar

Compound nouns

Remember!

A compound noun is a noun that is made with two or more words, e.g. *air-traffic controller*. A compound noun is usually formed by:

- noun + noun: *bus stop*
- adjective + noun: *wildlife*
- *-ing* form + noun: *washing machine*
- noun + *-ing* form: *film-making*
- verb + preposition: *break-out*

Some compound nouns are usually written as one word, e.g. *bedroom*, some as separate words, e.g. *tennis shoes*, and others with a hyphen, e.g. *film-maker*.

Even if the first noun has a plural meaning, it usually has a singular form, e.g. *car park*.

To make a compound noun plural, we usually make the second noun plural, e.g. *car parks*. There are some exceptions, e.g. *clothes shop, passers-by*.

1 Use the words in the box to make five compound nouns.

endangered	nature	life	rain
vocational	species	reserve	
expectancy	forest	school	

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

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2 **Work in pairs. Use the words in the box to make compound nouns. Then make sentences with them.**

wild	swim	life	level	~~warm~~
mobile	sea	~~globe~~	pool	phone

Example: There are many factors that contribute to ***global warming****.*

III READING

U Minh Thuong - A unique national park

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

- ***Have you ever been to U Minh Thuong National Park? Where is it?***
- ***What can/did you see in the park?***



Sunda pangolin in U Minh Thuong

2 **Read the article and match the headings (1–4) to the paragraphs (A–D).**



Tropical mangrove forest in U Minh Thuong

1. Flora and fauna
2. Best time to visit
3. Location
4. Geography

A. _____

U Minh Thuong National Park is located in An Giang Province, about 60 km south of Rach Gia Ward. This place is considered one of the most important sites for ecosystem conservation in the Mekong River Delta. It attracts tourists not only with its wild and beautiful scenery, but also with its rare and rich biodiversity.

B. _____

U Minh Thuong National Park covers a large area of freshwater wetlands, including mangrove forests. Its central part is surrounded by waterways with a series of gates, which are used to manage the water level.

C. _____

Home to 226 species of plants, U Minh Thuong National Park is the region with the richest biodiversity in the Mekong River Delta. It used to be one of the largest habitats for water birds in the area, but their home was badly damaged by forest fires in 2002. Now there are about two hundred types of birds in the park, including some unique birds like the great spotted eagle. Thirty-two types of mammals have been found here. Ten of them, including the fishing cat and Sunda pangolin, are on the list of rare and endangered species, native to Viet Nam.

D. _____

The ideal time to explore U Minh Thuong National Park is from August to November, known as the floating water season of the region. Tourists can take a boat trip to experience nature and wildlife. Visitors can go to Trang Doi, a place where thousands of bats gather, hanging on the trees like huge fruits. Another popular place to visit is Trang Chim, a large area with thousands of colourful birds. So if you love nature, you should definitely go to explore this amazing natural park.

3 **Read the article again and complete each sentence with no more than THREE words.**

1. U Minh Thuong National Park is famous for its rare and rich _____.
2. Waterways surround the _____ of the national park.
3. It has more than two hundred _____.
4. You can find nearly 200 types of birds and 32 _____ there.
5. The best time to visit U Minh Thuong National Park is from _____.

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

Why do we need national parks? What should we do to protect them?

IV SPEAKING

Ways to protect local biodiversity

1 **Look at the table below. Which of the following are ways to protect local biodiversity? Tick (✓) the correct boxes. Add two more if you can.**

1. banning the hunting of wild animals	
2. planting local trees, flowers, and other plants	
3. promoting mass tourism	
4. educating people about the importance of biodiversity	
5. increasing your carbon footprint	

2 **Work in pairs. Choose a way to protect local biodiversity from the list in 1, and tell your partner about it. Use the following questions.**

Why is it important? How will it help protect local biodiversity? What can you do to help?

Example: 'Plants play an important role in ecosystems. They provide food and shelter for many animal species. Each plant supports the ecosystem and biodiversity of the local area. We can help by researching the local flora, and planting more native plants.'

3 **Work in groups. Your class is on a field trip to a national park. Read the situations below and think of some possible responses. Provide reasons for each answer.**

1. Some of your classmates want to collect some rare insects/flowers for their collections.

Example: 'You shouldn't do that for several reasons. First, rare plant and animal species are endangered. Second, if people start killing or collecting them, they will soon disappear. Finally, this will harm local biodiversity and have a serious effect on the balance of the local ecosystem.'

2. Some classmates have brought some snacks and want to feed the wild animals in the park.
3. You see some classmates throwing rubbish, such as plastic bottles, paper, and cans, on the grass and in the water.
4. Some classmates want to collect wood to build a fire in the park.

4 **Report your answers to the whole class. Vote for the best response.**

V LISTENING

Human impact on ecosystems





1 Choose the correct meanings of the word and phrases.

1. coral reef
   - **A.** a plant that grows in the sea
   - **B.** a line of hard rock formed by coral, found in warm sea water
2. food chain
   - **A.** the order in which living things depend on each other for food
   - **B.** the order in which food is provided
3. run out
   - **A.** to use all of something
   - **B.** to experience something unexpectedly
4. break down
   - **A.** to make smaller
   - **B.** to stop working

2 (78) Listen to a talk and choose the correct answer A, B, or C.

1. Why is Dr Logan invited to give a talk?
   - **A.** Because he knows Nam.
   - **B.** Because he's an expert in biodiversity conservation.
   - **C.** Because he's a member of the environmental club.
2. Which of the benefits provided by a healthy ecosystem is NOT mentioned?
   - **A.** Cleaning our air and water.
   - **B.** Controlling climate changes.
   - **C.** Recycling waste naturally.
3. How much of the coral reefs has disappeared?
   - **A.** 25%. **B.** 50%. **C.** 90%.
4. What may happen as a result of damaging the ecosystem balance?
   - **A.** More space for farming and houses.
   - **B.** Lack of food, water, and fresh air.
   - **C.** Fewer natural disasters.
5. What do you think Dr Logan will talk about next?
   - **A.** Ways to repair damaged ecosystems.
   - **B.** Ways to restore the food chain.
   - **C.** The future of human life.

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

	T	F
1. The threat to the earth's biodiversity comes from human activities.		
2. Nearly half of the world's forests have been cut down.		
3. The disappearance of some species may cause problems to the food chain.		
4. The health of human beings does not depend on a healthy ecosystem.		

4 Work in groups. Discuss the following question.

What can humans do to protect and restore the earth's ecosystems?

VI WRITING

An opinion essay about spending more money on restoring local ecosystems

1 Work in groups. Discuss and decide whether the following ideas are for or against restoring local ecosystems.

Ideas	For	Against
1. It is more important to invest in healthcare and education.		
2. Air and water pollution are affecting our health.		
3. There are more serious problems such as unemployment and poverty.		
4. Many plant and animal species are disappearing.		
5. Cutting down forests is causing floods and other natural disasters.		
6. Ecosystems can restore themselves naturally.		

2 Write an opinion essay (150–180 words) presenting your point of view on whether we should spend more money on restoring local ecosystems. Use the ideas in 1 and the outline with useful expressions below to help you.

Introduction

Today, many people argue that ...

From my point of view/In my opinion, this is/people should ...

Body

- *Firstly, the most important reason why we should/should not ... is that ...*
- *Secondly, we should/should not ... because/as/since ... (this) has caused ... That is why ...*
- *Finally, ... this has led/affected ...*

Conclusion

In conclusion, I firmly believe that ... it is essential to ...

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VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Expressing likes and dislikes



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

A. I can't stand **B.** I really love **C.** I'm not a fan

Alice: There're so many activities for visitors in this park. Do you fancy going on an elephant ride, Mai?

Mai: No, thanks. (1) _____ of elephant rides.

Alice: Don't you like elephants? They are very gentle creatures.

Mai: That's why we shouldn't ride on them. (2) _____ animal cruelty.

Alice: Yes, you're right. Perhaps we should learn more about the birds in the park.

Mai: Good idea! (3) _____ bird-watching.

2 Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you.

1. Student A is talking about the activities he/she does on field trips to national parks. Student B expresses likes/dislikes about these activities.
2. Student A and Student B are planning an eco-friendly class party. They talk about the things and activities they like or dislike at a party.

Useful expressions	
Expressing likes	**Expressing dislikes**
• I love/adore ... • I'm really into ... • I'm a (big) fan of ... • I'm keen on ... • I'm into ...	• I hate/don't like ... • I can't bear/stand ... • I'm not really into ... • ... is not my favourite.

CLIL

1 Read the text and tick (✓) the correct project in the table.

PROTECTING ECOSYSTEMS - IDEAS FROM AROUND THE WORLD

The healthier our ecosystems are, the healthier our planet and its people become. Ecosystem restoration can help end poverty, fight climate change, and prevent loss of flora and fauna on every continent and in every ocean. Below are two examples of successful ecological projects.

The Great Green Wall

The goal of this project is to create the largest living structure on the planet. The plan is to restore 100 million hectares of damaged land, limit the amount of carbon dioxide and create 10 million green jobs in Africa. This will provide rich land, food security, and improve the region's ability to deal with climate change. Since its launch in 2007, Ethiopia and Nigeria have restored millions of hectares of land, and Senegal has planted more than 10 million trees.





Belize Barrier Reef

The Belize Barrier Reef was once described as the most amazing reef in the West Indies. It is home to a large diversity of plants and animals. It is Belize's top tourist destination, popular for scuba diving and snorkelling, and a UNESCO Natural World Heritage Site. Between 2009 and 2018, it was declared endangered because of pollution and the destruction of its ecosystems. However, because of conservation efforts, a large part of the reef is now protected. There are seven marine reserves. Belize has also stopped oil drilling near the Barrier Reef, banned plastic products, and created 'no-take zones', where removing plants and animals is not allowed.

	The Great Green Wall	Belize Barrier Reef
1. It is a marine ecosystem of rich biodiversity.		
2. Its aim is to build the world's biggest living structure.		
3. Millions of trees have been planted in several African countries.		
4. The government has taken measures to restore and protect the ecosystem.		

2 Work in groups. Discuss the following questions.

Are there similar projects in Viet Nam? Do you think the ideas in 1 can be applied in Viet Nam?

VIII LOOKING BACK

Pronunciation

81 Mark the intonation in the question tags. Then listen and check. Practise saying the sentences in pairs.

1. I can't find my key. You will help me find it, **won't you**?

2. People have destroyed so many forests, **haven't they**?

3. I haven't been to Yellowstone. I think it's a famous natural park in the USA, **isn't it**?

4. I don't know much about Sam. He didn't graduate from university, **did he**?

Vocabulary

Choose the correct word or phrase to complete each sentence.

1. Cuc Phuong National Park has a large number of flora and fauna species/regions.

2. Many species are saved from disappearing by biodiversity/conservation efforts.

3. Reducing the use of fresh water can help to protect marine ecosystems/national parks.

4. The overuse of natural resources/climate change may lead to loss of biodiversity.

Grammar

Find and correct the mistakes in the following sentences.

1. You can get off at the next busstop.

2. Watching the sunsetting at the beach is really amazing.

3. Did you have a chance to do any sightsee in Paris?

4. Viet Nam has a large variety of fascinating wildlives.

PROJECT

Restore and protect a local ecosystem

Work in groups. Design a poster to illustrate an ecosystem in your local area and suggest ideas to restore and/or protect it.

Give a group presentation. Use these questions as cues.

- What does the ecosystem include?
- What is its current condition? Is it damaged?
- What can we do to restore and/or protect it?





Now I can ...	✓	✓✓	✓✓✓
• use rising and falling intonation in question tags. • understand and use words and phrases related to ecosystems. • understand and use compound nouns. • read for main ideas and specific information in an article about a national park. • talk about ways to protect local biodiversity and respond to situations that may harm the environment. • listen for specific information in a talk about the human impact on ecosystems, and make predictions. • write an opinion essay about spending money on restoring local ecosystems. • express likes and dislikes. • understand how ecosystems around the world are protected and restored. • design a poster about a local ecosystem and how to restore/ protect it, and present it to the class.			

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REVIEW 4

I LANGUAGE

Pronunciation

82 Mark the intonation using ↘ (falling intonation) or ↗ (rising intonation). Then listen and check. Practise saying the sentences in pairs.

1. Is this an example of negative peer pressure or bad decision-making?
2. Have you ever experienced physical or verbal bullying?
3. Is the most serious issue cutting down trees, hunting wild animals, or littering?
4. Is your awareness campaign going to focus on social issues, environmental problems, or educational themes?
5. Cutting down forests is destroying the earth's ecosystems, isn't it? Governments should stop deforestation.
6. You have been to Cuc Phuong National Park, haven't you? – No, I haven't.
7. Buying products made from wild animals is not good, isn't it? We shouldn't do it.
8. People don't want to harm the environment, do they? But they do so little to protect it, don't they?

Vocabulary

What are the missing letters? Complete the sentences using the pictures to help you.

1. Drinking too much a_____  might lead to v_____  behaviour.

2. You shouldn't feel a_____  when you are b_____  . You need to stand up to bullies.

3. She is suffering from d_____  caused by too much p_____  at school.

4. C_____  is a serious issue in our city, and many people have recently become victims of ph_____  attacks in the streets.

5. There are thousands of animal sp_____  in this na_____ p_____  .

6. Deforestation is destroying the local f_____  and f_____  in the region.

7. We need to protect the bio_____  in local ecosystems.

Grammar

1 Write one sentence using the linking words and phrases in brackets. Do not change the meaning of the original sentences.

1. Many teenagers are victims of cyberbullying. As a result, they become depressed. (because of)

_____

2. People pollute the environment. As a result, ecosystems are damaged. (as)

_____

3. Our awareness campaign was a success. However, we still need to do more to stop cyberbullying. (although)

_____

4. The forest has become a nature reserve. Therefore, people are not allowed to camp or hunt there. (since)

_____

5. There have been many campaigns to end deforestation. But trees are still being cut down. (in spite of)

_____

6. There was peer pressure from my friends. However, I didn't skip lessons. (despite)

_____

7. Mandy is doing environmental projects. She is also helping teenagers find part-time jobs. (in addition to)

_____

8. We made an effort to save our local park. But it was sold to a property developer. (despite)

_____

2 Choose the correct answers.

1. The nation/national park is protected by the government.

2. Cyberbully/Cyberbullying is a common problem among teenagers today.

3. The area, which is home to many rare species of plants, became a nature/nature's reserve two years ago.

4. Many students go to academic/vocational schools after finishing secondary school.

5. Medical advances have helped to increase life/living expectancy.

6. There is often a generation/generational gap in extended families.

7. These policies are designed to reduce the impact of climate/climate's change.

8. We can post photos of environmentally-friendly activities on society/social media.

II SKILLS

Listening

1 Listen to a talk show. Put the main points in the order they are mentioned. There is ONE extra choice.

A. Definition of body shaming _____

B. The effects of body shaming _____

C. The solutions to body shaming _____

D. The reasons why body shaming has become more common today _____

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2 (184) **Listen to the talk show again. Choose the correct answer A, B, or C.**

1. Who was a victim of body shaming?
   A. The TV host. **B.** Dr. Harrison.
   C. A classmate of the TV host.
2. Which of the following is NOT mentioned as an effect of body shaming?
   A. Depression. **B.** Loss of confidence.
   C. Unhealthy eating.
3. What can be inferred about body shaming?
   A. It is not a new thing.
   B. The Internet has made it less popular.
   C. Fewer people are posting body shaming comments.
4. What do you think Dr Harrison will talk about next?
   A. Things we can do to fight body shaming.
   B. Ways for teenagers to deal with body shaming.
   C. Reasons why body shaming is so hard to deal with.

Speaking

1 Work in pairs. Which of the ways below do you think is the best way to deal with body shaming? Give your reasons.

1. Ignoring negative comments
2. Learning to be confident
3. Focusing on staying healthy instead
4. Understanding that beauty comes from other things rather than just appearance

2 Work in groups. Read the situations below and think of some possible responses. Provide reasons for each answer. Report to the class and vote for the best response.

1. A group of friends are making fun of your classmate for being short. They ask you to join them in making jokes about his height.
2. You are watching a talent show with a friend when a girl comes to the stage to perform a song. Your friend laughs at the girl and says that she is 'too ugly' to win the show.
3. A friend has posted photos of 'fat' people on social media. She invites you to share these photos with other friends and make jokes about their weight.

Reading

1 Read the article. Choose the best heading for each section. There are TWO extra headings.

1. A popular tourist destination
2. A rich ecosystem
3. Environmental problems
4. Illegal hunting and logging
5. Solutions to the problems

CUC PHUONG NATIONAL PARK

A. _____



As the oldest national park in Viet Nam, Cuc Phuong is a natural habitat of many rare animals and plants in Asia. It is estimated that over 2,000 plant species and thousands of species of animals live in the 22,000-hectare ecosystem. The park also has the largest variety of birds in northern Viet Nam with more than 3,000 bird species.

B. _____

The rich ecosystem of Cuc Phuong attracts many nature lovers from all over the world. The park is very popular from April to May, when visitors have a chance to see more than 400 species of colourful butterflies in the forest. That's why it has won the award of Asia's Leading National Park several times.



C. _____

Despite the government's effort to protect Cuc Phuong, several problems have been reported. Small parts of the park have been destroyed as people have cut down old trees without permission. In addition, rare animals were hunted illegally, some of which were fortunately rescued and returned to the forest. There are still irresponsible tourists who drop litter on the trails, which pollutes the water and soil. These actions can damage the ecosystem of the park. Therefore, tougher measures should be taken to protect the biodiversity of the area.



2 Read the article again. Which paragraph contains the following information? Write A, B, or C.

1. The popularity of Cuc Phuong among tourists _____
2. The diversity of the ecosystem _____
3. The impact of tourism on the area _____
4. Winning an award _____
5. More work to be done to preserve the park _____

Writing

1 Work in pairs. Read the advert and discuss the questions below. Add more details.

Cuc Phuong National Park: Calling for ideas

Viet Nam Wildlife Conservation Committee is organising an ideas competition to raise young people's awareness of Cuc Phuong National Park. Please send us a short proposal with practical and interesting ideas for preserving the ecosystem of Cuc Phuong. The best one will win a five-day trip to Cuc Phuong for four people!

AN ONLINE PHOTO ALBUM

1. What is the proposal about?	• Creating an online photo album of the area on the park website
2. What will the album include?	• Photos of eco-friendly activities in Cuc Phuong, e.g. picking up litter, going on ecotours, planting trees • Photos of activities that can harm the ecosystem in Cuc Phuong, e.g. cutting down trees, littering in the forest
3. Who can take photos?	• …
4. How long will this initiative last?	• …
5. What are the goals and benefits?	• Raising public awareness of what is good and not good for the ecosystem of Cuc Phuong • … • …

2 Write your proposal (150–180 words). Use the idea in 1 and the outline below to help you.

Title: PRESERVING CUC PHUONG ECOSYSTEM

To: Viet Nam Wildlife Conservation Committee

Date: _____

Prepared by: _____

Introduction: _____

_____

Details: _____

_____

Goals and benefits: _____

_____

Conclusion: _____

_____

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GLOSSARY

Abbreviations

adj	adjective	**np**	noun phrase
adv	adverb	**pre**	preposition
n	noun	**v**	verb

Unit 1

antibiotic (n)	/ˌæntɪbaɪˈɒtɪk/	thuốc kháng sinh
bacteria (n)	/bækˈtɪərɪə/	vi khuẩn
balanced (adj)	/ˈbælənst/	cân đối, cân bằng
cut down on	/ˌkʌt ˈdaʊn ɒn/	cắt giảm
diameter (n)	/daɪˈæmɪtə/	đường kính
disease (n)	/dɪˈziːz/	bệnh
energy (n)	/ˈenədʒi/	năng lượng
examine (v)	/ɪgˈzæmɪn/	kiểm tra, khám (sức khoẻ)
fitness (n)	/ˈfɪtnəs/	sự khoẻ khoắn
food poisoning (n)	/ˈfuːd pɔɪzənɪŋ/	ngộ độc thức ăn
germ (n)	/dʒɜːm/	vi trùng
give up	/ˌgɪv ˈʌp /	từ bỏ
illness (n)	/ˈɪlnəs/	sự ốm đau
infection (n)	/ɪnˈfekʃn/	sự lây nhiễm
ingredient (n)	/ɪnˈgriːdiənt/	thành phần, nguyên liệu
life expectancy (n)	/ˈlaɪf ɪkspektənsi/	tuổi thọ
muscle (n)	/ˈmʌsl/	cơ bắp
nutrient (n)	/ˈnjuːtriənt/	chất dinh dưỡng
organism (n)	/ˈɔːgənɪzəm/	sinh vật, thực thể sống
press-up (n)	/ˈpres ʌp/	động tác chống đẩy
properly (adv)	/ˈprɒpəli/	một cách điều độ, hợp lí
recipe (n)	/ˈresəpi/	công thức nấu ăn
regular (adj)	/ˈregjələ/	đều đặn, thường xuyên
spread (n)	/spred/	sự lây lan
star jump (np)	/ˈstɑː ˌdʒʌmp/	động tác nhảy dang tay chân
strength (n)	/streŋθ/	sức mạnh
suffer (v)	/ˈsʌfə/	chịu đựng
treatment (n)	/ˈtriːtmənt/	cách điều trị
tuberculosis (n)	/tjuːˌbɜːkjuˈləʊsɪs/	bệnh lao phổi
virus (n)	/ˈvaɪrəs/	vi-rút
work out	/ˌwɜːk ˈaʊt/	tập thể dục

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Unit 2

adapt (v)	/əˈdæpt/	thích nghi, thay đổi cho phù hợp
argument (n)	/ˈɑːgjumənt/	tranh luận, tranh cãi
characteristic (n)	/ˌkærəktəˈrɪstɪk/	đặc tính, đặc điểm
conflict (n)	/ˈkɒnflɪkt/	sự xung đột, va chạm
curious (adj)	/ˈkjʊəriəs/	tò mò, muốn tìm hiểu
digital native (n)	/ˌdɪdʒɪtl ˈneɪtɪv/	người được sinh ra ở thời đại công nghệ và Internet
experience (n, v)	/ɪkˈspɪəriəns/	trải nghiệm
extended family (n)	/ɪkˌstendɪd ˈfæməli/	gia đình đa thế hệ, đại gia đình
freedom (n)	/ˈfriːdəm/	sự tự do
generation gap (n)	/ˌdʒenəˈreɪʃn gæp/	khoảng cách giữa các thế hệ
hire (v)	/ˈhaɪə/	thuê nhân công, thuê người làm
honesty (n)	/ˈɒnəsti/	tính trung thực, tính chân thật
individualism (n)	/ˌɪndɪˈvɪdʒuəlɪzəm/	chủ nghĩa cá nhân
influence (v)	/ˈɪnfluəns/	gây ảnh hưởng
limit (v)	/ˈlɪmɪt/	giới hạn, hạn chế
nuclear family (n)	/ˌnjuːkliə ˈfæməli/	gia đình hạt nhân, gia đình nhỏ gồm 1-2 thế hệ
screen time (n)	/ˈskriːn taɪm/	thời gian sử dụng thiết bị điện tử
social media (n)	/ˌsəʊʃl ˈmiːdiə/	phương tiện truyền thông mạng xã hội
value (n, v)	/ˈvæljuː/	giá trị, coi trọng
view (n)	/vjuː/	quan điểm

Unit 3

article (n)	/ˈɑːtɪkl/	bài báo
card reader (n)	/ˈkɑːd riːdə/	thiết bị đọc thẻ
city dweller (np)	/ˈsɪti ˈdwelə/	người dân thành phố
cycle path (n)	/ˈsaɪkl pɑːθ/	làn đường dành cho xe đạp

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Unit 4

efficiently (adv)	/ɪ'fɪʃntli/	có hiệu quả
high-rise (adj)	/'haɪ raɪz/	cao tầng, có nhiều tầng
infrastructure (n)	/'ɪnfrəstrʌktʃə/	cơ sở hạ tầng
interact (v)	/ˌɪntər'ækt/	tương tác
liveable (adj)	/'lɪvəbl/	đáng sống
neighbourhood (n)	/'neɪbəhʊd/	khu dân cư
operate (v)	/'ɒpəreɪt/	vận hành
pedestrian (adj)	/pə'destriən/	dành cho người đi bộ
privacy (n)	/'prɪvəsi/	sự riêng tư
roof garden (n)	/'ruːf gɑːdn/	vườn trên sân thượng
sense of community (np)	/'sens əv kə'mjuːnəti/	ý thức cộng đồng
sensor (n)	/'sensə/	cảm biến
skyscraper (n)	/'skaɪskreɪpə/	toà nhà chọc trời
smart city (np)	/'smɑːt ˌsɪti/	thành phố thông minh
sustainable (adj)	/sə'steɪnəbl/	bền vững
traffic jam (n)	/'træfɪk dʒæm/	giao thông tắc nghẽn
urban centre (np)	/'ɜːbən ˌsentə/	khu đô thị, trung tâm đô thị

apply (for) (v)	/ə'plaɪ fɔː/	xin việc, ứng cử
celebration (n)	/ˌselɪ'breɪʃn/	lễ kỉ niệm, lễ tổ chức
community (n)	/kə'mjuːnəti/	cộng đồng
compliment (n)	/'kɒmplɪmənt/	lời khen
contribution (n)	/ˌkɒntrɪ'bjuːʃn/	sự đóng góp, cống hiến
cultural exchange (np)	/'kʌltʃərəl ɪks'tʃeɪndʒ/	sự trao đổi văn hoá
current (adj)	/'kʌrənt/	hiện tại, đương đại
development (n)	/dɪ'veləpmənt/	sự phát triển
eye-opening (adj)	/'aɪ əʊpənɪŋ/	mở mang tầm mắt
honour (v)	/'ɒnə/	thể hiện sự kính trọng
issue (n)	/'ɪʃuː/	vấn đề
leadership skills (np)	/'liːdəʃɪp 'skɪlz/	kĩ năng lãnh đạo
live-stream (v)	/'laɪv striːm/	phát sóng trực tuyến
politics (n)	/'pɒlətɪks/	chính trị
promote (v)	/prə'məʊt/	thúc đẩy, khuyến mại, quảng bá
proposal (n)	/prə'pəʊzl/	lời / bản đề xuất
propose (v)	/prə'pəʊz/	đề xuất

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qualify (v)	/'kwɒlɪfaɪ/	đủ tiêu chuẩn, đủ khả năng
region (n)	/'riːdʒən/	vùng
relation (n)	/rɪ'leɪʃən/	mối quan hệ
represent (v)	/ˌreprɪ'zent/	đại diện, tượng trưng
representative (n)	/ˌreprɪ'zentətɪv/	người đại diện
strengthen (v)	/'streŋkθn/	tăng cường, đẩy mạnh
support (v)	/sə'pɔːt /	hỗ trợ
take part (in)	/ˌteɪk 'pɑːt (ɪn)/	tham gia
volunteer (v, n)	/ˌvɒlən'tɪə/	tình nguyện, tình nguyện viên
youth (n)	/juːθ/	tuổi trẻ

Unit 5

atmosphere (n)	/'ætməsfɪə/	khí quyển
balance (n)	/'bæləns/	sự cân bằng
carbon dioxide (n)	/ˌkɑːbən daɪ'ɒksaɪd/	khí carbonic (CO_2)
coal (n)	/kəʊl/	than đá
consequence (n)	/'kɒnsɪkwəns/	hậu quả, kết quả
cut down	/ˌkʌt 'daʊn/	chặt, đốn (cây)
deforestation (n)	/ˌdiːˌfɒrɪ'steɪʃn/	sự phá rừng
emission (n)	/ɪ'mɪʃn/	sự phát thải
environment (n)	/ɪn'vaɪrənmənt/	môi trường
farming (n)	/'fɑːmɪŋ/	nghề nông
farmland (n)	/'fɑːmlænd/	đất chăn nuôi / trồng trọt
fossil fuel (n)	/'fɒsl fjuːəl/	nhiên liệu hoá thạch
global warming (n)	/ˌgləʊbl 'wɔːmɪŋ/	sự nóng lên toàn cầu
heat-trapping (adj)	/hiːt 'træpɪŋ/	giữ nhiệt
human activity (np)	/'hjuːmən æk'tɪvəti/	hoạt động của con người
impact (n)	/'ɪmpækt/	tác động, ảnh hưởng
leaflet (n)	/'liːflət/	tờ rơi
methane (n)	/'miːθeɪn/	khí methane (CH_4)
pollutant (n)	/pə'luːtənt/	chất gây ô nhiễm
release (v)	/rɪ'liːs/	thoát ra, phát thải
renewable (adj)	/rɪ'njuːəbl/	tái tạo
sea level (n)	/'siː levl/	mực nước biển
soil (n)	/sɔɪl/	đất trồng
soot (n)	/sʊt/	mồ / bồ hóng, muội
temperature (n)	/'temprətʃə/	nhiệt độ
waste (n)	/weɪst/	rác, chất thải

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Unit 6

ancient (adj)	/ˈeɪnʃənt/	cổ kính
appreciate (v)	/əˈpriːʃieɪt/	hiểu rõ giá trị, đánh giá cao
citadel (n)	/ˈsɪtədəl/	thành trì
complex (n)	/ˈkɒmpleks/	quần thể, tổ hợp
crowdfunding (n)	/ˈkraʊdfʌndɪŋ/	việc quyên góp, huy động vốn từ cộng đồng
fine (n)	/faɪn/	tiền phạt
folk (adj)	/fəʊk/	thuộc về dân gian
harsh (adj)	/hɑːʃ/	khắt khe, gay gắt
heritage (n)	/ˈherɪtɪdʒ/	di sản
historic (adj)	/hɪˈstɒrɪk/	quan trọng, có giá trị lịch sử
historical (adj)	/hɪˈstɒrɪkl/	thuộc về lịch sử, mang tính lịch sử
imperial (adj)	/ɪmˈpɪəriəl/	thuộc về hoàng tộc
landscape (n)	/ˈlændskeɪp/	phong cảnh
limestone (n)	/ˈlaɪmstəʊn/	đá vôi
monument (n)	/ˈmɒnjumənt/	lăng mộ, đài kỷ niệm, công trình kiến trúc
performing arts (n)	/pəˌfɔːmɪŋ ˈɑːts/	nghệ thuật biểu biễn
preserve (v)	/prɪˈzɜːv/	bảo tồn
restore (v)	/rɪˈstɔː/	khôi phục, sửa lại
state (n)	/steɪt/	hiện trạng, tình trạng
temple (n)	/ˈtempl/	đền, miếu
trending (adj)	/ˈtrendɪŋ/	theo xu hướng
valley (n)	/ˈvæli/	thung lũng

Unit 7

academic (adj)	/ˌækəˈdemɪk/	có tính chất học thuật, liên quan tới học tập
apprenticeship (n)	/əˈprentɪʃɪp/	thời gian học nghề, học việc thực tế
bachelor's degree (n)	/ˈbætʃələz dɪgriː/	bằng cử nhân
brochure (n)	/ˈbrəʊʃə/	ấn phẩm quảng cáo, giới thiệu
doctorate (n)	/ˈdɒktərət/	bằng tiến sĩ

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entrance exam (np)	/'entrəns ɪg,zæm/	kì thi đầu vào
formal (adj)	/'fɔːml/	chính quy, có hệ thống
graduation (n)	/ˌgrædʒu'eɪʃn/	khi tốt nghiệp, lễ tốt nghiệp
higher education (n)	/ˌhaɪər edʒu'keɪʃn/	giáo dục đại học
institution (n)	/ˌɪnstɪ'tjuːʃn/	cơ sở, viện (đào tạo)
manage (v)	/'mænɪdʒ/	cố gắng (làm được việc gì đó)
master's degree (n)	/'maːstəz dɪgriː/	bằng thạc sĩ
mechanic (n)	/mə'kænɪk/	thợ cơ khí
professional (adj)	/prə'feʃənl/	chuyên nghiệp, nhà nghề
qualification (n)	/ˌkwɒlɪfɪ'keɪʃn/	trình độ chuyên môn, văn bằng
school-leaver (n)	/'skuːl liːvə/	học sinh tốt nghiệp trung học phổ thông
sixth-form college (n)	/'sɪksθ ˌfɔːm 'kɒlɪdʒ/	trường dành cho học sinh từ 16-19 tuổi và tập trung vào các trình độ A-levels nhằm chuẩn bị cho sinh viên vào các trường đại học
vocational school (n)	/vəʊ'keɪʃənl skuːl/	trường dạy nghề

Unit 8

achieve (v)	/ə'tʃiːv/	đạt được, giành được
carry out	/ˌkæri 'aʊt/	tiến hành
combine (v)	/kəm'baɪn/	kết hợp
come up with	/ˌkʌm 'ʌp wɪð/	nghĩ ra, nảy ra
confidence (n)	/'kɒnfɪdəns/	sự tự tin
confident (adj)	/'kɒnfɪdənt/	tự tin
deal with	/'diːl wɪð/	giải quyết, đối phó
decision-making skills (np)	/dɪ'sɪʒn ˌmeɪkɪŋ 'skɪlz/	kĩ năng đưa ra quyết định
get around	/ˌget ə'raʊnd/	đi lại
get into the habit of	/'get ɪntə ðə 'hæbɪt əv/	tạo thói quen
independence (n)	/ˌɪndɪ'pendəns/	sự độc lập
independent (adj)	/ˌɪndɪ'pendənt/	độc lập, không lệ thuộc
learner (n)	/'lɜːnə/	người học
learning goal (np)	/'lɜːnɪŋ ˌgəʊl/	mục tiêu học tập
life skill (n)	/'laɪf skɪl/	kĩ năng sống
make use of	/ˌmeɪk 'juːs əv/	tận dụng
manage (v)	/'mænɪdʒ/	quản lí
measure (v)	/'meʒə/	đo

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money-management skills (np)	/ˈmʌni ˌmænɪdʒmənt ˈskɪlz/	kĩ năng quản lí tiền
motivate (v)	/ˈməʊtɪveɪt/	thúc đẩy, động viên
remove (v)	/rɪˈmuːv/	lấy ra, loại bỏ
responsibility (n)	/rɪˌspɒnsəˈbɪləti/	sự chịu trách nhiệm, trách nhiệm
responsible (adj)	/rɪˈspɒnsəbl/	có trách nhiệm
rice cooker (np)	/ˈraɪs ˌkʊkə/	nồi cơm điện
self-motivated (adj)	/ˌself ˈməʊtɪveɪtɪd/	có động lực, năng nổ
self-study (n)	/ˌself ˈstʌdi/	sự tự học
time-management skills (np)	/ˈtaɪm ˌmænɪdʒmənt skɪlz/	kĩ năng quản lí thời gian

Unit 9

admit (v)	/ədˈmɪt/	thú nhận
alcohol (n)	/ˈælkəhɒl/	đồ uống có cồn (rượu, bia . . .)
anxiety (n)	/æŋˈzaɪəti/	sự lo lắng
ashamed (adj)	/əˈʃeɪmd/	xấu hổ
awareness (n)	/əˈweənəs/	nhận thức
body shaming (n)	/ˈbɒdi ʃeɪmɪŋ/	sự chế nhạo ngoại hình của người khác
bully (v)	/ˈbʊli/	bắt nạt
campaign (n)	/kæmˈpeɪn/	chiến dịch
crime (n)	/kraɪm/	tội phạm
cyberbullying (n)	/ˈsaɪbəbʊlɪŋ/	bắt nạt trên mạng
depression (n)	/dɪˈpreʃn/	sự trầm cảm
hang out	/ˌhæŋ ˈaʊt/	đi chơi
lie (n)	/laɪ/	lời nói dối
make fun of	/ˌmeɪk ˈfʌn əv/	trêu chọc, chế giễu
obey (v)	/əˈbeɪ/	tuân thủ
offensive (adj)	/əˈfensɪv/	gây xúc phạm
overpopulation (n)	/ˌəʊvəˌpɒpjuˈleɪʃn/	sự quá tải dân số
peer pressure (n)	/ˈpɪə preʃə/	áp lực từ bạn bè
physical (adj)	/ˈfɪzɪkl/	về mặt thể chất
poverty (n)	/ˈpɒvəti/	sự nghèo đói
self-confidence (n)	/ˌself ˈkɒnfɪdəns/	sự tự tin vào bản thân

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skip (v)	/skɪp/	trốn, bỏ
stand up to	/ˌstænd ˈʌp tuː/	đứng lên chống lại
struggle (v)	/ˈstrʌgl/	đấu tranh
the odd one out	/ðiː ˈɒd ˌwʌn ˈaʊt/	kẻ / người khác biệt
the poverty line (n)	/ðə ˈpɒvəti ˌlaɪn/	mức nghèo đói
verbal (adj)	/ˈvɜːbəl/	bằng lời
victim (n)	/ˈvɪktɪm/	nạn nhân
violent (adj)	/ˈvaɪələnt/	sử dụng vũ lực, bạo lực

Unit 10

biodiversity (n)	/ˌbaɪəʊdaɪˈvɜːsəti/	đa dạng sinh học
conservation (n)	/ˌkɒnsəˈveɪʃn/	sự bảo tồn thiên nhiên
coral reef (np)	/ˌkɒrəl ˈriːf/	rạn san hô
delta (n)	/ˈdeltə/	đồng bằng
destroy (v)	/dɪˈstrɔɪ/	phá huỷ
ecosystem (n)	/ˈiːkəʊˌsɪstəm/	hệ sinh thái
endangered (adj)	/ɪnˈdeɪndʒəd/	bị nguy hiểm
fauna (n)	/ˈfɔːnə/	động vật
flora (n)	/ˈflɔːrə/	thực vật
food chain (n)	/ˈfuːd tʃeɪn/	chuỗi thức ăn
green (adj)	/griːn/	(lối sống) xanh
habitat (n)	/ˈhæbɪtæt/	khu vực sống
living things (np)	/ˈlɪvɪŋ θɪŋz/	các sinh vật sống
mammal (n)	/ˈmæml/	động vật có vú
national park (n)	/ˌnæʃnəl ˈpɑːk/	rừng quốc gia
native (adj)	/ˈneɪtɪv/	tự nhiên
natural resources (np)	/ˌnætʃrəl rɪˈzɔːsɪz/	tài nguyên thiên nhiên
pangolin (n)	/pæŋˈgəʊlɪn/	con tê tê
resource (n)	/rɪˈsɔːs/, /rɪˈzɔːs/	nguồn lực
species (n)	/ˈspiːʃiːz/	loài
tropical forest (np)	/ˌtrɒpɪkl ˈfɒrɪst/	rừng nhiệt đới
wildlife (n)	/ˈwaɪldlaɪf/	động vật hoang dã

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35. Mĩ thuật 11 – Đồ hoạ (tranh in)
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