

IRREGULAR VERBS LIST

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	MEANING
be [bi:]	was / were [wɒz / wɜ:]	been [bi:n]	thì, là, ở
become [br'kʌm]	became [br'keɪm]	become [br'kʌm]	trở nên
begin [br'gɪn]	began [br'gæn]	begun [br'gʌn]	bắt đầu
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]	vỡ, làm vỡ
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	mang lại, mang đến
build [bɪld]	built [bɪlt]	built [bɪlt]	xây dựng
burn [bɜ:n]	burned [bɜ:nd] / burnt [bɜ:nt]	burned [bɜ:nd] / burnt [bɜ:nt]	đốt, cháy
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	mua
can [kæn]	could [kʊd]	been able to [bi:n 'eɪbl tə]	có thể
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	bắt, chụp
choose [tʃʊ:z]	chose [tʃəʊz]	chosen [tʃəʊzn]	lựa chọn
come [kʌm]	came [keɪm]	come [kʌm]	đến, tới
cost [kɒst]	cost [kɒst]	cost [kɒst]	có giá là
cut [kʌt]	cut [kʌt]	cut [kʌt]	cắt
do [du:]	did [dɪd]	done [dʌn]	làm
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	vẽ
dream [dri:m]	dreamed [dri:md] / dreamt [dremt]	dreamed [dri:md] / dreamt [dremt]	mơ thấy, mơ về
drink [drɪnk]	drank [drænk]	drunk [drʌnk]	uống
drive [draɪv]	drove [drəʊv]	driven [drɪvn]	lái xe
eat [i:t]	ate [et]	eaten [i:tn]	ăn
fall [fɔ:l]	fell [fel]	fallen [fɔ:lɪn]	ngã, rơi
feed [fi:d]	fed [fed]	fed [fed]	cho ăn
feel [fi:l]	felt [felt]	felt [felt]	cảm thấy
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	đánh nhau, chiến đấu
find [faɪnd]	found [faʊnd]	found [faʊnd]	tìm thấy
fly [flaɪ]	flew [flu:]	flown [fləʊn]	bay
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]	quên
forgive [fə'gɪv]	forgave [fə'geɪv]	forgiven [fə'gɪvn]	tha thứ
get [get]	got [gɒt]	got [gɒt]	có được
give [gɪv]	gave [geɪv]	given [gɪvn]	cho
go [gəʊ]	went [went]	gone [gɒn]	đi
grow [grəʊ]	grew [gru:]	grown [grəʊn]	lớn lên, mọc, trồng
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	treo
have [hæv]	had [hæd]	had [hæd]	có
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	nghe thấy
hide [haɪd]	hid [hɪd]	hidden [hɪdn]	dấu
hit [hɪt]	hit [hɪt]	hit [hɪt]	đánh, đụng
hold [həʊld]	held [held]	held [held]	cầm, nắm
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	làm đau
keep [ki:p]	kept [kept]	kept [kept]	giữ
know [nəʊ]	knew [nju:]	known [nəʊn]	biết

IRREGULAR VERBS LIST

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	MEANING
learn [lɜ:n]	learned [lɜ:nd] / learnt [lɜ:nt]	learned [lɜ:nd] / learnt [lɜ:nt]	học
leave [li:v]	left [left]	left [left]	rời đi
lend [lend]	lent [lent]	lent [lent]	cho mượn
let [let]	let [let]	let [let]	để cho, cho phép
lie [laɪ]	lay [leɪ]	lain [leɪn]	nằm
lose [lu:z]	lost [lɒst]	lost [lɒst]	mất, làm mất
make [meɪk]	made [meɪd]	made [meɪd]	sản xuất, tạo ra
meet [mi:t]	met [met]	met [met]	gặp mặt
pay [peɪ]	paid [peɪd]	paid [peɪd]	trả (tiền)
put [pʊt]	put [pʊt]	put [pʊt]	đặt, để
read [ri:d]	read [red]	read [red]	đọc
ride [raɪd]	rode [rəʊd]	ridden [rɪdn]	cưỡi (ngựa), đi (xe đạp)
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]	rung chuông
run [rʌn]	ran [ræn]	run [rʌn]	chạy
say [seɪ]	said [sed]	said [sed]	nói
see [si:]	saw [sɔ:]	seen [si:n]	nhìn thấy
sell [sel]	sold [səʊld]	sold [səʊld]	bán
send [send]	sent [sent]	sent [sent]	gửi
set [set]	set [set]	set [set]	sắp đặt, thiết lập
shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]	sáng
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]	trình diễn
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	ca hát
sit [sɪt]	sat [sæt]	sat [sæt]	ngồi
sleep [sli:p]	slept [slept]	slept [slept]	ngủ
speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkən]	nói
spell [spel]	spelt [spelt] / spelled [speld]	spelt [spelt] / spelled [speld]	đánh vần
spend [spend]	spent [spent]	spent [spent]	dành
stand [stænd]	stood [stʊd]	stood [stʊd]	đứng
steal [sti:l]	stole [stəʊl]	stolen ['stəʊlən]	đánh cắp
sweep [swi:p]	swept [swept]	swept [swept]	quét
swim [swɪm]	swam [swæm]	swum [swʌm]	bơi
take [teɪk]	took [tʊk]	taken ['teɪkən]	cầm lấy
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	dạy
tell [tel]	told [təʊld]	told [təʊld]	kể, bảo
think [θɪnk]	thought [θɔ:t]	thought [θɔ:t]	suy nghĩ
understand [ˌʌndə'stænd]	understood [ˌʌndə'stʊd]	understood [ˌʌndə'stʊd]	hiểu
wake [weɪk]	woke [wəʊk]	woken ['wəʊkən]	thức giấc
wear [weə]	wore [wɔ:]	worn [wɔ:n]	mặc
win [wɪn]	won [wʌn]	won [wʌn]	thắng, chiến thắng
write [raɪt]	wrote [rəʊt]	written [rɪtn]	viết

STUDENT ACTIVITIES

Unit 1 Lesson 1.5 Exercise 1

ANSWER KEY

Mostly As: You're obviously busy with other things in life, and that's great. Have fun and enjoy real time with your friends!

Mostly Bs: You know it's there when you need it, but technology isn't the most important thing in your life.

Mostly Cs: You're Internet crazy! You love going online and checking messages from friends. Make sure you take time to do other things, too.

Unit 2 Lesson 2.2 Exercise 6

STUDENT B'S TEXT:

Tropical Storm Jongdari caused heavy rainfall in central Japan in July 2018. Jongdari remained a strong tropical storm. It was very windy in parts of southern mainland Japan. Heavy rainfall caused airlines to cancel or delay many flights in Japan on Saturday.

Unit 5 Lesson 5.6 Exercise 5

STUDENT B: TRÀ VINH

People's main jobs: farmers and fishermen

Cost of living: low

Main means of transport: boat, bus, car, motorbike and bike

Average temperature: 23°C – 32°C

Population: approximately 1.1 million people (2020)

Ethnic diversity: mainly Vietnamese and Khmer

(Source: travinh.dcs.vn)

QUESTIONS TO ASK ABOUT LẠNG SƠN

- 1 What do most people do in Lạng Sơn?
- 2 How is the cost of living in Lạng Sơn?
- 3 How do people in Lạng Sơn travel?
- 4 What is the average temperature in Lạng Sơn?
- 5 What is the total population of Lạng Sơn?
- 6 How many ethnic groups are there in Lạng Sơn?

Unit 7 Lesson 7.2 Exercise 2

To change from direct to indirect speech, we need to backshift one tense. We also need to change the expressions. Below are some examples:

now	→	then
here	→	there
today	→	that day
last night	→	the night before / the previous night.
ago	→	before
tomorrow	→	the next day / the following day
yesterday	→	the day before / the previous day
next (week, month)	→	the next / the following (week, month)
this (place)	→	that (place)

We also change pronouns and possessive adjectives. For example:

I	→	he / she
we	→	they
my	→	his / her
our	→	their

Unit 7 Lesson 7.5 Exercise 6

Text 2 — Smoked buffalo meat

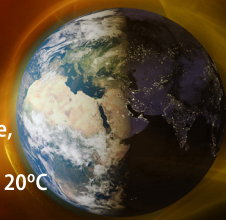
Smoked buffalo meat is a traditional dish of the Thái people. They often eat it on New Year's Day with a lot of sticky rice. To make it, they cut 20 cm strips of meat. Then, they add a lot of spices, like pepper and ginger, and keep it for three hours. After that, they place the strips on a stove for 9 to 12 hours.

Questions to ask about Text 1

- 1 Who eats *thắng cố*?
- 2 What is *thắng cố* made from?
- 3 Where do the spices added to *thắng cố* come from?
- 4 How long do they stew *thắng cố* for?
- 5 What do they eat with *thắng cố*?

Unit 9 Lesson 9.2 Exercise 5

Diameter	6,792 km
Length of a day	24 hrs, 37 mins
Length of a year	687 days, 37 mins
Gravity	38% of Earth
Atmosphere	95% carbon dioxide, 3% nitrogen
Temperature	Between -140°C to 20°C
Number of moons	2



How do teenagers in the UK and the USA use their mobile phones?

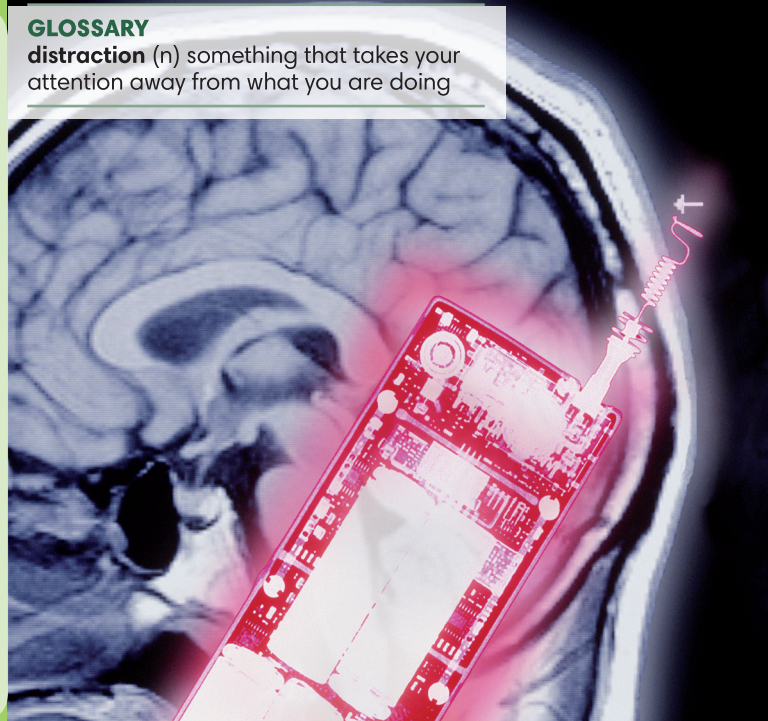
Teenagers may be connected all the time, but there is one place where most teenagers can't use their digital devices: school! In the UK, there is no law about phone use in schools, but teachers can remove devices from students if necessary.

A recent British report said that removing smartphones from schools will give students more time for their education. It said that smartphones are a big distraction, making students less productive and are bad for learning.

However, in the USA, some people do not agree. Recently, one school in New York decided to use smartphones at school. They said that smartphones can be an excellent resource for the classroom. In this New York school, smartphones can definitely make you smarter!

GLOSSARY

distraction (n) something that takes your attention away from what you are doing



1 In pairs, ask and answer the questions.

- 1 What do you do with a smartphone?
- 2 Do you think it makes you smarter or less smart? Why?
- 3 Do many people have smartphones in your country?

2 Correct the sentences about the article.

- 1 All UK teachers believe smartphones are bad for students.
- 2 A recent UK report said that using smartphones in school can be positive.



A



B



C



D

3 1.1 Watch Part 1 of the video and answer the questions.

- 1 What country can you see in photo A?
- 2 Why is this country so important in the video?
- 3 How similar is your country to the one video?

4 1.2 Watch Part 2 of the video. Match photos A-D with captions 1-3.

- 1 ☐ Students can interact online to solve problems.
- 2 ☐ Reading online is not like reading a book.
- 3 ☐ This is part of a big online conversation.

5 PROJECT In groups, prepare a debate based on the question: 'Do smartphones make you smarter?'

- 1 Prepare a list of points to support your argument.
- 2 Present your argument to the class.
- 3 What was the most common point of view among your classmates?

What's the weather like?

If you don't know what to talk about, there's always the weather. In the UK, we do this a lot because the weather is quite mild, and it changes a lot.

In the UK, it seems that people are never prepared! When extreme weather comes, it's always a shock. Last year, a freak snowstorm brought chaos to transport in the country. British Rail cancelled trains because of 'the wrong kind of snow'! On the night of 15 October 1987, people were going to bed when a terrible storm suddenly hit the country. Trees fell down and the conditions were chaotic. But the weather forecasters didn't predict it at all.

And can the weather affect our moods or character? Well, there is a saying in the UK: 'I feel a bit under the weather'. It means you don't feel very well. People who live in sunny climates seem happier. Those who live with grey skies and little light in winter can be more miserable.

GLOSSARY

chaos (n) disorder

innit? (col) isn't it?

predict (v) to say that something will happen

miserable (adj) sad, unhappy

1 In pairs, discuss: Do you think the weather can affect you? How?

2 Read the article. Mark the sentences T (true) or F (false). Correct the false sentences.

- 1 ☐ The weather in the UK is changeable.
- 2 ☐ The great storm of 1987 in the UK was a surprise.
- 3 ☐ To be *under the weather* means 'to be depressed'.
- 4 ☐ The tone of the article is quite serious.

3  **C.01** Listen and read the article again. Answer the questions.

- 1 Does the writer think that the weather can affect mood or character greatly? Do you agree with this opinion?
- 2 Do the people in your country have different characters due to the weather where they live?

4 **PROJECT** In groups, give a presentation about how people talk about the weather in your country.

- 1 Use the Internet or other sources to research different types of weather in your country.
- 2 Write a short script and think about images or videos to use in your presentation.
- 3 Give your presentation to the class.



LITERATURE

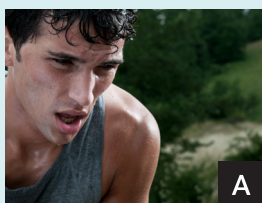
Our village's rice grain

1 Listen to the song based on a poem written by Trần Đăng Khoa. In pairs, discuss the questions:

- 1 What do you know about the author of the poem?
- 2 When and how did he write the poem?

2 Read one part of the poem. Match the pictures with the words.

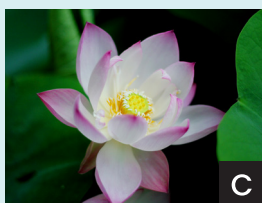
- 1 lotus
- 2 sweat
- 3 sailfish
- 4 rice bowl
- 5 silt



A



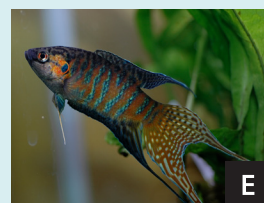
B



C



D



E

3 **C.02** Listen and read the poem again. Answer the questions:

- 1 What is the rice grain compared to?
- 2 What images in the poem do you like the most?

Our village's rice grain
Has a taste of silt
Of Kinh Thầy River
Has a fragrant lotus scent
In a lake full of water
There's a song mom sings
Sweet and bitter ...
Our village's rice grain
There is a storm in July
It rains in March
Drops of sweat
June afternoons
Water as someone cooks
Even the sailfish die
The crabs come ashore
My mother comes down to plant ...

Our village's rice grain
American bomb years
Pouring on the roof
The years of the gun
Follow people far away
The years of bullets
Golden as rice fields
Harvest rice bowl
Traffic sweets

(Source: toplist.one)



5 **PROJECT** In groups, choose another poem by Trần Đăng Khoa about life in the countryside. Take notes about:

- When and how he created the poem
- What the poem is about
- What the main message of the poem is
- What you like about the poem

Then present your notes in PowerPoint slides to the class. Add pictures or music when necessary.

4 In pairs, discuss what the author wants to say in these two lines:

The crabs come ashore
My mother comes down to plant ...

- 1** Look at the photos. In pairs, guess:
- Which ethnic groups do these people come from?
 - What type of art do they perform?

- 2** Match the words in A with the words in B to make meaningful phrases.

A

- 1 intangible
- 2 duet
- 3 bumper
- 4 favourable

B

- a crops
- b weather
- c singing
- d cultural heritage

- 3**  **C.03** Listen and read the texts about Aday folk singing and Khơ Mú dance. Mark if the following sentences true (T) or false (F).



- 4** **PROJECT** Work in groups of five. Choose an ethnic group you want to explore further. Find out about their traditional type of art. Make notes about:

- What type of art it is
- Who performs the art
- What type of costumes the performers wear
- When they perform the art

Aday folk singing

The Khmer ethnic group in Xã Phiên commune, Long Mỹ district, Hậu Giang province has a tradition of Aday folk singing. This art has been regarded as a national intangible cultural heritage. The tradition dates back a long time ago. Khmer men and women often wear traditional mao (hats) and special costumes and they perform duet singing during community festivals and family celebrations. The songs are often about love, nature and the good. Singing and performing musical instruments make this type of art special. In recent days, there are many classes for the public to join and learn about this traditional form of art.



- 1 Aday folk singing is a recent tradition of Khmer people in Việt Nam.
- 2 Khmer men and women perform Aday folk singing together during celebrations.
- 3 Classes are open for young people to join and learn about Aday folk singing.
- 4 Khơ Mú ethnic group lives in a mountainous region in Việt Nam.
- 5 Khơ Mú dancers do not need to dance to the music.

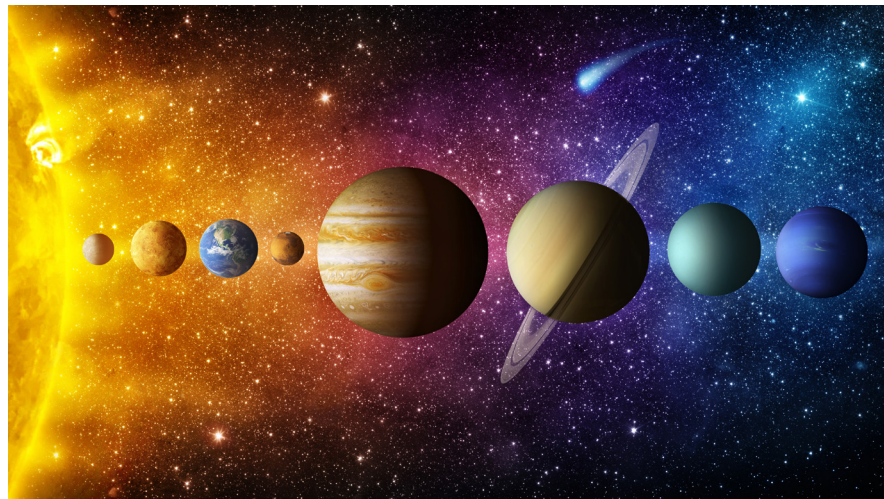
Khơ Mú dance

The Khơ Mú is one of the oldest groups in the northern mountainous province of Lai Châu. In traditional costumes, Khơ Mú people dance to wish for good health, bumper crops and favourable weather. Their dance movements are strong and they dance to the sounds of the drums and gongs.



1 In pairs, ask and answer the following questions about the Earth:

- 1 Which planet in the Solar System has life?
- 2 How old is the Earth as estimated by scientists?
- 3 What is the Greek name for Earth?
- 4 What percent of the Earth's surface is covered by water?
- 5 What makes up the air of the Earth?



2 Match the words / phrases below with their definitions.

Words / phrases	Definitions
1 revolve	a a gas in the atmosphere
2 diameter	b move in a circle
3 satellite	c a body orbiting around the Earth or another planet
4 mixture	d a line from one point to an opposite point of a circle
5 carbon dioxide	e a combination of different things

3  **C.04** Listen and read the fact file below and check your answers in Exercise 1.

Earth is the third planet from the Sun. It is currently the only planet where life is present.

Key Facts & Summary

- It is estimated that our Earth is around 4.5 billion years old.
- Earth was formed at around the same time as the rest of our Solar System.
- Earth revolves around the Sun once every 365.25 days – this is known as one Earth year.
- Earth is the fifth largest planet of the solar system. It has a diameter of 6,371 km / 3,958 mi.
- The name Earth, which simply translates to “the ground”, is at least 1,000 years old. The Greek name for Earth was Gaia, which means “Mother Earth”.
- Only 3% of Earth’s water is fresh and the remaining 97% is salty.
- 71% of the Earth’s surface is covered by water and only 29% is covered by land.
- The air that we breathe is the mixture of nitrogen, oxygen, argon, and carbon dioxide. Without them, we couldn’t live.
- Earth has only one satellite – the Moon, but it also has a couple of temporal artificial satellites.

4 In pairs, close the book. Ask and answer about the Earth.

A: What is the diameter of the Earth?

B: It is 6,371 km.

5 **PROJECT** In groups, do an Internet search about the Earth. Find out 5 misconceptions about the Earth and then correct the misconceptions. Include these findings in a PowerPoint presentation and present them to the class. Add pictures.