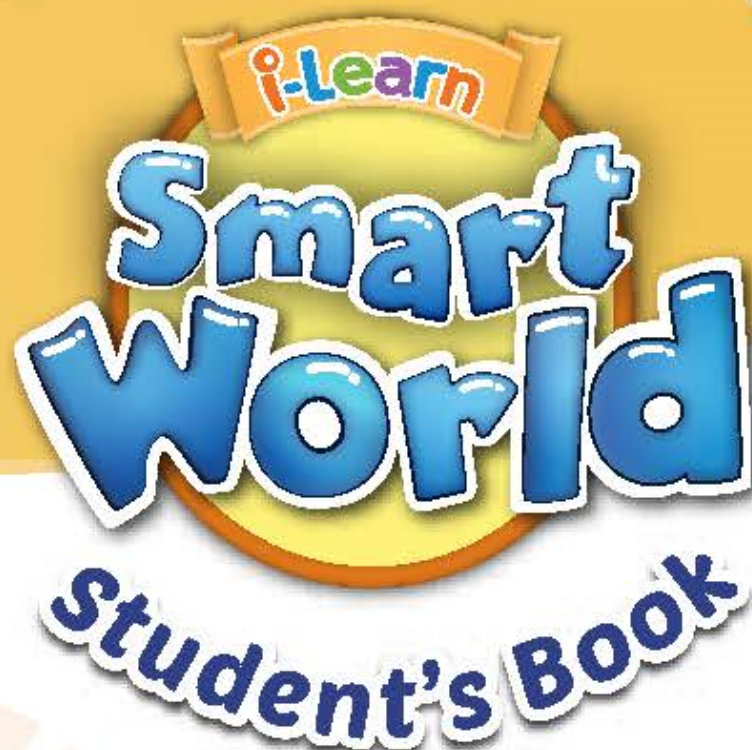


VÕ ĐẠI PHÚC (Tổng Chủ biên kiêm Chủ biên)
NGUYỄN THỊ NGỌC QUYÊN - ĐẶNG ĐỖ THIÊN THANH
LÊ THỊ TUYẾT MINH - HUỲNH TUYẾT MAI - NGUYỄN THUY UYÊN SA

Tiếng Anh



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**NHÀ XUẤT BẢN
ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH**



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Lời mở đầu

Mến chào các em!

Tiếp nối bộ sách tiểu học **i-Learn Smart Start**, bộ sách **i-Learn Smart World** được NXB Đại học Sư phạm TPHCM phối hợp cùng với Công ty TNHH ESVN tổ chức biên soạn theo Chương trình giáo dục phổ thông môn Tiếng Anh cấp THCS, ban hành theo thông tư số 32/2018/TT-BGDĐT.

Sách **Tiếng Anh 7 i-Learn Smart World** bám sát các chủ đề, chủ điểm trong khung chương trình của Bộ Giáo dục và Đào tạo, cung cấp kiến thức, kỹ năng ngôn ngữ, từ vựng, văn phạm, phát âm... giúp học sinh tự tin giao tiếp bằng tiếng Anh và chuẩn bị kiến thức cho các cấp học tiếp theo.

Mỗi bài học có từng mục tiêu cụ thể với các hoạt động học tập đa dạng được thiết kế phù hợp với đặc điểm tâm lý lứa tuổi của học sinh THCS, giúp tạo động lực và hứng thú cho học sinh tham gia học tập.

Sách bao gồm 10 chủ đề: **Free Time, Health, Music and Arts, Community Services, Food and Drinks, Education, Transportation, Festivals around the World, English in the World, Energy Sources**. Mỗi chủ đề có 3 đơn vị bài học, 1 bài ôn tập với các hoạt động nhằm rèn luyện các kỹ năng ngôn ngữ, phát triển vốn từ vựng, củng cố và nâng cao kiến thức ngữ pháp, tích hợp liên môn (CLIL) giúp học sinh trau dồi kiến thức và kỹ năng giao tiếp, đồng thời cung cấp những kiến thức cơ bản về văn hóa, xã hội nhằm nâng cao tầm hiểu biết và góp phần đào tạo học sinh trở thành những công dân toàn diện.

Một số biểu tượng sử dụng trong các bài học:



Sử dụng kỹ năng giao tiếp (Conversation Skills) trong bài.



Sử dụng trí tưởng tượng của bản thân.



Di chuyển đến trang Tài liệu hoạt động (Activity Files) và sử dụng tệp được yêu cầu.

difficult at first.
ds. **Although** it

Học sinh có thể xem giải nghĩa và cách phát âm của những từ màu tím này trong danh sách từ vựng (Word List) sau sách.

Chúc các em thành công!

Nhóm Tác giả

Scope and Sequence

Unit	Function	Grammar	Pronunciation	Listening and Speaking Skills	Reading and Writing Skills
1. FREE TIME	- Ask and answer about hobbies - Make future plans	- Present Simple for habits - Present Continuous for future plans and prepositions of place	/eɪ/ sound - Intonation for Yes/No questions	Listening: (for attitude/details) ...to a talk about extreme sports Speaking: (giving opinions) ...about different extreme sports Conversation Skill: Starting a friendly conversation	Reading: (for main idea/details) ...an email asking a friend to join an activity Writing: ...an invitation email
2. HEALTH	- Talk about what makes a healthy lifestyle - Give advice and persuade someone to have a healthy lifestyle	- Indefinite quantifiers "should" and "shouldn't"	- Intonation for Wh-questions - Sound change for "Do you...?"	Listening: (for inference/details) ...to an interview with an expert about food Speaking: (discussion, talking about healthy food) ...about food in your school cafeteria Conversation Skill: Offering help	Reading: (for inference/details) ...a letter to the school's principal Writing: ...a request letter
3. MUSIC AND ARTS	- Talk about music that you like - Make plans to go to a music event	- Present Simple for facts - Prepositions of time and possessive adjectives	- Different sounds /s/, /z/ of "s" at the end of verbs - Intonation for statements	Listening: (for gist/details) ...to an English teacher talking about describing movies Speaking: (exchanging information) ...about your favorite movies Conversation Skill: Inviting someone to speak	Reading: (for main idea/details) ...a description of a movie Writing: ...a description of your favorite movie
4. COMMUNITY SERVICES	- Suggest and plan a charity event - Talk about things we did to help our community	"should," "Let's," and "How about" - Past Simple with regular verbs	- Stress the first word in compound nouns - Different pronunciations /d/, /ɪd/, /t/ of verb endings -ed	Listening: (for inference/details) ...to a news interview about a beach clean-up Speaking: (discussion, talking about environmental problems) ...about how to help the environment Conversation Skill: Introducing a topic	Reading: (for attitude/details) ...an email about a clean-up Writing: ...an email about an environmental clean-up
5. FOOD AND DRINKS	- Talk about what food you need to buy - Talk about containers and quantities of food and drinks	- Quantities and amounts - Indefinite and definite articles	- Consonant cluster /sp/ - Sound changes for "...bunch of..." and "...bag of..."	Listening: (for inference/details) ...to a talk between a tour guide and tourists Speaking: (giving opinions) ...about unusual foods Conversation Skill: Asking for repetition	Reading: ...a blog post about unusual foods in Vietnam Writing: ...a food blog post

Scope and Sequence

Unit	Function	Grammar	Pronunciation	Listening and Speaking Skills	Reading and Writing Skills
6. EDUCATION	- Decline invitations and express obligations - Talk about how you feel about school	- Present Simple and "have to" - Intensifiers and "because"	- Sound change for "...have to..." - Stress intensifiers for emphasis	Listening: (for inference/details) ...to a teacher talking about studying abroad Speaking: (role-play, describing experience) ...about studying abroad experience Conversation Skill: Declining an invitation	Reading: (for attitude/details) ...a paragraph about studying abroad Writing: ...a paragraph about studying abroad
7. TRANSPORTATION	- Describe and identify personal belongings - Compare different types of transportation	- Possessive pronouns and adjectives in order "(not) as...as..."	- Stress the first syllable for most two-syllable nouns /st/ sound	Listening: (for gist/details) ...to a vlog about two types of transportation Speaking: (role-play, giving opinions) ...about kinds of transportation Conversation Skill: Asking for confirmation	Reading: (for gist/details) ...a paragraph about transportation Writing: ...an opinion paragraph about a kind of transportation
8. FESTIVALS AROUND THE WORLD	- Talk about festivals around the world - Compare how different countries celebrate festivals	- Future Simple "like" and "different from"	- Stress the syllable before "consonant + ian" in nationalities ending in "-ian" /I/ sound	Listening: (for inference/details) ...to a news report about an interesting festival Speaking: (exchanging information) ...about your favorite festival Conversation Skill: Showing interest	Reading: (for gist/details) ...a blog post about a festival in Vietnam Writing: ...a blog post about your favorite festival
9. ENGLISH IN THE WORLD	- Talk about tourist attractions and cultures of English-speaking countries - Talk about holidays in English-speaking countries	- Articles - Past Simple with irregular verbs	/ð/ sound /ə/ sound	Listening: (for gist/details) ...to a talk about how English changed someone's life Speaking: (exchanging information) ...about speaking English on your vacation Conversation Skill: Ending a conversation	Reading: (for details) ...a postcard about a vacation in Canada Writing: ...a postcard about your vacation in an English-speaking country
10. ENERGY SOURCES	- Talk about types and sources of energy - Talk about the advantages and disadvantages of energy sources	"more...than..." and "less...than..." "and" and "but"	- Stress the first syllable for numbers which are multiples of ten - Sound change for "...and..."	Listening: (for inference/details) ...to an interview with an energy expert Speaking: (role-play, discussion) ...about the best energy sources for a town Conversation Skill: Asking for clarification	Reading: (for gist/details) ...an email to a town's mayor to suggest a new energy source Writing: ...a formal email
SEMESTER MID/FINAL REVIEWS: Language and Skills Review of Units 1–10 PROJECTS: Presentation and Performance					

Unit 1

Free Time

LESSON 1

Can you...?

- ask and answer about hobbies
- use the Present Simple for habits



New Words

a. Number the pictures. Listen and repeat. 

~~1. collect soccer stickers~~

2. (build) models

3. bake (cakes)

4. (make) vlogs

5. (read) comics

6. (play) online games



1



b. In pairs: Note three more hobbies you know. Discuss if you like them. 

Do you like building models?

Yes, I do.



Reading

a. Read Kate's blog post and choose the best title.

1. My Model Collection

2. Building Model Cars Is Fun

 Home



[About](#)
[Next blog →](#)



ABOUT ME
 Hi! I'm Kate. I like building models and blogging.

A Teen Blogger

A blog about stuff

January 4

I build models in my free time. I have fifteen models. Some of them were gifts from friends and family, but I bought most of them. I mostly build planes and cars, but I have a few ship models, too. My favorite one is my MGA car model. The real MGA was a cool sports car from England. I think it's very cute.

I often spend about one or two hours a day building my models. Sometimes my sister, Alice, does it with me and films us building models for her vlogs. She makes vlogs every week and it helps her make new friends.

What about you? What do you do in your free time? Leave a comment and tell me!

b. Now, read and circle the correct answer.

- How did Kate get most of her models?
 - They were gifts.
 - She bought them.
 - She found them.
- What is her favorite model?
 - a car
 - a ship
 - a plane
- Who does Kate build her models with?
 - her friend
 - her teacher
 - her sister
- Why does Alice film them building models?
 - for school
 - for her vlogs
 - for her friends

c. In pairs: What cool things can you make?



**Present Simple for habits**

We can use the **Present Simple** to talk about habits or things that happen regularly.

I/You/We/They **collect** stickers.

He/She **reads** comics.

I **don't** make vlogs.

He **doesn't** build models.

What **do** you **do** in your free time?

What **does** she **do** in her free time?

Do you **play** soccer?

(Yes, I **do**./No, I **don't**.)

Does she **bake** cakes in her free time?

(Yes, she **does**./No, she **doesn't**.)

b. Fill in the blanks with the correct form of the verbs.

- I _____ (play) soccer in my free time.
- My friends often _____ (play) online games together on the weekends.
- My brother _____ (like) building models.
- Lisa and Molly _____ (read) comics every night.
- _____ you _____ (bake) cakes on the weekends?
- Lucas _____ (not make) vlogs about his garden.
- _____ Fiona _____ (watch) fashion shows in her free time?

c. Write sentences about habits using the pictures and prompts.



I



1. I collect soccer stickers.



Jim/Tuesdays



2. _____



I/weekends



3. _____



Harry



4. _____



Jane/mornings



5. _____



they



6. _____

d. In pairs: Ask your partner about what they do and don't do in their free time.

Pronunciation



a. Focus on the /eɪ/ sound.

b. Listen to the words and focus on the underlined letter.

make bake game play

c. Listen and cross out the word that doesn't follow the note in "a."

make race car plane

d. Read the words with the sound noted in "a." to a partner.

Practice

a. Ask and answer.

What do you do in your free time?

I make vlogs.

How often do you make vlogs?

I make vlogs once a week.

once a week

every day

a few times a month

on the weekends



b. Practice with your own ideas.

Speaking

TOP TEEN HOBBIES

a. You're asking your classmates about their hobbies. In fours: Complete the survey for yourself, then ask three more friends. Fill in the table.

Teen World		Hobby	How often	What else do you like doing?
Me				

b. What is the most popular hobby in your group?

In our group, the most popular hobby is...

Unit 1

Free Time

LESSON 2

Can you...?

- make future plans
- use the Present Continuous for future plans and prepositions of place

Conversation Skill: Starting a friendly conversation



New Words

a. Match the words with the pictures. Listen and repeat. 

~~sports center~~
bowling alley
theater
ice rink
water park
market
fair



1. sports center



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____

b. In pairs: Say what activities you can do at each place using the verbs in the box. 

play skate run
go on buy watch

I go on the rides at the fair.



Listening

a. Listen to Becky calling Toby to make plans to meet. Which place will they visit together? 

1. market

2. bowling alley

3. ice rink

b. Now, listen and circle. 

1. Becky is meeting Joe at the fair tonight/tomorrow.
2. Toby is going to the *bowling alley*/sports center on Saturday night.
3. Becky is buying a *book*/present on Saturday afternoon.
4. Becky and Toby are meeting at 3 p.m. on *Saturday*/Sunday.

c. In pairs: Where do you like to meet your friends? What do you do there?



Conversation Skill

Starting a friendly conversation

To ask someone how they are or to ask what is happening, say:

What's up?

What's going on?

Listen and repeat. 



**Present Continuous for future plans**

We can use the **Present Continuous** to talk about future plans.

I'm **going** to the **sports center** tonight.

He/She's **playing** **soccer** this evening.

We/They're **going** to the **water park** on Saturday.

I'm **not going** to the **party** on Sunday.

He **isn't playing** **basketball** with us tonight.

They **aren't playing** **soccer** tomorrow.

Are you **doing** anything tonight?

Yes, I **am**./No, I'm **not**.

Is he **going** to the **market** tomorrow?

Yes, he **is**./No, he **isn't**.

Are they **going** **bowling** tonight?

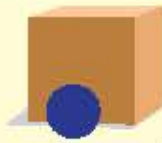
Yes, they **are**./No, they **aren't**.

Prepositions of place

We use prepositions of place to talk about where something or someone is located.

Let's meet **in front of** the **movie theater**.

The **bowling alley** is **opposite** the **ice rink**.



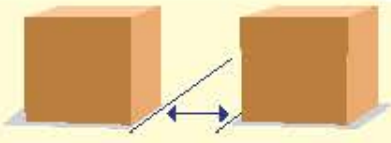
in front of



behind



next to



opposite

b. Circle the correct words.

1. I'm watch/**I'm watching** a movie tonight.

2. She *is going*/going bowling on Sunday night.

3. Let's meet *in/on* front of the theater.

4. I'm *meet/meeting* Sam at the water park tomorrow.

5. *Is/Are* you going shopping this evening?

6. We're meeting *next/opposite* the restaurant on Wednesday at 6 p.m.

c. Look at next week's plan. Write questions using the prompts, then answer the questions.

	Mon	Tue	Wed	Thu	Fri
Jane	sports center			ice rink	
Gary			market		soccer
Becky	bowling alley	movie			
Kevin		water park		fair	
Edward			sports center		soccer

1. When/Jane/go/ice rink/?

When is Jane going to the ice rink?

She is going to the ice rink on Thursday.

2. What/Becky/do/Tuesday/?

3. When/Gary and Edward/play/soccer/?

4. When/Kevin/go/fair/?

5. What/Gary/do/Wednesday/?

d. In pairs: Make a plan to go out with your friend.

Are you doing anything...?

I'm...Do you want to come?

Sure. Where should we meet?

Let's meet...



Pronunciation

Intonation

a. Intonation for **Yes/No** questions rises.

Are you going to the fair tonight?

b. Listen to the question and notice how the intonation rises. 

Are you going to the fair tonight?

c. Listen and cross out the sentence that doesn't follow the note in "a." 

Can we meet in front of the park?

Do you like bowling?

d. Read the questions with the rising intonation to a partner.



Practice

a. Practice the conversation. Swap roles and repeat.

Thục: Hi Sang, can you talk now?

Sang: Hi Thục. Yeah, what's up?

Thục: What are you doing tonight?

Sang: Nothing. I'm staying at home.

Thục: I'm watching a play at the theater.
Do you want to come?

Sang: Sure. Where should we meet?

Thục: Let's meet in front of the theater.

Sang: What time?

Thục: How about seven o'clock?

Sang: OK. See you then. Bye.

Thục: Bye.

later/tomorrow

skating – ice rink/meeting Trinh – water park

next to – coffee shop/behind – bowling alley

five/eight

b. Practice with your own ideas. 



Start a friendly conversation.



Speaking

LET'S GO OUT!

a. You're inviting your friend to join you in a free time activity. In pairs: Student B,  **P. 118 File 1**. Student A, write activities and places in the table, then invite Student B. If they can come, discuss where and when you will meet and complete the table.

Hello?



	in front of	behind	next to	opposite
	Thursday	Friday	Saturday	Sunday
activity/place	going skating/ ice rink	_____	_____	free
meet where	in front of the ice rink	_____	_____	free
what time	6 p.m.	_____	_____	free



b. Make a new pair. Ask your partner what they arranged to do with their friend, where, and when they will meet them.

Unit 1

Free Time

LESSON 3

Can you...?

- talk about **extreme sports**
- write emails inviting people to join you in an activity

Writing Skill: Writing **invitation** emails



Let's Talk!

In pairs: Match the extreme sports to the pictures. Would you like to try any of them? Can you name three other extreme sports?

- | | |
|------------------|------------|
| 1. skateboarding | 2. surfing |
| 3. rock climbing | 4. zorbing |

Listening

a. Listen to a talk about extreme sports.

How does the speaker feel about them? 

1. She loves them. 2. She thinks they're very difficult.

b. Now, listen and circle. 

- The speaker used to play soccer/basketball.
- She tried skateboarding/rock climbing first.
- She learned at an indoor center/on a mountain.
- She thought zorbing sounded dangerous/exciting.
- The first time she went zorbing, she was scared/excited.



Reading

a. Read Mark's email quickly. What is the email about?

1. trying a new activity 2. doing an activity again

New message

To: jacob123@abcmail.com

Subject: Surfing next Saturday?

1 Hey Jacob,
Are you free next Saturday?
A few of us are going surfing at Turtle Beach. I know you love extreme sports so I thought you might like to come with us.
We will meet at the surf school on the beach. It costs 10 dollars to rent a surfboard. Sarah says it's really exciting and worth the money. Don't worry, it's not dangerous because the school gives everyone lots of **safety equipment** to wear.
Let me know if you can come by Tuesday. I want to call the school to book the surfboards the day after.
I hope you can come!
See you soon,
Mark

SEND

b. Now, read and answer the questions.

- What extreme sport does Mark invite Jacob to do?
- Where is the school?
- What does Sarah say?
- What does the school give everyone to wear?
- When will Mark book the surfboards?

c. In pairs: Which extreme sport would you like to try? Why?

- Writing** a. Read about writing invitation emails. Then, read Mark's email again and number the parts.

Writing Skill

Writing invitation emails

To make invitations in an email, you should:

1. Start with a greeting: *Hey Ryan,*
2. Check their **availability**: *Are you free next weekend?*
3. Write the invitation: *I'm going rock climbing at Ridgetown Sports Center. Do you want to come?*
4. Give more details: *We can meet at 10 a.m. It's ten dollars a ticket. They provide all the safety equipment and...*
5. Ask for a reply: *Let me know if you want to come.*
6. Sign off: *Speak to you soon,*
Jane

- b. Reorder the parts of the email. Use the skill box to help you.

New message
— ↗ ×

To: Aliali@abcmail.com
 Subject: Zorbing next Friday?

☐
☐
☐
☐
☐
☐

Let me know by Thursday if you want to come.

I'm going zorbing with my brother and his friend. Do you want to come?

We can meet at 9 a.m. It should be a lot of fun and really exciting. It costs 25 dollars to rent the safety equipment.

Hi Alison,

See you soon,

Jason

Are you busy next Friday?

SEND

- Speaking** a. In pairs: Look at the pictures in the lesson. Discuss what you think the activities are like.
- b. Choose one of the extreme sports or choose your own activity. Then, take turns asking and answering the questions below and note your ideas.
- When are you going? _____
 - Where is it? _____
 - Who is going with you? _____

- What is it like? _____
 - How much does it cost? _____
 - When do you need your friend's reply? _____

I think mountain biking is very dangerous.

Windsurfing looks exciting.



mountain biking



windsurfing

Let's Write!

Now, write an invitation email to ask a friend to join you for an activity. Use the Feedback form to help you. Write 60 to 80 words.

Feedback

- | | |
|---|-----|
| The email follows the model and uses the correct structure. | ☆☆☆ |
| It is interesting. (Suggest ideas, if not.) | ☆☆☆ |
| I can understand everything. (Underline anything you don't understand.) | ☆☆☆ |



Unit 2

Health

LESSON 1

Can you...?

- talk about what makes a healthy **lifestyle**
- use indefinite quantifiers



New Words

get (some) sleep

~~eat fruit and vegetables~~

eat fast food

drink soda

healthy

unhealthy

a. Match the words and phrases with the pictures. Listen and repeat. 



1. eat fruit and vegetables



2. _____



3. _____



4. _____



5. _____



6. _____

b. In pairs: Discuss which things are healthy and unhealthy.

Eating fruit and vegetables is healthy.



Reading

a. Read Toby and Lisa's class report and circle the correct answer.

The result of Toby and Lisa's survey is that:

1. Some students like fast food. 2. Most students have a healthy lifestyle.



Toby and Lisa's

Healthy Living Class Survey

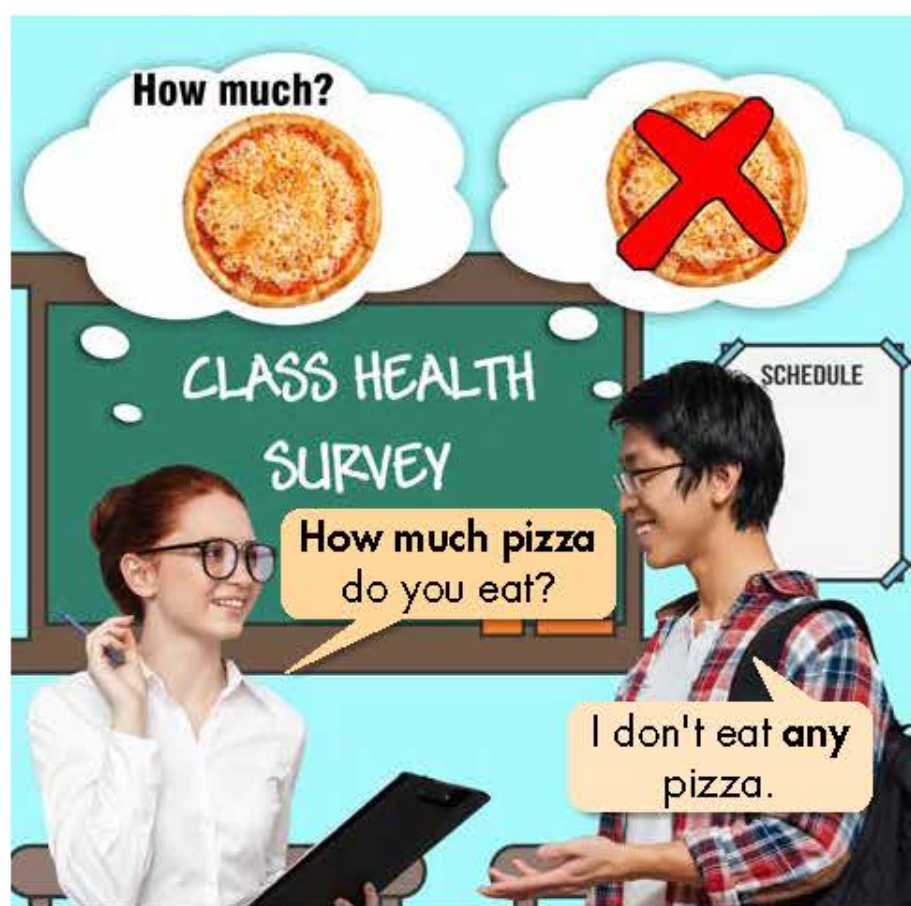
We asked our classmates about how healthy their lifestyles are. Two of our classmates said they eat lots of fast food, but everyone else said they don't eat any. Ten students said that they do lots of exercise and eight students said they do some exercise. On the other hand, two students said they don't do any exercise! We think they are really lazy.

We also asked our class about how much fruit they eat every day. Fifteen students said they eat fruit every day and four students said they don't eat much fruit. One student said they don't eat any fruit. We can see from our survey that most of our class is very healthy and that's great news!

b. Now, read and circle the correct answers.

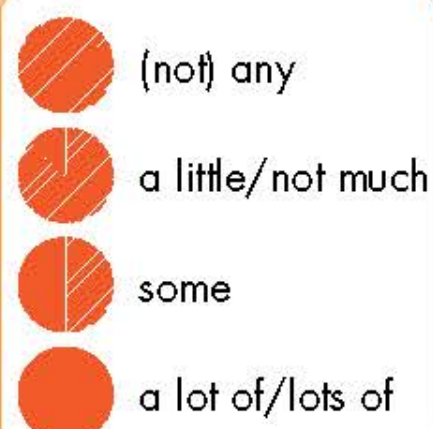
- | | | | |
|--|------------|----------|--------|
| 1. How many things did Toby and Lisa ask their classmates about? | a. four | b. three | c. one |
| 2. How many students eat lots of fast food? | a. two | b. five | c. ten |
| 3. How many students do a lot of exercise? | a. eight | b. ten | c. two |
| 4. How many students don't eat any fruit? | a. fifteen | b. four | c. one |

c. In pairs: Do you have a healthy lifestyle? Why (not)?



Indefinite quantifiers

We can use **a little**, **not much**, **some**, and **lots of** to say how much we do something. We use **some** and **lots of** with both uncountable nouns and plural countable nouns. We use **a little** and **not much** with uncountable nouns only. We use **don't/doesn't** (verb) **any** to talk about things we don't do.



I	drink	a little/some/lots of	fruit juice	every week.
He	drinks			
They	don't	do	any	exercise.
She	doesn't		much	

How much **junk food** do you eat **every week**?
I eat **lots of junk food every week**.

b. Circle the correct words.

- I don't eat any/a little junk food.
- We drink *lots of*/*much* water every day.
- How *much*/*any* fruit did you eat yesterday?
- He does *much*/*a little* exercise in the morning.
- She doesn't do *any*/*some* exercise.

c. Look at the table and answer the questions.

Name	Activity	Amount
Jimmy	do exercise	
Joey	watch TV	
Janet	drink soda	
Jonny	eat salad	

- How much exercise does Jimmy do every week?

- How much TV does Joey watch every day?

- How much soda does Janet drink every week?

- How much salad does Jonny eat every day?

d. In pairs: Ask your partner about the activities in Task c.

How much exercise do you do every week?

I don't do any exercise.



Pronunciation

Intonation

a. Intonation falls for **Wh**-questions.

How much fast food do you eat every week?

c. Listen and cross out the question that doesn't follow the note in "a." 

How much junk food do you eat every week?
How much exercise do you do every day?

b. Listen to the sentence and notice how the intonation falls. 

How much fast food do you eat every week?

d. Read the questions with the falling intonation to a partner.

Practice Ask and answer.

How much exercise do you do every week?

I do a lot of exercise every week.

That's very healthy.



every week



every day



every day



every night



every week



every night

a lot of/lots of
 some
 only (verb) a little
 don't (verb) any

Speaking Who Has the Healthiest Lifestyle?

a. You're doing a survey about healthy lifestyles. In threes: Fill in the survey for yourself, then ask two friends about their lifestyles. For each (+) answer, add points. For each (-) answer, subtract points.

TEEN WORLD		exercise/ do/every week?	sleep/get/ every night?	fruit and vegetables/eat/ every day?	fast food/ eat/ every week?	video games/ play/every night?	TOTAL
Me	+	+	+	+	-	-	
_____	+	+	+	+	-	-	
_____	+	+	+	+	-	-	

KEEPING SCORE:

I eat/do/get/play a lot of/lots of... = 3 points
 I eat/do/get/play some... = 2 points
 I only eat/do/get/play some... = 1 point
 I don't eat/do/get/play any... = 0 points

I do lots of exercise. (+3 pts)
 I eat lots of fast food. (-3 pts)
 SCORE = 3 - 3 = 0

b. Who has the healthiest lifestyle?

...is the healthiest in our group.

Unit 2

Health

LESSON 2

Can you...?

- give advice and persuade someone to have a healthy lifestyle
- use "should" and "shouldn't"

Conversation Skill: Offering help



New Words

a. Number the pictures. Listen and repeat.



1. ~~feel weak~~

2. have a sore throat

3. get some rest

4. take vitamins

5. have a fever

6. take medicine

7. stay up late

8. keep warm



b. In pairs: Discuss more health problems and advice and note them down.



I have a stomachache.

Drink some ginger tea.



Listening

a. Listen to Jacob visiting the doctor. Circle the reason for Jacob's visit.



1. He wants a health check.

2. He is sick.

b. Now, listen and fill in the blanks.



Jacob has a (1) _____ and he feels

(2) _____.

He shouldn't stay up (3) _____ or spend too much time on his (4) _____.

He should sleep at least (5) _____ hours a night.



c. What do you do when you're sick? Why?



Conversation Skill

Offering help

To offer to help someone, say:

What can I do for you?

How can I help?

Listen and repeat.



**"should" and "shouldn't"**

We can use **should** and **shouldn't** to give advice. We can use **should** to ask for advice.

I/You/We/They/ He/She/It	should eat fresh fruit. shouldn't eat fast food.
-----------------------------	---

I **have a headache**. What **should** I do?

Should I **take some medicine**?
(Yes, you **should**./No, you **shouldn't**.)

b. Use the prompts to give advice for each problem.

- | | |
|--|--|
| 1. May: I have a toothache. | Sue: you/not/eat/so much/candy
You <u>shouldn't</u> eat so much candy. |
| 2. John: I have a headache. | Mark: you/take/medicine
_____ |
| 3. Alice: I want to lose weight. | Claire: you/not/eat/junk food
_____ |
| 4. Jess: I feel sick. | Lucy: you/see/doctor
_____ |
| 5. Sam: I can't read that writing.
It's too small. | John: you/take/eye test
_____ |
| 6. John: My back hurts. | Sophie: you/not/sit down/all day
_____ |
| 7. Daisy: I feel weak. | Bob: you/eat/something
_____ |

c. Fill in the blanks using *should* or *shouldn't*.

- | | |
|--|--|
| 1. I have a sore throat. | - You <u>should</u> take some medicine. |
| 2. You _____ eat too much junk food. It's unhealthy. | - You _____ eat more fruit and vegetables. |
| 3. What _____ I do to lose weight? | - Yes, you _____. |
| 4. _____ I join a gym? | |
| 5. You look very tired. You _____ get some rest. | |
| 6. I have a toothache. | - You _____ go to the dentist. |
| 7. I have a stomachache. | - You _____ drink so much soda. |

d. In pairs: Ask for and give your partner advice using the prompts.

fever stomachache earache

I have a toothache.
What should I do?

You shouldn't eat
too much candy.





Pronunciation

Sound Changes

a. "Do you...?" often sounds like /dju:/.

c. Listen and cross out the sentence that doesn't follow the note in "a." 

Do you do exercise?

Do you eat fresh fruit?

b. Listen. Notice the sound changes of the underlined words. 

Do you get enough sleep?

Do you eat a lot of fast food?

d. Read the sentences with the sound changes noted in "a." to a partner.



Practice

Practice the conversation. Swap roles and repeat.

Doctor: Good morning. How can I help you?

Patient: I feel sick. I **feel weak** and

I have a **stomachache**.

Doctor: I see. Do you **eat enough** every day?

Patient: No. Sometimes, I **don't eat lunch**.

Doctor: You should **eat properly** every day.

Do you eat fruit and vegetables?

Patient: No, not really. I eat a lot of **fast food**.

Doctor: You shouldn't eat so much **junk food**.

Patient: OK.

Doctor: And you should **get some rest**.

Patient: Thank you, Doctor.

Doctor: You're welcome.

feel tired/don't sleep well

sore throat/fever

drink enough water/exercise enough

I drink too much coke/I'm **lazy**

drink water/play some sports

chocolate/French fries

sugar/unhealthy food

keep warm/take some medicine



Offer help at the beginning of the conversation.



Speaking

How Are You Feeling Today?

a. In pairs: Student B,  **P. 118 File 2**. Student A, you're a doctor giving advice to a sick patient. Ask your patient questions, complete the questionnaire, and give advice if you need to for each question.

HEALTH QUESTIONNAIRE

Patient's name: _____

Date: _____

How are you feeling today?

Causes

Yes

No

Advice

Do you sleep eight hours a night?

☐
☐

Do you do exercise every day?

☐
☐

Do you eat a lot of fast food?

☐
☐

Do you watch a lot of TV?

☐
☐

Do you play a lot of video games?

☐
☐

b. Swap roles. Student A, now you're the patient. Answer the doctor's questions and write down their advice.

You have a cough, a headache, and you feel weak. You eat a lot of fast food and you always watch TV until midnight.

Doctor's advice

You should _____

You shouldn't _____

Can you...?

- talk about healthy food
- write a request letter

Writing Skill: Writing request letters



Let's Talk! In pairs: What food and drinks can you buy at your school? Which are healthy and which are unhealthy?

Listening a. Listen to an interview with James Olive. Where is the interview taking place? 

1. in a school cafeteria 2. on TV

b. Now, listen and circle. 

- | | |
|--|--|
| 1. What does James do? | 3. According to James, what makes students feel tired? |
| A. Sells healthy food. | A. Having fast food and soda. |
| B. Tells schools to sell healthy food. | B. Eating small lunches. |
| C. Helps adults eat healthier food. | C. Studying at school. |
| 2. What do lots of schools sell? | 4. What is "brain food"? |
| A. Salad and smoothies. | A. Food that looks like brains. |
| B. Fast food. | B. Food with lots of sugar and salt. |
| C. Fruits and nuts. | C. Food that helps you study better. |

Reading a. Read Tony's letter and circle who you think Mrs. Clancy is.

1. Tony's math teacher

2. Tony's school principal

Tony Jones
1362 Elk Avenue
Fort Lauderdale
Florida
33314

Mrs. J. Clancy
146 West Street
Fort Lauderdale
Florida
33301

Dear Mrs. Clancy,

My name is Tony and I am in Class 7D. I am writing to ask you to provide us with healthier food in the cafeteria. At the moment, it only sells things like soda and fast food. It really isn't good for students. It makes us feel tired after eating lunch. My classmate even fell asleep at his desk in math class and got in lots of trouble. It makes it so difficult for us to study.

I think the cafeteria should sell things like fruit juice and salads. They are so much better for us and will help us study better and feel healthier. I also think it should sell less fast food and soda.

Please help make the cafeteria healthier.

Sincerely,
Tony Jones

(1) _____

(2) _____

(3) _____

(4) _____

b. Now, read and circle the correct answer.

- | | | | |
|---|----------------|---------------|--------------------|
| 1. What street does Tony live on? | a. West Street | b. Elk Avenue | c. Fort Lauderdale |
| 2. What does the cafeteria sell now? | a. salads | b. soda | c. fruit |
| 3. How does the food make students feel? | a. good | b. unhealthy | c. tired |
| 4. What does Tony want the cafeteria to sell? | a. fruit juice | b. fast food | c. fresh fruit |

c. In pairs: What can you buy in your school cafeteria?

Writing Skill

Writing request letters

To make requests **effectively** in a letter, you should:

1. Write your address at the top and the receiver's address below.
2. Write a greeting.
3. Say who you are and why you are writing.
4. Introduce the problem.
5. Give useful solutions.
6. Ask the reader to do something.
7. Finish the letter with a farewell and your name.

b. Number the sentences (1–7). Use the skill box to help you.

- a. The cafeteria sells lots of fast food and it makes the students tired. _____
- b. Joe Adams, 167 Clay Hall Drive, Grantham, G1 5EP _____
Ms. Jones, 29 Woodland Road, Grantham, G1 5ED _____
- c. Dear Ms. Jones, _____
- d. My name is Joe from Class 7B and I am writing to ask for more healthy food in the cafeteria. _____
- e. Sincerely, _____
Joe Adams _____
- f. I think it should sell some salad and fruit juices. _____
- g. Please help us and make the cafeteria healthier. _____

Speaking

a. In pairs: Look at the pictures. Discuss which foods you think would help you study better. Why or why not? Can you buy any of these at your school?



b. Now, complete the table about your school.

Address of your school	
Name of your principal	
Unhealthy things you can buy in your cafeteria	
Healthy things you want in your cafeteria	

Let's Write!

Now, write a letter to your school's principal asking for better food in your cafeteria. Use the Feedback form to help you. Write 60 to 80 words.

Feedback

- The letter follows the model and uses the correct structure. ★★★★★
- It is interesting. (Suggest ideas, if not.) ★★★★★
- I can understand everything. (Underline anything you don't understand.) ★★★★★

Unit 3

Music and Arts

LESSON 1

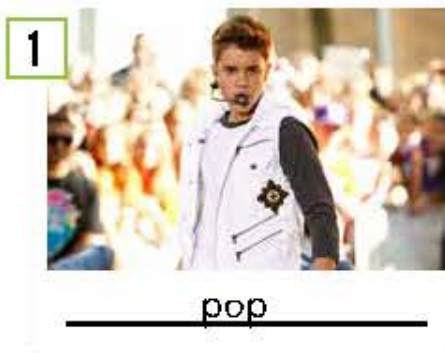
Can you...?

- talk about music that you like
- use the Present Simple for facts



New Words

a. Match the words with the pictures. Listen and repeat.



b. In pairs: Say which types of music you like and dislike. Describe them using the adjectives below.

boring interesting fun
terrible exciting beautiful

I like rock. It's exciting.



Reading

a. Read the blog posts. Do Bình and Linh both like rock music?

WHAT'S YOUR FAVORITE KIND OF MUSIC?

December 4

I like listening to all kinds of music, but my favorites are rock and hip hop. Rock is great to listen to when I feel sad because it's so exciting. I always feel much better after I listen to my favorite rock songs. I think I like hip hop most. I like to listen to music on the weekends and in the evenings after school. I can sing and dance to it all day long.

February 10

I love listening to pop music. It's my favorite. I think the songs are so beautiful. My favorite pop singer is Taylor Swift. I usually listen to her songs in my free time. I don't like listening to rock. It's terrible!



b. Now, read and circle the correct answers.

- | | | | |
|---|---------------|---------------------|----------------------|
| 1. Bình's favorite music is... | a) jazz. | b) hip hop. | c) pop. |
| 2. Listening to rock makes Bình feel... | a) better. | b) bored. | c) excited. |
| 3. Linh thinks pop music is... | a) terrible. | b) beautiful. | c) sad. |
| 4. Linh listens to Taylor Swift... | a) at school. | b) in the evenings. | c) in her free time. |
| 5. Linh doesn't like... | a) hip hop. | b) rock. | c) pop. |

c. In pairs: When do you like to listen to music?

**Present Simple for facts**

We can use the **Present Simple** to talk about things that we consider as facts (such as likes and dislikes), or are true for a long time.

We form the **Present Simple** with regular verbs like this:

- Positive: subject + verb (-s/-es) + (object)
- Negative: subject + **don't/doesn't** + verb + (object)
- Question: **Do/Does** + subject + verb + (object)?

I/You/We/They **like** jazz.

He/She/It **likes** hip hop.

I/You/We/They **don't** like listening to rock.

He/She/It **doesn't** like listening to classical music.

Do you listen to music every day?

Yes, I **do**./No, I **don't**.

Does he enjoy listening to rock?

Yes, he **does**./No, he **doesn't**.

Spelling rules - Adding -s/-es

- We add **-s** to most verbs:
like → likes
- For verbs that end in **-o, -s, -sh, -ch, -x, -z**, add **-es**:
go → goes; pass → passes
- For verbs that end in **consonant + y**, change **-y** to **-ies**:
study → studies

b. Circle the correct words.

1. Sarah love/loves jazz.

She don't/doesn't like rock music.

2. Matt often listen/listens to his favorite rock songs when he do/does his homework.

3. I don't/doesn't like listening to classical music. It is/are boring.

4. - Do/Does your parents listen/listens to country music?

- Yes, they love/loves it.

5. My sister and I play/plays the piano every day. We practice/practices in the evening.

6. - When do/does the music show finish/finishes?

- It finish/finishes at 11 p.m.

Note

I like classical/country music.

I like pop/rock/hip hop/jazz music.

c. Write sentences using the pictures.

= love

= like

= don't like



1. Does Bill like jazz?



2. _____



3. _____



4. _____



5. _____



6. _____

d. In pairs: Ask and answer.

What kind of music do you like?

I like hip hop. It's exciting.



Pronunciation

Sounds

a. Focus on different sounds /s/, /z/ of "s" at the end of verbs.

b. Listen to the words and focus on the underlined letters.

c. Listen and cross out the word with the different sound.

likes
loves

hates
enjoys

listens plays wants

d. Read the words with the correct sound to a partner.



Practice

a. Point, ask, and answer.

Do you like country music?

Yes, I do. It's fun.



boring
interesting
 fun
terrible
exciting
beautiful

b. Practice with your own ideas.



Speaking

MUSIC SURVEY

a. In fours: Fill in the table with your own information. Put a tick (✓) if you like the music or a cross (✗) if you don't, and add an adjective to give your opinion. Then, ask three friends and complete the table.

	pop	jazz	hip hop	rock	classical music	country music
Example	✓ fun	✓ interesting	✗ terrible	✗ boring	✓ exciting	✓ cool
You						

b. What is the most popular kind of music in your group?

In our group, the most popular kind of music is...

Can you...?

- make plans to go to a music event
- use prepositions of time and possessive adjectives

Conversation Skill: Inviting someone to speak



New Words

a. Match the words with the descriptions. Listen and repeat. electronic heavy metal reggae ~~blues~~ folk (music) RnB

blues – slow and sad music. It started as African-American folk songs.



_____ – an often happy type of music. It started in Jamaica in the 1960s.



_____ – music made with computers. This music can be made in different styles, like dance.



_____ – a mix of blues and jazz music. This music is very popular.



_____ – **traditional** music of a country or group of people.



_____ – rock music with a very strong beat played very loud on electric guitars.

b. In pairs: Ask and answer about each type of music.

Do you like any of them? 

Do you like blues?

Yes, I do.



Listening

a. Listen to three friends talking about a music event. Where are they? 

1. at a coffee shop 2. at school 3. at a music festival

b. Now, listen and answer the questions. 

1. What kind of music does B. J. Jones play? _____
2. What time is Marlon Ellis' show? _____
3. What kind of music does Tom like? _____
4. What time is Melody Sol's show? _____
5. Which day will they meet? _____

c. In pairs: What kind of music concert would you like to go to?
Which band or singer would you like to see?

Conversation Skill

Inviting someone to speak

To invite someone to speak, say:

What about you, (Tom)?

How about you, (Mary)?

Listen and repeat. 

b. Fill in the blanks with *in*, *on*, or *at*, and the correct possessive adjectives.

- Mary and I are having a CD listening party at our (we) house on Friday night.
- I know Tom Barley is _____ (you) favorite reggae artist. Did you buy his new CD? He released it _____ March.
- John loves going to outdoor concerts _____ the fall. It's _____ (he) favorite season.
- Are you going to watch Jane Jackson's performance? _____ (she) concert is on TV _____ 5 p.m.
- I love the Big Blues Traveling Band. _____ (they) music festival _____ 2019 was incredible.

	Friday	Saturday	Sunday
Jane Blues	8 p.m.		4 p.m.
Mike Ham and the Boys	9 p.m.	3 p.m.	8 p.m.
Sara Fast	10 p.m.	9 p.m.	
Mr. Bass Boss		7 p.m. & 11 p.m.	
The Losers		5 p.m.	6 p.m.

c. Look at the table and write the answers.

- When can you watch Jane Blues' concert at night?
You can watch her concert at 8 p.m. on Friday.
- When can you see Mike Ham and the Boys' afternoon show?
_____.
- When can you hear Sara Fast's songs on Friday?
_____.
- When can you see Mr. Bass Boss' late night concert?
_____.
- When can you see The Losers' final show?
_____.

d. In pairs: Ask and answer using the information in the table.

Saturday, Oct 21	Sunday, Oct 22
The Score – rock band 11:30 a.m.	Jay Jay – hip hop singer 10 a.m.
Walk the Moon – blues band 3:15 p.m.	Maria Jackson – pop singer 5 p.m.

Who do you want to see?

When's (his) show?

Prepositions of time

When we talk about time, we often use the prepositions **in**, **on**, or **at**.

- We use **in** with parts of the day, months, seasons, and years: *in the morning*, *in January*, *in the spring*, *in 2021*
- We use **on** with days and dates: *on Wednesday*, *on Sunday morning*, *on the weekend*, *on her birthday*, *on February 1st*, *on Christmas*
- We use **at** for times of the day and meals: *at 10 p.m.*, *at three o'clock*, *at breakfast*
- We also say: *at night*, *at noon*, etc.

Possessive adjectives

We use possessive adjectives to express possession.

Subject pronoun	Possessive adjective	Subject pronoun	Possessive adjective
I	my	he	his
you	your	she	her
we	our	it	its
they	their		

We use possessive adjectives with nouns: *my song*, *his band*, *their show*



Pronunciation

Intonation

a. Intonation falls at the end of statements.

I don't like reggae. I prefer blues.

c. Listen and cross out the sentence that doesn't follow the note in "a."

*I like pop. I don't like classical music.
I don't like jazz. I prefer hip hop.*

b. Listen to the sentences and focus on how the intonation falls.

I don't like reggae. I prefer blues.

d. Read the sentences with the falling intonation to a partner.



Practice

a. Practice the conversation. Swap roles and repeat.

Toby: Hey Emma and Ann, who do you want to see?

Emma: What about Red Queen?

I really love blues.

Toby: Oh yeah, she's great. When's her show?

Emma: It's at 6 p.m. on Friday.

Toby: Great! How about you, Ann?

Can you make it on Friday?

Ann: Oh, I'm sorry. I'm busy then.

What about on Saturday?

Emma: What about Amy Swift?

She's an RnB singer.

Toby: Great! When's her show?

Emma: It's at 5 p.m. on Saturday.

Ann: Great!

The Sullivan Brothers/Kevin Harrison

folk music/electronic music

they're – their/he's – his

7 p.m. – Thursday/5 p.m. – Saturday

Thursday/Saturday

Friday/Sunday

Blues in the Trunk/Poppa Farley

They're a blues band/He's a reggae singer

their/his

8 p.m. – Friday/3 p.m. – Sunday

b. Practice with your own ideas.



Speaking

IT'S SHOWTIME!



Invite your partners to speak.

a. There's a music festival in your town this weekend. In threes: Ask and answer about the different music shows, then choose four artists to see. Complete the notes.

FESTIBEAT			
	STAGE1	STAGE2	STAGE3
SATURDAY OCTOBER 18 TH	3 P.M. Marcus and Sons FOLK BAND	3 P.M. Melody Sol RNB SINGER	3 P.M. Slam Blues BLUES BAND
	6 P.M. THE LONGVIEW ORCHESTRA CLASSICAL BAND	6 P.M. KEVIN HARRISON ELECTRONIC ARTIST	6 P.M. Jay-t HIPHOP ARTIST
SUNDAY OCTOBER 19 TH	3 P.M. G Start HIPHOP BAND	3 P.M. The Big Gees BLUES BAND	3 P.M. Rob Curly REGGAE SINGER
	6 P.M. THE ROLLING ROCKS ROCK BAND	6 P.M. The Momenta Trio JAZZ BAND	6 P.M. TOM LOVE POP SINGER

Who do you want to see?

What about Marcus and Sons?
They're a folk band.

When's their show?

Who we'll see:

- _____
- _____
- _____
- _____

b. Which bands or singers will you see at Festibeat? Share with the class.

Music and Arts

LESSON 3

Can you...?

- talk about a movie you like
- write a paragraph describing a movie

Writing Skill: Writing a movie description



Let's Talk!

In pairs: Name three movies you like and say why you like them. What are different types of movie you can watch?



Listening

a. Fill in the blanks using the words in the box.

Listen to an English teacher and check your answers. 

conclusion plot star setting

1. The main character or actor is called the _____.
2. The _____ is the place/time the movie happens.
3. The story the movie tells is called the _____.
4. The _____ gives your overall feelings.

b. Now, listen and circle the correct answers. 

1. When should you say what kind of movie it is?
at the start/in the middle
2. What does the teacher say you shouldn't tell?
the ending/the surprise
3. What else does the teacher say to write about?
music and costumes/who would like the movie



Reading

a. Read the description and choose the best title.

1. *The Dark Knight* – A fun family movie
2. *The Dark Knight* – An **action-packed** crime drama



The Dark Knight is a superhero movie set in Gotham City. The star is a **superhero** called Batman. He fights **crime** in Gotham.

Batman dresses like a black bat and drives a cool car to fight crime. In this movie, he fights against the Joker. The Joker does a lot of terrible crimes. Batman tries to help his friends and catch the Joker.

The acting is really good, it has a lot of exciting action, and the story is really **dramatic**.

Overall, I think this movie is great. If you like superhero movies, then you will love it.



b. Now, read and fill in the blanks.

1. The story takes place in _____ City.
2. Batman fights crime in a cool _____.
3. Batman _____ against the Joker.
4. You'll enjoy *The Dark Knight* if you like movies about _____.

c. In pairs: Would you like to watch this movie? Why (not)?

Writing

a. Read about writing a movie description. Then, read the description of *The Dark Knight* again and underline the plot summary.

Writing Skill

Writing a movie description

A good movie description should include:

1. Introduction

Give the name of the movie and talk about the type of movie, the setting, and the main star(s):

The movie is called The Lion King. It's an animated movie set in Africa. The star of the movie is Simba, a young lion.

2. Plot summary

Write a short description of what happens to the star or what they have to do:

In the movie, an evil lion called Scar kills Simba's father...

** Don't tell the ending of the movie.*

3. Other details

Describe the good and/or bad parts of the movie (the way it looks/the music/the acting):

The music was great, and it looked really beautiful.

4. Conclusion

Give your opinion of the movie and say who you think will like it:

Overall, I loved this movie, and I think kids will really enjoy it.

b. Reorder the movie description. Use the skill box to help you.

- ☐ The star is Anna, a young princess.
- ☐ I think all kids will love this movie.
- ☐ The songs are fantastic!
- ☐ *Frozen* is an animated movie. It is set in a **fantasy** world.
- ☐ In the movie, Anna has to travel across a frozen country to find her sister, Elsa.



Speaking

a. You're talking about your favorite movies. In pairs: Ask your partner the following questions.

- What's your favorite movie?
- What kind of movie is it?
- Where and when is it set?
- Who's the star?
- What happens in the movie?
- What's the best part of the movie?
- Who'll like this movie?

b. Make notes about your favorite movie using the questions.



Feedback

- The movie description follows the model and uses the correct structure. ★★★★★
- It is interesting. (Suggest ideas, if not.) ★★★★★
- I can understand everything. (Underline anything you don't understand.) ★★★★★



Let's Write!

Now, write a short description of a movie you like. Use the Feedback form to help you. Write 60 to 80 words.



Unit 4 Community Services

LESSON 1

Can you...?

- suggest and plan a charity event
- use "should," "Let's," and "How about" to make suggestions



New Words

a. Number the pictures. Listen and repeat.

1. car wash
2. bake sale
- ~~3. craft fair~~
4. talent show
5. fun run



b. Circle the correct definitions for the underlined words. Listen and repeat.

1. My brother is a volunteer at his school. He helps teach young children after school.
A. someone who helps for free B. an activity to help people for free
2. Let's organize a charity event to support poor students in our town.
A. an outdoor activity B. an activity to help people in need
3. All children have the right to go to school. We must do everything we can to help them go to school.
A. a rule about what a person should have B. a rule about what a person can't do

c. In pairs: Discuss and add more events to the box.

How about an art show?

Great idea!

art show, _____



Reading

a. Read the article and choose the best headline.

1. Help Us Bring Happiness to Children!

2. Charity Event Ideas to Raise Money

The **United Nations** says that all children under 18 have the **right** to live, be healthy and happy, and much more*, but some poor children don't have these rights. They don't have enough food, and can't go to school. So, please join us in helping poor children. We are going to do these activities next month to raise money:

- Craft Fair (May 15th – 16th). Many talented artists will be there! You'll find lots of cool things like cute **stuffed animals** and pretty paintings. There will also be arts and crafts **workshops** in the afternoons.
- Bake Sale (May 22nd – 23rd). Come buy cookies, cupcakes, pies, and more! Don't miss the cupcake decorating competition on May 23rd!

We'll use the money from these events to buy clothes, books, and toys for children. We also need volunteers to help organize the events. Please contact brendajohnson@foreverychild.org for more information.

*1989 The United Nations Convention on the Rights of the Child

b. Now, read and write **Yes**, **No**, or **Doesn't say**.

1. Every child has the same 18 rights.
2. The charity events will happen this month.
3. You can join arts and crafts workshops in the morning on May 15th.
4. You can also decorate cupcakes at the bake sale.
5. Volunteers will help organize both the craft fair and bake sale.

Doesn't say

c. In pairs: Which of the two events would you like to take part in?

**Using "should," "Let's," and "How about" to make suggestions**

We can make suggestions to offer ideas or plans for someone to think about. Here are four ways we can make suggestions.

1. should + bare infinitive

We **should put** "Run for Fun" on the poster.

2. Let's + bare infinitive

Let's have a fun run.

We use **Let's not + bare infinitive** for negative suggestions.

Let's not argue about this.

3. How about + V-ing?

How about organizing a craft fair?

4. How about + Subject + Verb (Present Simple)?

How about we organize a bake sale?

b. Fill in the blanks with *Let's*, *should*, or *How about*.

1. *Let's* _____ organize a car wash.
2. _____ we have a craft fair?
3. _____ not organize an art show.
4. _____ organizing a talent show?
5. We _____ have a fun run.
6. _____ we bake and sell cookies?

**c. Circle the correct words.**

1. A bake sale will raise more money than a craft fair. Let's / Let's not make some pies to sell this weekend.
2. We *should* / *shouldn't* charge money for the fun run. More people will come if it's free.
3. *Let's* / *Let's not* have the craft fair at the school gym. It's too small to fit a lot of people.
4. My teacher said we *should* / *shouldn't* ask our parents to donate old clothes because we don't need them.
5. The weather report said it will rain this weekend. We *should* / *shouldn't* have the event outside.
6. I'm not very good at designing posters. *Let's* / *Let's not* ask your sister to help because she's an artist.

d. In pairs: Ask and answer.

What kind of charity event should we organize?

What should we call (it)?

Pronunciation

Word Stress

a. Stress the first word in compound nouns.

c. Listen and cross out the word that doesn't follow the note in "a." 
 charity event craft fair

b. Listen to the words and focus on the underlined words. 
bake sale talent show car wash

d. Read the words with the correct stress to a partner.

Practice

a. Ask and answer using the questions and the prompts.

What kind of charity event should we organize?

Do we need any volunteers?

What should we call our fun run?

Let's have a/an...	Yes, we need people to...	How about...
fun run	sell drinks	"Run for Fun!"
craft fair	make arts and crafts	"Help Your Community!"
talent show	take photos	"Sing for the Children!"
book fair	sell T-shirts	"Read and Help!"
bake sale	sell cupcakes	"Bake Sale for Children's Day"
art show	sell paintings	"Paint for the Poor!"
car wash	wash cars	"Bubble Time for Charity!"

b. Practice with your own ideas. 

Speaking

Charity for the Community

a. You're planning a charity event for your community. In threes: Discuss and decide who you want to help, then plan your event and complete the poster.

We want to help: _____

Event: _____

Event name: _____



We need volunteers to: _____

Place: _____
 Time: _____

b. Share with the class.

Unit 4

Community Services

LESSON 2

Can you...?

- talk about things we did to help our community
- use the Past Simple with regular verbs

Conversation Skill: Introducing a topic



New Words

a. Fill in the table. Listen and repeat.



recycle	raise	plant	donate	clean up
trees flowers	money	parks streets	cans bottles	books old clothes

b. In pairs: Add more words to the table. Share your ideas with the class.



People can clean up beaches.



Listening

a. Listen to two people talking. What is the purpose of the interview?



1. To find out how students helped their community.
2. To explain why students should help their community.

b. Now, listen and circle.



1. What kind of school does Annie go to?
 - a. primary school
 - b. middle school
 - c. high school
2. What did Annie's sister donate?
 - a. comics
 - b. toys
 - c. clothes
3. What did Annie pick up?
 - a. food
 - b. garbage
 - c. flowers
4. Who can enjoy playing in the park?
 - a. Annie's friends
 - b. Annie's sister
 - c. kids
5. Who did Annie volunteer with?
 - a. her community
 - b. her sister
 - c. her friends



c. In pairs: What kinds of things could you do to help your local community?



Conversation Skill

Introducing a topic

To introduce a new topic, say:

Let's talk about (what you did to help our community).

Listen and repeat.



**Past Simple with regular verbs**

- We use the **Past Simple** to talk about an action that started and finished in the past. We often say when it happened, e.g. **yesterday**, **last night**, **three days ago**. We can put the time marker at the beginning or the end of a sentence.
Last month, we **raised** money to help the local charity.
He **donated** some books **last weekend**.
- We form questions with **did** and the **infinitive**.
Did you **volunteer at a soup kitchen**?
Yes, I **did**. / No, I **didn't**.
When **did** you **volunteer at the soup kitchen**?
- We form negative statements with **didn't** and the **infinitive**.
We **didn't donate** books. We **donated** clothes.

Past Simple - Spelling rules for -ed

- We form the Past Simple of regular verbs by adding **-ed** to the verbs.
clean → *cleaned*, *volunteer* → *volunteered*
- For verbs ending with **-e**, we add **-d**.
like → *liked*, *live* → *lived*
- For verbs ending with a **consonant + y**, we change **y** to **i** and add **-ed**.
try → *tried*, *fry* → *fried*
- For one-syllable verbs ending with **one consonant, then one vowel and one consonant**, we double the last consonant and add **-ed**.
plan → *planned*, *stop* → *stopped*

b. Fill in the blanks with the Past Simple form of the verbs in brackets.

- Last Sunday, Andy and his friends volunteered (volunteer) at the soup kitchen.
- We cleaned up (clean up) the park near our school last weekend.
- My parents raised (raise) money to help the local children's hospital two months ago.
- Last Monday, lots of students donated (donate) books and clothes they didn't use (not use) any more to poor children in their town.
- Our school collected (collect) all of the donations and sent them to poor people.
- They planted (plant) trees in the streets to make their town cleaner.

c. Look at the table and write the sentences.

When	Who	What	
last month	Đức	clean up the park	✓
yesterday	Lan	plant flowers	✗
last week	Đức and Lan	donate clothes	✓
two weeks ago	Lan	clean up streets	?
last Sunday	Đức and Lan	volunteer at a soup kitchen	✗
three days ago	Đức	donate books	?



- Đức cleaned up the park last month.
- _____
- _____
- _____
- _____
- _____

d. In pairs: Ask and answer using the information in Task c.

What did Đức do to help the community?

Did Lan volunteer at a soup kitchen last Sunday?



Pronunciation

Sounds

a. Focus on different pronunciations /d/, /ɪd/, /t/ of verb endings -ed.

c. Listen and cross out the word that has the underlined part pronounced differently from the others. 

- | | | |
|-------------|-----------|-----------|
| 1. recycled | raised | stopped |
| 2. donated | organized | completed |
| 3. picked | wanted | washed |

b. Listen to the words and focus on the underlined letters. 

clean <u>e</u> d	help <u>e</u> d	collect <u>e</u> d
volunte <u>e</u> red	lik <u>e</u> d	plant <u>e</u> d

d. Read the words with the correct sound to a partner.



Practice

a. Ask and answer.

What did you do to help our community?

Last week, I volunteered at a soup kitchen.

To say when it happened, use:
last (week), yesterday, (two weeks) ago

volunteer



recycle



plant



donate



clean up



b. Practice with your own ideas. 



Speaking

HELP THE COMMUNITY



Introduce a new topic.

a. Your school went out to help the community. Fill in the table with details about what you did. Then, ask your partner about what they did and complete the table on the right. Swap roles and repeat.

Your group	
When	What
Yesterday	We cleaned up the local beach.
Last week	
Two weeks ago	
Last month	

Another group	
When	What
Yesterday	
Last week	
Two weeks ago	
Last month	

b. Share with the class.

Unit 4

Community Services

LESSON 3

Can you...?

- talk about how to help the environment
- write an email about an environmental **clean-up**

Writing Skill: Writing emails to describe past experiences



Let's Talk!

In pairs: Look at the picture. Do you know any beaches that look like this? How does it make you feel? What can we do to stop this from happening?



Listening

a. Listen to Annie talking to Robert. What do you think Annie's job is? 

1. a cleaner 2. a reporter 3. a volunteer

b. Now, listen and circle. 

- Where is Annie?
 - in Greenview City
 - in Lakeside Forest
 - at the Clean Global office
- How many volunteers are at the beach?
 - 20
 - more than 100
 - 90
- How many clean-ups do Clean Global organize a year?
 - 10
 - 20
 - 15
- When is their next clean-up?
 - April 13th
 - July 20th
 - June 9th
- How can people contact Clean Global?
 - email info@cleanglobal.com
 - go to www.cleanglobal.com
 - call Robert



Reading

a. Read Jane's email to Dan. Would Jane like to take part in future clean-ups?

1. Yes 2. No

b. Now, read and write **True** or **False**.

 **New message**

To: dan123@abcmail.com

Subject: My vacation

Hi Dan,

Let me tell you about my vacation. I did something really different this year. I took part in a beach clean-up and it was great!

I arrived at Pebble Beach in Somerton on Tuesday morning. It was really dirty and the smell was horrible. There were plastic bags and trash everywhere so we had to clean it up. Over 150 volunteers took part. We worked for eight hours and picked up over five tonnes of trash! The beach looked amazing after we finished. Save The Beaches organized the event. It organizes at least five clean-ups every year. They are all over the country. I want to do another one next year. Would you like to come? Let me know.

See you,

Jane

SEND 

- Jane's vacation wasn't the same as last year. _____
- She didn't enjoy cleaning up the beach. _____
- The beach looked really bad when she arrived. _____
- They get money for cleaning up the beach. _____

c. In pairs: Would you like to take part in a beach clean-up? Why (not)?



Writing

- a. Read about writing emails to describe past experiences. Then, read Jane's email again and circle the information, answering "what?," "when?," "where?," and "who?"

Writing Skill

Writing emails to describe past experiences

To describe past experiences in an email, you should:

1. Introduce the main topic (your experience):
I took part in a forest clean-up with my sister.
2. Include the most important information, answering "what?," "when?," "where?," and "who?":
I went to a clean-up last week in King's Forest. Over two hundred people took part.
3. Describe what you could see/smell/hear/taste:
I could see plastic bottles all over the park.
4. Give your opinion about the experience and ask what your friend thinks:
It was a great day. I want to do it again soon. Would you like to take part?

- b. Write full sentences using the prompts. Then, number the sentences (1–4) to match them with the order in the skill box.

A. It/great/event. Would/you/like/join/year?

☐

B. I/took/part/beach/clean-up/Hightown.

☐

C. I/went/clean-up/last/week/Rocky Beach.
Over/fifty/took/part.

☐

D. I/could/smell/trash./It/terrible!

☐

Speaking

- a. In pairs: Look at the pictures of places in Greenview City. Can you see similar problems near where you live? Where? Why is there so much trash?



Gold Beach



Oak Forest



Nowton Park

- b. Now, choose a place in Greenview City. Use your own ideas to fill in the tables about a clean-up there.

What did you do?	_____
Where did you do it?	_____
When did you do it?	_____

How many people took part?	_____
How long did you work for?	_____
Will you do it again?	_____



Let's Write!

Now, write an email to a friend describing your experience of an environmental clean-up. Use the Feedback form to help you. Write 60 to 80 words.

Feedback

The email follows the model and uses the correct structure.	☆☆☆
It is interesting. (Suggest ideas, if not.)	☆☆☆
I can understand everything. (Underline anything you don't understand.)	☆☆☆



Unit 5

Food and Drinks

LESSON 1

Can you...?

- talk about what food you need to buy
- use quantities and amounts

Conversation Skill: Asking for repetition



New Words

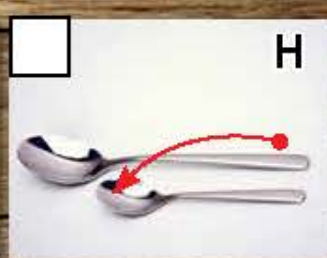
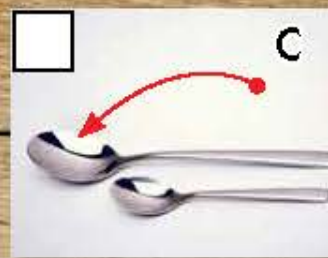
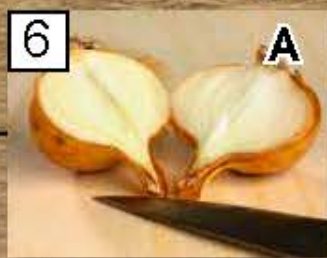
a. Number the pictures. Listen and repeat.



Ingredients

Measurements

1. spaghetti
2. milliliters (ml)
3. lemon
4. grams (g)
5. tablespoon (tbsp)
- ~~6. onion~~
7. teaspoon (tsp)
8. tomato



b. In pairs: Practice saying units of measurement with the ingredients using the numbers below.

1, 2, 3

tsp, tbsp

sugar, oil

100, 200, 300, 800

g, ml

flour, water, spaghetti, milk

2, 5

onions, tomatoes

One teaspoon of sugar.

Two onions.



Listening

a. Listen to Logan talking to his mom. Where are they?



1. at home

2. at the supermarket

b. Now, listen and write the amounts or quantities they need.



Shopping list

1. spaghetti _____
2. tomatoes _____
3. oil _____
4. onions _____

Write the units like this:

1 gram – 1 g

10 milliliters – 10 ml

2 tablespoons – 2 tbsp

1 teaspoon – 1 tsp



c. In pairs: What do you usually buy at the supermarket?



Conversation Skill

Asking for repetition

To check an amount or a quantity, say:

Sorry, how much?

Sorry, how many?

Listen and repeat.



**"Much" and "many"**

We can use **much** for uncountable nouns (things you can't count, like milk and sugar).

How **much** sugar do we need?

We can use **many** for plural countable nouns (things you can count, like eggs and tomatoes).

How **many** eggs do we need?

How **much** sugar do we need?

We need 100 g of sugar.

How **many** eggs do we need?

We need two eggs.

We don't have **much** milk left.

We don't have **many** eggs left.

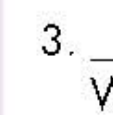
b. Circle the correct words.

- How much/many spaghetti do we need?
- How much/many tomatoes do we need?
- Don't use too much/many sugar.

- How much/many eggs do we have?
- We don't have much/many apples left.
- How much/many salt do we have?

c. Look at the table of ingredients you need. Read the answers and write the questions.

 = 100 g  = 112 g  = 100 g  = 50 g  = 1 tbsp  = 1 tsp

Noodles	 	
Cake	  	  
Fried beef	 	 
Lemonade	     	  

1. How much butter do we need?

We need 56 grams of butter.

2. _____

We need 3 eggs.

3. _____

We need 300 grams of flour.

4. _____

We need 2 tablespoons of oil.

5. _____

We need 6 lemons.

6. _____

We need 3 teaspoons of sugar.

d. In pairs: What ingredients are in your fridge? How much/many?

I have two hundred grams of butter in my fridge.

a. Focus on the /sp/ sound.

b. Listen to the words and focus on the underlined letters. 

spaghetti spoon spaker

c. Listen to the /sp/ sound. Find and note down three more words with the same sound. 

spoon spicy special

d. Read the words in "c." with the sound noted in "a." to a partner.

Practice Ask and answer using the recipes.

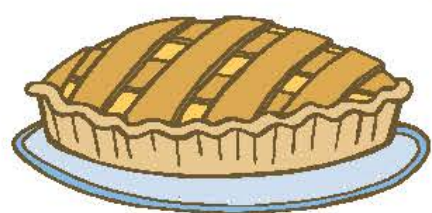
What do we need to make an apple pie?

We need some apples.

How many apples do we need?

We need six.

What else do we need?



ADAM'S APPLE PIE

Ingredients:

- apples – 6
- sugar – 130 g
- flour – 225 g
- butter – 225 g
- water – 120 ml

BILLY'S BEEF NOODLES

Ingredients:

- noodles – 350 g
- beef – 350 g
- oil – 4 tbsp
- vegetables – 320 g
- flour – 2 tsp
- fish sauce – 3 tbsp



Speaking WHAT DO WE NEED?

 Ask for repetition.

a. In pairs: Student B,  **P. 119 File 3**. Student A, you're helping your friend cook lemon pancakes. You have the recipe and your friend is preparing the ingredients. Look at the recipe for lemon pancakes and answer Student B's questions.

LEMON PANCAKES

Ingredients:

- flour – 200 g
- sugar – 1 tsp
- eggs – 1
- milk – 200 ml
- butter – 2 tbsp
- lemons – 1



SPAGHETTI AND BEANS

Ingredients:

- spaghetti
- _____
- _____
- _____
- _____
- _____

Amounts:

- 200 g
- _____
- _____
- _____
- _____
- _____



b. Swap roles. Student A, ask Student B what you need to make spaghetti and beans, then write the recipe in your notebook.

What do we need to make spaghetti and beans?

How much...?

We need some...

Can you...?

- talk about **containers** and quantities of food and drinks
- use indefinite and definite articles



New Words

a. Fill in the blanks. Listen and repeat.



bag

~~bunch~~

can

bottle

stick

carton (x2)

box

1

a bunch of bananas

2



a _____ of flour

3



a _____ of oil

4



a _____ of beans

5



a _____ of eggs

6



a _____ of butter

7



a _____ of milk

8



a _____ of spaghetti

b. In pairs: Say which of these you have in your kitchen.

I have two bags of rice in my kitchen.



Reading

a. Read the paragraph about Pete. What did his mom want him to do?

1. buy the **groceries**

2. put the groceries away

3. make lunch and dinner

Yesterday morning, Pete's mom went shopping to get groceries. She got a carton of eggs, a can of tomatoes, and an onion for dinner that night. When she got home, she asked her son, Pete, to help her put the groceries away. He put the eggs in the fridge and the onion in the top cupboard. He put the tomatoes in the bottom cupboard next to the sink. Later, she went to the store to get things for lunch. She got a bunch of bananas, a bag of chips, and two sandwiches. The bananas went into the bottom cupboard, the chips into the top cupboard, and the sandwiches into the fridge. That night, Pete helped his mom cook a delicious dinner.

b. Now, read the paragraph and complete the table.

Top cupboard	Fridge	Bottom cupboard
_____	eggs	_____
_____	_____	_____



c. In pairs: What different containers do they mention in the reading?
What other ones do you know?



Do you want **a** red apple or **a** green apple?



I want **the** red apple.

Indefinite and definite articles

We use **a/an** with singular nouns when we talk about something for the first time.

After that, we use **the**.

We use **an** before nouns beginning with the vowel letters **a, e, i, o, and u**.

I bought **a can of beans**. I put **the can of beans** in the cupboard.

I ate **an ice cream**. **The** ice cream was chocolate flavored.

b. Unscramble the sentences.

1. the/the/of/table./chocolate/Put/on/box

Put the box of chocolate on the table.

2. orange/an/breakfast./He/for/ate

4. you/get/Can/a/tomatoes?/me/bag/of

5. the/Put/in/fridge,/eggs/please./the

3. is/This/big/a/of/bag/rice.

6. bag/I/a/of/and/two/bottles/oil./of/flour/bought

c. Read the paragraph and fill in the blanks with the correct articles.

Kelly went shopping to buy her groceries. She bought (1) _____ packet of cookies, a bottle of cola, (2) _____ apple pie, a carton of eggs, some potatoes, a can of beans, and a large carton of milk. She ate (3) _____ cookies with her friend before lunch and used four of the eggs to make a cake for her sister's birthday. She ate some beans for lunch, and added some of (4) _____ milk to (5) _____ cup of coffee. To make her dinner, she took (6) _____ bag of rice out of the cupboard. She cooked some of (7) _____ rice with some vegetables. It was delicious! For dessert, she had an apple pie.



d. What did your mom buy from the supermarket last week? In pairs: Choose three things and tell your partner where she put them.

My mom bought a carton of milk.
She put the carton in the fridge.



Pronunciation

Sound Changes

a. "...bunch of...", "...bag of..." often sound like /bʌntʃəv/, /bægəv/.

c. Listen and cross out the sentence that doesn't follow the note in "a."

There's a bunch of bananas.
There's a bag of onions.

b. Listen. Notice the sound changes of the underlined words.

a bunch of bananas a bag of sugar

d. Practice saying the sentence with the sound changes noted in "a." with a partner.



Practice

Take turns saying where to put the groceries.



There's a bag of rice.

Put the bag of rice in the bottom cupboard.

OK.



Speaking

WHAT DO YOU HAVE IN YOUR KITCHEN?

a. Draw both kitchen diagrams in your notebook. Choose 7 items from the list and draw them in your kitchen. In pairs: Student A, ask Student B what food they have and where it is, then draw it on your partner's kitchen. Swap roles and repeat. Did you draw your partner's kitchen correctly?

What do you have in your kitchen?

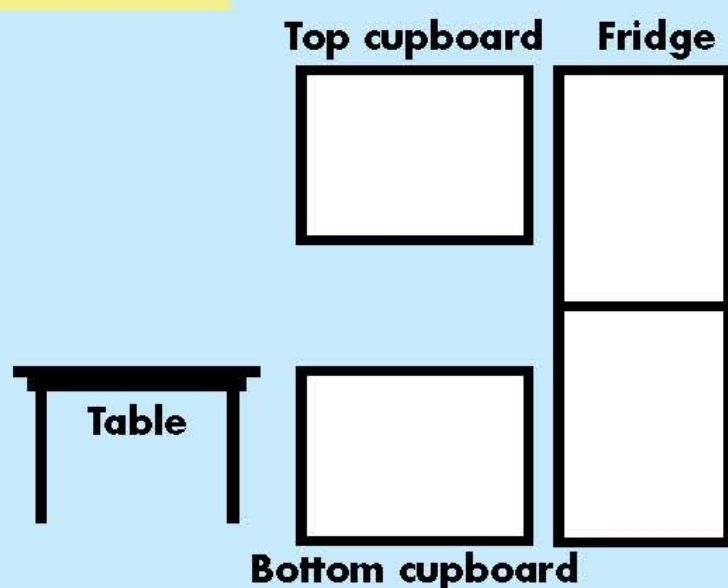
I have a bunch of bananas.

Where are the bananas?

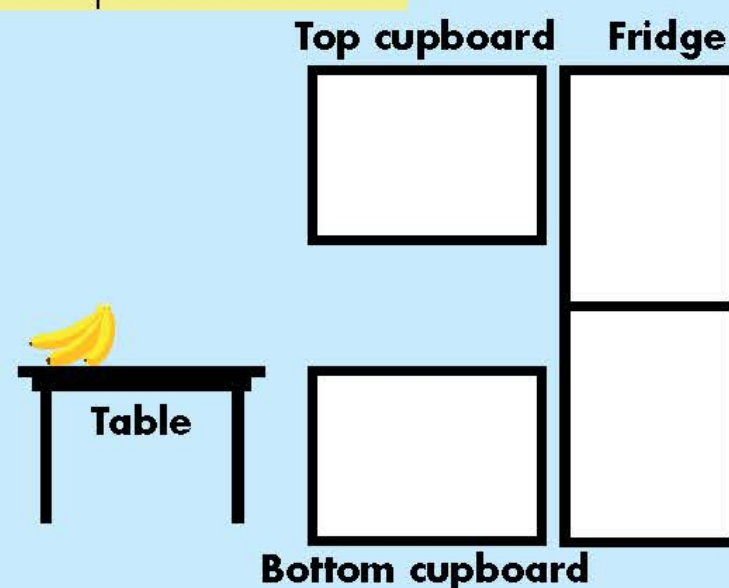
The bananas are on the table.

bag of rice
bunch of bananas
can of beans
box of spaghetti
bottle of oil
carton of eggs
stick of butter
box of chocolates
bottle of orange juice
bag of flour

Your kitchen



Your partner's kitchen



b. Join another pair and look at their kitchens. Did you put any of the same ingredients in the same places?

- talk about unusual foods in Vietnam
- write a food blog post



Let's Talk In pairs: What unusual foods can you think of? What's the strangest?

Listening a. A tour guide is talking to a group of tourists in Hà Giang Province. Where are the people? 

1. on the street
2. at a restaurant

b. Now, listen and choose the best word(s) to complete the sentences. 

1. People eat this dish between September and October/January and February.
2. The **chef** washes the **worms** and puts pepper/salt on them.
3. He **grills/fries** them with herbs.
4. They taste like **corn/chili**.
5. They look strange but taste **sweet/delicious**.



Reading a. Read the blog post and match the pictures to the underlined words.

www.blogposttravel.net

How about fried insects as a snack? – Long's blog

In Ho Chi Minh City, we eat some really interesting food. One of the strangest is côn trùng chiên. It's a mix of different insects. We fry them with spices and garlic. Some insects taste like fish, others taste like potatoes or nuts. The insects are very crunchy, like potato chips, and we often eat them out of a bowl as a snack. They are not only tasty but also healthy. You should not miss the chance to try them.

Vietnam has a lot of great food – don't just try phở when you visit!



b. Now, read and fill in the blanks.

1. Côn trùng chiên is one of the _____ foods in Ho Chi Minh City.
2. Some _____ taste like fish.
3. The insects are very _____.
4. We often eat côn trùng chiên from a _____.
5. The insects are not only tasty, but they are _____ too.

c. In pairs: Which strange foods do you want to try?

- Writing** a. Read about writing food blog posts. Then, read Long's blog and circle the six points listed below.

Writing Skill

Writing food blog posts

To write an interesting food blog post, you should:

1. Write an interesting title: "Mice for dinner?", "You'll love fried insects."
2. Say where the dish is from: "In Huế, we often eat...", "People in my town, Vĩnh Long, eat..."
3. Describe what is in the dish and how you cook it: "We fry the mice.", "We grill the frogs."
4. Describe how you serve it: "Then we serve it with lettuce.", "We eat them with fried rice."
5. Describe what it tastes like: "They are spicy.", "It tastes like cheese."
6. Say why you recommend it: "It tastes sweet.", "They're really good for you."

- b. Number the sentences (1–6). Use the skill box to help you.

- | | |
|---|-------|
| A. We eat them with rice. | _____ |
| B. Many people think they taste like chicken. | _____ |
| C. Would you eat mice? | _____ |
| D. They're healthy and taste great. You should try them! | _____ |
| E. People in my town, Vĩnh Long, eat grilled mice. | _____ |
| F. We wash the mice and add spices, then we grill them on a barbecue. | _____ |

- Speaking** a. In pairs: Look at the pictures. Can you buy these dishes in your hometown? Would you like to try them? Why (not)? Is your hometown famous for any other dishes? Which ones?



Grilled frogs -
ếch nướng



Grilled mice -
chuột nướng



Fried crickets -
đế chiên

- b. Choose one of the foods in the pictures or your own idea, then make notes:

- | | |
|---|----------------------------|
| • Where is the dish from? | • What do you eat with it? |
| • What is the name of the dish? | • What does it taste like? |
| • What is in the dish? How do people cook it? | |

Let's Write!

Now, write a food blog post using the information above or your own ideas. Use the Feedback form to help you. Write 60 to 80 words.

Feedback

- | | |
|---|-----|
| The blog post follows the model and uses the correct structure. | ☆☆☆ |
| It is interesting. (Suggest ideas, if not.) | ☆☆☆ |
| I can understand everything. (Underline anything you don't understand.) | ☆☆☆ |



pages

94–95

Review materials for Unit 5

- decline invitations and express obligations
- use the Present Simple and "have to"



New Words

a. Match the words with the descriptions. Listen and repeat. 

1. ~~essay~~

2. project

3. homework

4. book report

5. test

6. presentation

1. a. a piece of writing to answer a question or to explain your ideas
- ___ b. a piece of writing about a story or novel
- ___ c. a short talk about a topic
- ___ d. a paper with many questions to check someone's knowledge in a subject
- ___ e. This is a large piece of work. It can have photos, arts and crafts, posters, and videos as well as writing.
- ___ f. Teachers give students this work to do after school.

b. In pairs: Say which things you have to do at school.

I have to give presentations in history class.



Listening

a. Listen to two students trying to make plans. Who is busier? 

1. Alan

2. Lucy

b. Now, listen and fill in the blanks. 

- Alan has to finish his _____ after school.
- Alan has to study for a _____ on Thursday.
- Alan is going bowling on _____.
- Lucy has to _____ on Saturday.
- They agree to go out on _____.

c. In pairs: Does your life sound more like Alan's or Lucy's? Why?



Conversation Skill

Declining an invitation

To signal you are going to decline an invitation, say:

Thanks, but I'm sorry. I can't...

Thanks, but I'm sorry, I have to...

Listen and repeat. 

**"have to"**

We use **have to + infinitive** to talk about an action that somebody tells us to do.

*I **have to do** my homework.* (My teacher told me to do my homework.)

We add **do not** to talk about an action we can choose not to do if we don't want to.

*I **don't have to clean** my room.* (My room is not untidy.)

I/You/We/They	have to	study	for a test.
He/She	has to	do	homework.
I/You/We/They	don't have to	write	essays.
He/She	doesn't have to	pay	for the book.
Do I/you/we/they	have to	clean	the classroom?
Does he/she	have to	give	presentations?

b. Write sentences with **have to** using the prompts.

1. we/not/do/homework/tonight

We don't have to do our homework tonight.

2. they/work together/for/project

3. he/do/his English homework?

4. she/not/study/test/later

5. he/give/presentation/for/history class

c. Fill in the blanks with **have to**, **has to**, **don't have to**, or **doesn't have to**.

1. I don't have to do my homework now. I did it already.

2. My sister has to write a book report. It's for her English class.

3. Ellen has to give her presentation tomorrow. The teacher allowed her to do it next week.

4. Stephen and Jane have to study for their test. They need to get good grades.

5. He doesn't have to work in a group for this project. He can work on his own.

d. In pairs: What things do/don't you have to do at home or at school?



I have to study for tests.

I don't have to clean the bathroom.

Pronunciation

Sound Changes

- a. "...have to..." often sounds like /hæftə/.
- b. Listen. Notice the sound changes of the underlined words.  *I have to do my essay.*
- c. Listen and cross out the sentence that doesn't follow the note in "a." 
I have to give a presentation tomorrow.
I have to do my math homework tonight.
- d. Read the sentences with the sound changes noted in "a." to a partner.

Practice

a. Ask and answer.

Do you want to go out later?

Thanks, but I'm sorry, I can't. I have to finish my project.

Do you want to go to the mall on Friday night?

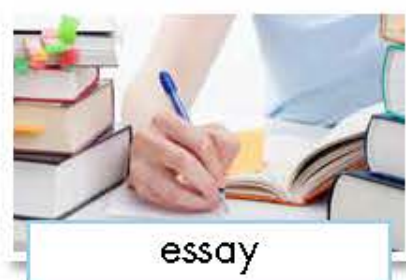
Sure, I'm free.



project



free



essay



homework



presentation



book report



test

b. Practice with your own ideas.

 Show you're thankful before declining an invitation.

Speaking

Do You Want to Go Out?

- a. Make plans with your classmate. In pairs: Student B,   **File 4**. Student A: Write the activities you want to do and invite Student B to join you. Swap roles and repeat. Student A,   **File 5**.

Hey! Do you want to go to the movies on Monday evening?

Thanks, but I'm sorry. I can't go. I have to...

Things I want to do - Student A

Monday	movies – evening
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	shopping mall – evening
Sunday	

Things I want to do - Student B

Monday	video games – evening
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	soccer – morning

b. Decide a time to meet.

Unit 6 Education

LESSON 2

Can you...?

- talk about how you feel about school
- use intensifiers and "because"



New Words

a. Number the pictures. Listen and repeat.

1. upset

2. fail

3. pleased

4. disappointed

5. surprised

6. delighted

7. annoyed

8. pass



b. In pairs: When did you feel like the people in the pictures?

Last week, I was pleased because my soccer team won.

I was delighted because my mom bought me a bike for my birthday.



Reading

a. Read the letter from James to his aunt. Is James doing well in school?

1. Yes.

2. No.

Dear Aunt Ivy,

I hope you are well. Thank you for the sweater and the gift card for Christmas. Green is one of my favorite colors and the reindeer is very cute. I was going to buy a new game, but Mom won't let me. She is really annoyed because I failed some of my tests. I didn't do well in math, English, history, and biology. I'm so surprised because I studied a lot before the tests. I studied for 30 minutes every day before I played my PC games. I think I failed because the tests were more difficult this year.

One good piece of news: Dad was delighted because I passed my P.E. test. I'm not sure, but my teacher might put me on the basketball team.

Can you maybe ask Mom to let me buy a new game?

Have a great week!

James



b. Now, read and circle the correct answer.

- | | | | |
|--|--------------------|--------------------|------------------------|
| 1. What did Aunt Ivy give James for Christmas? | a. a game | b. a basketball | c. a sweater |
| 2. How does his mom feel? | a. surprised | b. annoyed | c. delighted |
| 3. Why does James think he failed some tests? | a. he didn't study | b. he played games | c. they were difficult |
| 4. Which test did James pass? | a. math | b. P.E. | c. biology |

c. In pairs: What subjects do you find the easiest? What do you find the most difficult?



Why are you upset?

I'm **so** disappointed
because I got an F.**"because"**

We use the subordinating conjunction **because** to connect two clauses in a sentence. The clause beginning with **because** answers the question "Why?" and is used to give a reason for the other clause.

I **failed** my math test (Why?) **because** I didn't study.
I'm **delighted** (Why?) **because** I got 100% on my science test.

"so" and "really"

We use the intensifiers **so** and **really** to make adjectives stronger. We can use **so** to show surprise about something being more than you expect it to be.

We can use **really** before adjectives or some verbs to make them stronger. It is a little stronger than "very."

He's **so** happy because he passed his test.
Why are you **so** angry? I was trying to be nice!
My teacher is **really** annoyed because I lost my math book.
I **really** want to buy that computer game.

b. Unscramble the sentences.

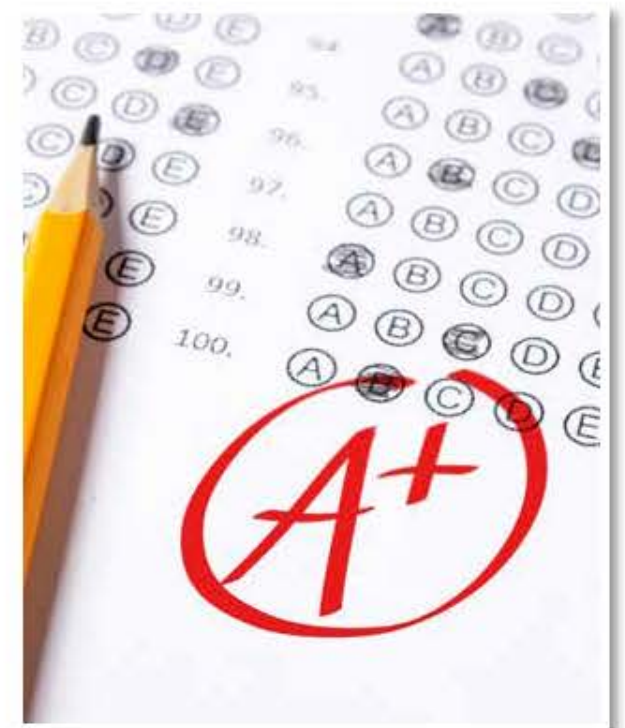
- because/passed/really/English/I/happy/I'm/my/test.
I'm really happy because I passed my English test.
- lost/because/She's/her/upset/math textbook./she/so

- mom/My/my/failed/geography/disappointed/really/because/test./I/is

- annoyed/got a D/history/homework./so/my/on/I'm/I/because

- were/surprised/The students/really/they/passed/exams./their/because

- she/on/pleased/was/She/because/so/her/got an A/math test.



c. Write sentences using the pictures and the prompts.

Feeling	1	2	3	4
	so	really	really	so
Reason	B on her math exam	F on her history essay	A on his English test	her computer is slow

- She is so pleased because she got a B on her math exam.
- _____
- _____
- _____

d. In pairs: Talk about how you feel about school and why.
Use the adjectives in the box.

I'm really pleased because I got an A on my math test.

pleased disappointed annoyed upset delighted surprised



Pronunciation

Sentence Stress

a. Stress intensifiers for emphasis.

I'm really upset because I failed my math test.

c. Listen and cross out the sentence that doesn't follow the note in "a."

He's really happy because he got 90% on his English test.
They're so disappointed because they failed all their tests.

b. Listen to the sentence and focus on the underlined word.

I'm so pleased because I passed my history test.

d. Read the sentences with the sentence stress noted in "a." to a partner.



Practice

a. Practice the conversation. Swap roles and repeat.

Bob: Hi Jane. You look happy.

Jane: Yeah. I'm really pleased because I got a B on my physics test.

Bob: That's great. How about your other tests?

Jane: Hmm. I'm so disappointed because I failed my math test.

Bob: Oh, that's too bad. That test was very difficult.

Jane: Yeah. But I'm really surprised because I got an A on my English test!

Bob: That's awesome!

Jane: Yeah. My teacher was really surprised, too.

Bob: Well done!

90%/an A

biology/history

upset/annoyed

I.T./geography

mom/dad

b. Practice with your own ideas.



Speaking

What's Up?

a. You're at school and want to know why your friend feels good or bad. In pairs: Take turns acting out the situations in the pictures while your partner guesses how you feel and why.



disappointed/failed English test



surprised/passed biology test



pleased/got an A on math homework



delighted/95% biology test



upset/got a D on English exam



annoyed/lost math book

b. Now, join another pair and play again using your own ideas.

Unit 6 Education

LESSON 3

Can you...?

- talk about studying **abroad**
- write a paragraph about studying abroad

Writing Skill: Using subordinating conjunctions (however, although) to show contrast



Let's Talk!

In pairs: Do you know the building in the picture?
What do you think is good or bad about studying abroad?



Listening

a. Listen to a teacher giving a presentation about studying abroad. What grade do you think her class is? 

1. Grade 8
2. Grade 12
3. Grade 10

b. Now, listen and answer the questions. 

1. Where did the teacher study?

2. How many years did she study abroad?

3. What did she learn about?

4. What does the teacher say universities give students?

5. What two things does she say are expensive?



Reading

a. Read the article. Did Anna have more good or bad experiences during her time in Spain?

1. Good
2. Bad

TEEN WORLD MAGAZINE

This week, we talked to some students to find out how they feel about studying abroad.

Anna

Ohio, USA

"I just came back from my year studying in Spain. I'd like to share my **experience** of studying abroad. My Spanish is so much better after a year in Spain. I also met lots of interesting people. **However**, making friends was difficult at first. My Spanish wasn't good and no one understood me, but now I have five very good friends. **Although** it wasn't easy living alone, I quickly learned how to take care of myself. I got lots of help from my teachers and classmates during my time there. They showed me how to use public transportation and where to eat. I had a fantastic time in Spain!"

b. Now, read and write **True** or **False**.

1. Teen World Magazine asked teachers about studying abroad. _____
2. Studying abroad helped Anna improve her Spanish. _____
3. It was easy for her to make friends at first. _____
4. Anna's classmates helped her a lot. _____
5. Anna enjoyed her year in Spain. _____

c. In pairs: Would you like to study abroad? What problems do you think you would have?

Writing

a. Read about using conjunctions. Then, read Anna's paragraph again and underline the ideas linked with conjunctions.

Writing Skill

Using conjunctions (however, although) to show contrast

To show two ideas are different, you should use "however" and "although."

I woke up early. I missed the bus. → *I woke up early. **However**, I missed the bus.*

→ ***Although** I woke up early, I missed the bus.*

We often use "however" and "although" when we write, but not when speaking with friends. Using conjunctions when we write helps the readers understand our ideas easily.

b. Read and circle Yes or No.

- a. I had a great time in France. However, I did get lost sometimes.
- b. I had a great time in France. I did, however, get lost sometimes.
- c. Although she had a great time, she was **lonely** at first.
- d. She had a great time, although she was lonely at first.

- | | |
|---|--------|
| 1. Can we use <i>however</i> to contrast ideas in one sentence? | Yes/No |
| 2. Do we use a comma (,) after <i>however</i> when it's at the start of a sentence? | Yes/No |
| 3. Do sentences a. and b. have the same meaning? | Yes/No |
| 4. Do we use <i>although</i> to contrast ideas in two sentences? | Yes/No |
| 5. Do we use a comma between the two ideas when <i>although</i> is the first word? | Yes/No |
| 6. Do we use a comma in the sentence when <i>although</i> is between the two ideas? | Yes/No |
| 7. Can we use <i>however</i> in the middle of the second sentence? | Yes/No |

c. Underline and correct the mistakes. Then, rewrite the correct sentences with *however* and *although* in your notebook.

1. I want to study abroad. Although, it is very expensive.
2. Although she could speak French. Her writing was bad.
3. However, he liked Italy, he was lonely.
4. Ben wanted to study in France however his French was bad.

Speaking

a. You just finished a year studying abroad. In pairs: Ask and answer the questions below.

- Where did you go?
- What **positive** experiences did you have?
- What problems did you have?
- What did you like most about it?

b. Now, talk about two positive and two negative experiences when you studied abroad. Then, fill in the table.

Positive	Negative

Let's Write!

Now, write a paragraph about studying abroad. Use the Feedback form to help you. Write 60 to 80 words.

Feedback

- | | |
|---|-----|
| The paragraph follows the model and uses subordinating conjunctions. | ☆☆☆ |
| It is interesting. (Suggest ideas, if not.) | ☆☆☆ |
| I can understand everything. (Underline anything you don't understand.) | ☆☆☆ |



Transportation

LESSON 1

Can you...?

- describe and identify personal belongings
- use possessive pronouns and adjectives in order

Conversation Skill: Asking for confirmation



New Words

a. Number the pictures. Listen and repeat.

1. boarding pass
2. passport
3. customs
4. baggage claim
5. suitcase
6. backpack
7. luggage

5



A



B



C



D



E



F



G

b. In pairs: Discuss adjectives you could use for these items: suitcase, backpack, and luggage.

I have a red backpack.

I have a small suitcase.



Listening

a. Listen to Jenny and Fred at the airport. What are they doing?

1. They are going on holiday.

2. They are returning home after their holiday.

b. Now, listen and fill in the blanks.

1. Jenny has a small _____ bag.
2. Lisa and Jake are in the _____.
3. Jake has a new _____ suitcase.
4. Jenny and Fred's _____ are in Fred's bag.



c. In pairs: What type of luggage do you like to travel with? Why?



Conversation Skill

Asking for confirmation

To confirm what somebody says, ask:

Did you say ("a large suitcase")?

Was that ("dark blue")?

Listen and repeat.





Grammar

a. Listen and repeat. 



No, it isn't. **Mine** is **dark blue**.

Ordering adjectives

We put adjectives in the order of **size**, **age**, **color** in our sentences.
e.g. *Mine is a **small new yellow** backpack.*

Possessive Pronouns

We use **possessive pronouns** (**mine, yours, his, hers, ours, theirs**) to talk about what we own and what belongs to us.
We can use them instead of a **possessive adjective + noun** (when it's clear what we're talking about).

Is that blue backpack **yours**?

My backpack is **red**. → **Mine** is **red**.

Whose passports are these?

They're **our** passports. → They're **ours**.

Is this her backpack?

No, **her** backpack is **dark brown**.

→ No, **hers** is **dark brown**.

b. Fill in the blanks with the correct order of adjectives.

1. He's wearing a large white T-shirt. (*white/large*)
2. He wants to buy a suitcase. (*new/orange/large*)
3. Mine is a bag. (*dark blue/small/new*)
4. She's carrying a backpack. (*small/brown/old*)
5. I have a suitcase. (*medium-sized/dark red/old*)
6. Mine is the handbag. (*old/yellow/small*)

c. Fill in the blanks with the correct possessive pronouns to complete the conversation.

Ben: Is this yours?

Jill: No. (1) Mine is light brown. Can you see Jane's luggage?

Ben: Is this blue backpack (2) ?

Jill: No. She has a dark blue backpack.

Ben: Do you have our passports?

Jill: Yes, I have (3) in my bag. Don't worry.

Ben: What color is your sister's suitcase?

Jill: (4) is orange.

Ben: Whose orange bag is this?

Jill: It's got my name on it, so it's (5) .

Ben: This suitcase has Lisa and Jake's names on it, so it must be (6) .

d. In pairs: Ask your partner about the luggage. Use the prompts.

a. light/suitcase/large/blue/old

b. backpack/new/small/red/dark

Is this yours?

No, mine is...

a. Stress the first syllable for most two-syllable nouns.

c. Listen and cross out the word that doesn't follow the note in "a." 
suitcase *luggage*

b. Listen to the words and focus on the underlined letters. 
ticket *airport* *handbag*
 d. Read the words with the stress noted in "a." to a partner.

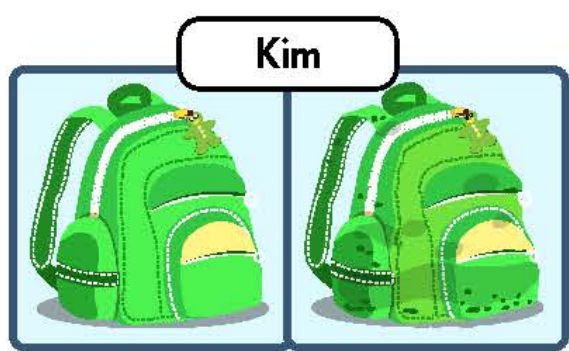
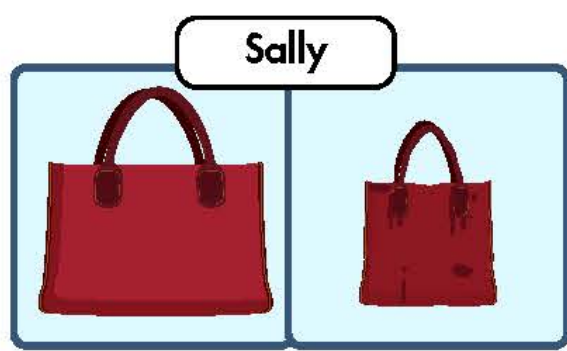
Practice Point, ask, and answer.

What luggage does Tom have?

He has a big old blue suitcase.

Is this his?

Yes, it is.



Speaking That's Not My Bag.

 Ask for confirmation.

a. You're at the baggage claim collecting your friends' luggage. In pairs: Student B,  P. 120 File 6.



What luggage does Jane have?

She has an old brown bag.

Is this hers?

Student A, ask which luggage your friends have. Point and guess. Then, number the boxes.

Finn ☐	Sally & Lindy ☐	Partner: _____ ☐
Mary ☐		

b. Swap roles and repeat. Student A,  P. 121 File 7. Student B, ask which luggage your friends have. Point and guess. Then, number the boxes.

Jane ☐	Max & Joe ☐	Partner: _____ ☐	Bob ☐
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Transportation

LESSON 2

Can you...?

- compare different types of **transportation**
- use "(not) as...as..." to compare things



New Words

a. Fill in the blanks. Listen and repeat. 

~~frequent~~

eco-friendly

comfortable

convenient

public

ticket

reliable

1. There are frequent trains from London to Manchester. There are trains leaving every ten minutes.
2. It's much more _____ to travel by car than bike when it's raining.
3. Trains are more _____ than buses. They are rarely late.
4. You need to buy a _____ to go on public transportation.
5. People can help protect the environment by taking public transportation. It is more _____ than going by car.
6. Buses, trains, and the **subway** are types of _____ transportation.
7. Taxis are more _____ than buses because they can take you anywhere you want to go.

b. In pairs: Use adjectives to describe different types of transportation.

Buses are cheap and eco-friendly.

Planes are fast and expensive.



Reading

a. Read the travel guide and choose the best title.

1. The Fastest Way to Travel in Vietnam

2. Traveling in Vietnam



Vietnam Travel Guide

Traveling in Vietnam can be easy for a first-time visitor. Public transportation is usually really cheap. Some types are also reliable. Flying is the fastest way to travel between Hanoi and Ho Chi Minh City. Many of Vietnam's most popular cities have airports. Many **locals** and tourists take the bus to travel to nearby cities. Some cities have eco-friendly buses. The buses aren't usually as expensive as planes. Trains are often slow and not as fast as the buses. Trains are a great way to see the country. You can buy tickets online for planes, buses, and trains. Taxis are a great way to get around a city quickly. Vietnam has many choices for traveling.



b. Now, read and fill in the blanks.

1. The _____ way to travel from Ho Chi Minh City to Hanoi is flying.
2. Some cities have _____ buses.
3. The trains are often not as _____ as the buses.
4. You can buy tickets for planes, buses, and trains _____.
5. Taxis are a great way to get around a city _____.

c. In pairs: What types of transportation are there in your neighborhood?

**"(not) as... as..."**

We can compare things using **not as...as...** if they are different or **as...as...** if they are the same.

e.g. A subway ticket is **as expensive as** a train ticket. (The tickets are the same price.)

Buses **aren't as fast as** trains.
(Buses are slower than trains.)

The subway is **as fast as** the train.

The bus **isn't as convenient as** the subway.

Trains are **as comfortable as** taxis.

Train tickets **aren't as expensive as** plane tickets.

b. Rewrite the sentences using (not) as...as...

- My backpack is newer than yours. (old)
- My suitcase is the same size as yours. (big)
- Your sunglasses are more expensive than mine. (expensive)
- Trains and buses are both comfortable. (comfortable)
- My ticket is more expensive than your ticket. (cheap)

My backpack isn't as old as yours.

c. Write sentences using the information in the table.

- the bus – the train (travel time)

The bus isn't as quick/fast as the train.

- trains – buses (frequency)

- taxis – buses (cost)

- the bus – the train (cost)

- the car – a taxi (travel time)

Central London → Heathrow Airport

	Bus	Car	Train	Taxi
Cost	£4	-	£26	£60
Travel Time	1 hr 40 mins	1 hr	20 mins	1 hr
Frequency	Every 10 mins	-	Every 15 mins	-

d. In pairs: Make more sentences about transportation from the table. Use the prompts.

bus/car/travel time

train/taxi/cost



Pronunciation

Sounds

a. Focus on the /st/ sound.

c. Listen to the /st/ sound. Find and note down three more words with the same sound.

faster *station* *best*

b. Listen to the words and focus on the underlined letters.

first *tourist* *festival*

d. Read the words in "c." with the sound noted in "a." to a partner.



Practice

a. Practice the conversation. Swap roles and repeat.

Bill: We can take the train or the subway.

Lucy: How much is the subway?

Bill: It's nine dollars. How much is the train?

Lucy: It's sixteen dollars. The subway isn't as expensive as the train.

Bill: Yes, but the train has bigger chairs. It's more comfortable than the subway.

Lucy: Let's take the train.

Bill: OK.

the bus/a taxi

the bus/a taxi

five dollars/thirty dollars

The bus – expensive/A taxi – cheap

more frequent – the bus/faster – a taxi

b. Practice with your own ideas.



Speaking

How Do We Get to the Park?

a. You are deciding how to get to Richmond Park. In pairs: Student B, **P. 121 File 8**. Student A, ask your partner about the bus and answer their questions about the train. Then, compare the different ways to travel and decide how you will get to the park.

How much is the bus?

The train is faster than the underground.

Yes, but the underground isn't as expensive as the train.

Transportation	Train	The Underground (Subway)	Bus
Ticket price	£10	£6	_____
Comfortable?	★★★★★	★★★	★★★
Time	20 minutes	30 minutes	_____
Eco-friendly?	★★★★★	★★★★★	★
Frequent?	Every 30 minutes	Every 20 minutes	_____
Reliable?	★★★★★	★★	★★

b. Join another pair. Will they use the same type of transportation? Why (not)?

Transportation

LESSON 3

Can you...?

- talk about transportation
- write an opinion paragraph about a type of transportation

Writing Skill: Writing opinion paragraphs



Let's Talk! In pairs: Look at the pictures. What are the two kinds of transportation? Which would you most like to try? Why?

Listening a. Listen to Matt's vlog about two types of transportation. Which is better for kids? 

1. the One Wheeler
2. the Hover Go
3. They're both great for kids.

b. Now, listen and tick (✓) the advantages for each kind of transportation. 

Advantages	One Wheeler	Hover Go
1. Not difficult to ride		✓
2. Can ride it in the evening		
3. Has a higher speed		
4. Better in the city		
5. Exciting colors		



Reading

a. Look at the opinion paragraph. Who wrote the paragraph?

1. The creator of the Wowscoot
2. A Wowscoot seller
3. The owner of a Wowscoot

b. Now, read and write **True** or **False**.

1. Wowscoot is for children. _____
2. It is not good for traveling in the city. _____
3. Wowscoot doesn't have a map. _____
4. You won't get lost if you use it. _____
5. Everybody in the city owns a Wowscoot. _____

c. In pairs: Would the Wowscoot be convenient for where you live? Why (not)?

THE WOWSCOOT



I believe the Wowscoot is the best transportation for kids in my city. The Wowscoot is the most convenient way to ride around any city. It is easy to carry because I can fold it and put it in my backpack. The best part of the Wowscoot is the **electronic** map. To go to different places, I just need to tell it the address and it knows the way. Kids won't have to worry about getting lost ever again. They can just enjoy the ride. All the other kids in my city need to have a Wowscoot.

Tony Thompson



Writing

a. Read about writing opinion paragraphs. Then, read Tony's paragraph again and underline the reason he gives.

Writing Skill

Writing opinion paragraphs

To write a good opinion paragraph, you should:

1. Start with your main opinion:
In my opinion, all the kids in my town need a Hover Go.
2. Give reasons why you like it:
The Hover Go is the fastest and coolest way for kids in my town to travel.
3. Give **evidence** to support your reasons:
The Hover Go can travel 30 kilometers per hour. It also has an MP3 player. I can listen to all my favorite songs.
4. Finish by giving your main opinion again:
Every kid in town should have a Hover Go.

b. Write full sentences using the prompts. Then, number the sentences (1–4) to match them with the parts of an opinion paragraph. Use the skill box to help you.

A. I/can/ride/it/more/than/12/hours

I can ride it for more than 12 hours.

B. I/think/all/teens/my/school/should/have/Speed Wheel

C. all/my/classmates/need/Speed Wheel

D. Speed Wheel/reliable/because/it/has/big/battery

☐
☐
☐
☐


Speaking

a. Your town is going to buy one type of transportation for all the kids. In pairs: Look at the pictures. Discuss the different kinds of transportation and choose one for the kids in your town.

	Speed	Battery	Comes with
Flyboard	30 km/h	8 hours	Electronic map
1-Wheel Wonder	25 km/h	10 hours	Colorful lights
Xtreme Pogo	20 km/h	12 hours	MP3 player



1-WHEEL WONDER



FLYBOARD



XTREME POGO

b. Choose one of the products above or make up your own. Use your own ideas to fill in the table.



Name:		
Overall opinion:		
Reason:		
Evidence:		



Let's Write!

Now, write an opinion paragraph about why every kid in your town should have this type of transportation. Use the Feedback form to help you. Write 60 to 80 words.

Feedback

- The paragraph follows the model above. ☆☆☆
- The paragraph has a clear opinion. ☆☆☆
- I can understand the paragraph. ☆☆☆
- (Underline anything you don't understand.)



Unit 8 Festivals around the World

LESSON 1

Can you...?

- talk about the festivals around the world
- use the Future Simple



New Words

a. Number the pictures. Listen and repeat. 

1. lantern
2. bonfire
3. race
4. (eating) competition
5. sculpture
6. (water) fight
7. hot-air balloon



b. In pairs: Say which of these you'd like to see or try.



I'd like to take part in a water fight.

I'd like to see a hot-air balloon.



Reading

a. Read the article and choose the best title.

1. The Best Arts Festivals around the World
2. The Most Interesting Festivals around the World

Mary Jones, April 10

Sapporo Snow Festival, Japan

The Sapporo Snow Festival is a famous winter festival in Japan. It takes place every February and lasts for a week. The 68th Sapporo Festival will take place from February 4th to 10th and you'll see hundreds of beautiful snow and ice sculptures made by both locals and famous artists. This year, the theme of the sculptures is video games. There will also be music performances by famous Japanese bands and singers.



Moomba, Australia

Melbourne Moomba Waterfest is an **annual** festival in Melbourne, Australia. It's a great festival for the whole family with music, food, movies, lots of fun games, and water sports competitions. It lasts four days during the Labor Day long weekend, beginning on March 5th this year. Besides the usual **attractions**, this year we will have more children-friendly entertainment, such as the Dance Zone, Dreaming Space, and Kids Yoga.

b. Now, read and answer the questions.

1. How many days is the Sapporo Snow Festival?
2. Who will make the ice sculptures?
3. What is the topic for ice sculptures this year?
4. During which holiday is Moomba Waterfest?
5. What is special for kids this year?

c. In pairs: Would you like to visit the Sapporo Snow Festival or the Melbourne Moomba Waterfest? Why?

**Future Simple**

We can use the **Future Simple** to give or ask for information about events in the future.

I/You/We/They/He/She/It/**will** have a great time at the festival.

It'll take place from May 12th to 15th.

Rob Curly **will not/won't** perform this year.

Which bands **will** perform this year?

Will The Big Gs play this year?

Yes, they **will**./No, they **won't**.

b. Fill in the blanks with the Future Simple.

1. The Battle of the Oranges _____ will begin _____ (begin) on February 27th.
2. Which band _____ (play) at the festival this year?
3. There _____ (be) lots of great performances.
4. The hotdog eating competition _____ (not happen) this year.
5. _____ (there/be) fireworks?
6. The race _____ (open) for the public for the first time this year.

c. Circle the correct words.

Are you ready for the next Up Helly Aa? It (1) is / *will* be a famous fire festival in Lerwick, Scotland and it's one of the most exciting festivals in the world. Every year, *participants* (2) *wear* / *will wear* costumes and (3) *carry* / *will carry* a Viking longship around the town at night before setting it on fire. Sounds fun, right?

The festival (4) *takes place* / *will take place* on January 28th next year. Many people are busy planning for it and you (5) *are* / *will be* able to see the preparations at a big exhibition soon. The exhibition (6) *opens* / *will open* for the public from May to September. You (7) *see* / *will see* the Viking longship, participants' costumes, and many photos of previous festivals.

If you go to Up Helly Aa next year, you will experience more than just a giant bonfire. There (8) *is* / *will be* lots of music and other fun events on the days before and after the festival, so make sure you plan your trip to Lerwick around the festival to get the whole experience!

**d. In pairs: Ask and answer about the next Up Helly Aa using the prompts below.**

• Time

• Do

• See

• Hear

Pronunciation

Word Stress

a. Stress the syllable before "consonant + -ian" in nationalities ending in -ian.

c. Listen and cross out the word that doesn't follow the note in "a."

Mongolian Italian

b. Listen to the words and focus on the underlined letters.

Colombian Malaysian Argentinian

d. Read the words with the stress noted in "a." to a partner.

Practice

a. Practice the conversation. Swap roles and repeat.

Katie: Hey Dad, can we go to the Great Reno Balloon Race?

Dad: Where is it?

Katie: It's in Reno, Nevada.

Dad: When is it?

Katie: It'll take place from September 10th to 12th.

Dad: What can you do there?

Katie: There'll be hot-air balloon shows and a pajama party.

Dad: OK. How much are the tickets?

Katie: It's free.

Dad: OK. Let's do that.

Katie: Great!

Gilroy Garlic Festival/Grape Throwing Festival

Gilroy, California/Mallorca, Spain

July 26th to 28th/September 13th to 30th

cooking competitions and live music/grape fights and fire dances

Who will perform?/How much are the tickets?

King Calaway and Kip Moore./It's 25 dollars.

b. Practice with your own ideas.

Speaking THE BEST FESTIVAL

a. You're planning a new festival for your town. In pairs: Discuss and fill in the table with the details of your festival.

What should we call our festival?

Let's call it...

Where will it be?

Festival name:

Location:

Date:

Activities and performers:

Ticket price:

b. Join two other pairs. Tell them about your festival and discuss to choose the best festival.

Our festival is...

It'll take place from...

Unit 8 Festivals around the World

LESSON 2

Can you...?

- compare how different countries celebrate festivals
- use "like" and "different from" to compare

Conversation Skill: Showing interest



New Words

a. Fill in the blanks. Listen and repeat.



exchange tradition midnight wish greeting ~~celebrate~~

1. Some Asian countries, such as Vietnam and South Korea, celebrate Lunar New Year.
2. The boy wanted to stay up until _____ to see the fireworks, but he fell asleep at 11:30 p.m.
3. I'm going to send him a card and _____ him a happy birthday.
4. Many European countries share the _____ of having a big family meal on Christmas Day.
5. He welcomed me with a warm _____ and introduced me to his friends.
6. We share the same birthday, so we often _____ gifts with each other. Last year, I gave him a book and he gave me a board game.

b. In pairs: Talk about festivals and holidays in your country and the traditions to celebrate them.



We celebrate Lunar New Year. We wish each other a happy and lucky year.



Listening

a. Listen to two friends talking about traditions. What are they celebrating?



1. Christmas
2. New Year's Eve

b. Now, listen and fill in the blanks.



1. In Spain, people eat _____ grapes at midnight to bring good luck.
2. Spanish people believe that you should make the first step with your _____ foot.
3. In Scotland, the first person to enter a house should bring coal, _____, a coin, and a drink.
4. Scottish people believe that the drink will bring you _____.

c. In pairs: Which of these Spanish or Scottish traditions do you think is the most interesting?



Conversation Skill

Showing interest

To show you are listening to someone, say:

Wow.

That's interesting.

Listen and repeat.



**"different from" and "like"**

- We use **be + different from** to say that one thing is not the same as another or other items.
- We use **like + noun** to say that two things are similar.

In Italy, they eat seafood at Christmas. That's **different from** Japan.

Like American children, French children go egg hunting on Easter Sunday.

b. Unscramble the sentences.

1. dessert/from/different/is/Japan's./Christmas/Germany's
Germany's Christmas dessert is different from Japan's.
2. Brazil's/costume/Years/is/from/different/Vietnam's./New

3. Vietnamese/Koreans/visit/Like/people./temples.

4. Australians./gifts/Americans/Like/exchange/Christmas./at

5. Halloween/in/from/Halloween/the/in/different/is/Mexico./US

6. children/Like/French/children./Easter./chocolate/at/English/get/eggs

c. Write sentences using the table.

1. Italians decorate with lights and trees. That's like Australians.
2. Christmas meal in Japan _____
_____ Italy.
3. Australians exchange _____.
That's _____ Japanese people.
4. Italy celebrates Christmas from _____.
_____ Australia.
5. Italians exchange _____.
_____ Australians.
6. Australia celebrates Christmas on _____.
That's _____ Japan.
7. Christmas meal in Italy _____
_____ Australia.

CHRISTMAS TRADITIONS

Australia	• Decorate with lights and trees • Eat cold meats or seafood • Exchange gifts with family and friends • Celebrate on Christmas Day
Italy	• Decorate with lights and trees • Eat seafood • Exchange gifts with family and friends • Celebrate from Dec 24th to 26th
Japan	• Decorate with lights • Eat fried chicken • Exchange gift with lover • Celebrate on Christmas Eve

d. In pairs: Compare Christmas traditions in your country with one of the countries in the table in Task c.



Pronunciation

Sounds

a. Focus on the /ɪ/ sound.

c. Listen and cross out the word that doesn't follow the note in "a." 

tradition gift light

b. Listen to the words and focus on the underlined letters. 

midnight wish Christmas festival

d. Read the words with the sound noted in "a." to a partner.



Practice

Take turns comparing the traditions in different countries.

Germans put up trees on Christmas, like British people.

In the USA, the Easter Bunny brings eggs at Easter. That's different from France. Bells bring eggs in France.

Christmas



Dessert: sweet bread

Germany



Dessert: Christmas pudding

the UK

Easter



hunt for eggs

the USA



hunt for eggs

France



Speaking

SAME HOLIDAY, DIFFERENT TRADITIONS



Showing interest.

a. In pairs: Take turns comparing how different your traditions are to the traditions in South Korea and Mongolia.

Mid-Autumn Festival lasts three days in South Korea. That's different from Vietnam. We celebrate for...

Mid-Autumn Festival in South Korea	Lunar New Year in Mongolia
Dates: 14 th to 16 th of the eighth month of Lunar calendar	Dates: first three days of Lunar calendar
Traditions: • visit family • wear traditional clothes • exchange gifts with family and friends • eat half-moon rice cakes • play traditional games and watch traditional dance and sports	Traditions: • clean houses before the new year • have a big dinner the night before • wear traditional clothes • visit family on the first day, perform a special greeting to the elders • have milk tea and a dish called "buuz"

b. What are some other traditions to celebrate Lunar New Year and Mid-Autumn Festival in your family?

My family goes to our favorite coffee shop.

My family always goes to Vững Tàu for Tết.

Unit 8 Festivals around the World

LESSON 3

Can you...?

- talk about unusual festivals in Vietnam
- write a blog post about your favorite festival

Writing Skill: Writing blog posts about festivals



Let's Talk! In pairs: What kinds of festivals are there in your country? What is your favorite kind of festival?

Listening

a. Listen to Carol talking about a festival in Vietnam.

What's her job?

1. TV reporter 2. teacher 3. tour guide

b. Now, listen and answer the questions.

1. Where is this festival?

2. What is the most exciting part of the festival?

3. Where do they race?

4. How many people watched the bull racing in 2019?



Reading

a. Read the festival blog post and answer this question:

What term best describes the game at the festival?

1. a family game 2. a team sport 3. a relaxing event

MUD BALL WRESTLING AT THE KHÁNH HẠ FESTIVAL

This festival takes place in the village of Vân, in the north of Vietnam. It happens every two years, in the spring. The festival celebrates the victory of the Trương brothers. Over 1,500 years ago, the brothers **defeated** some **demons** in a mud ball **wrestling** game. During the festival, two teams play for three hours. The teams score by carrying a heavy wooden ball to one end of a **muddy** field. At the festival, the locals pray for good weather for the rice-growing season. It is really exciting and really messy!



b. Now, read and write **True** or **False**.

1. The festival happens every spring. _____
2. The Trương brothers won a mud ball wrestling game. _____
3. Three teams play for two hours. _____
4. The villagers pray for good weather to grow rice. _____

c. In pairs: Would you like to try mud ball wrestling? Why (not)?

Writing

a. Read about writing festival blog posts. Then, read the blog post about the Khánh Hạ Festival again and circle the information about the festival's history.

Writing Skill

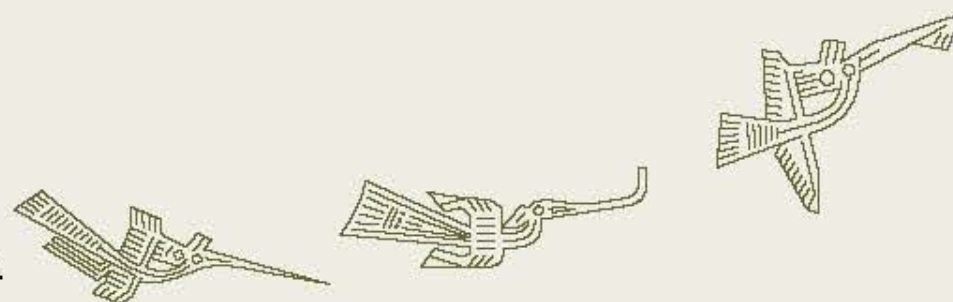
Writing blog posts about festivals

To write a good blog post about a festival, you should:

1. Begin with a title – The name of the festival: *The Hội An Lantern Festival*
2. Describe the location – Where the festival is: *The festival takes place in Hội An Old Town.*
3. Say when it happens – The date(s) of the festival: *every month/January/Autumn*
4. Explain the history (optional): *The festival started in 1998 to celebrate the monthly full moon.*
5. Add extra details – The things that happen in the festival: *During the festival, the local people light colorful lanterns.*
6. Give an opinion (optional): *It is a very beautiful festival.*

b. Reorder this festival blog post. Use the skill box to help you.

- ☐ On this day, people remember the Hùng Kings. The Hùng Kings are the first kings of the nation.
- ☐ During the festival, people wear colorful, traditional clothes and pray at temples.
- ☐ It happens in the spring and lasts a few weeks.
- ☒ 1 The Hùng Kings Festival
- ☐ It is a fun and relaxing time for families.
- ☐ The Hùng Kings Festival takes place all over Vietnam.



Speaking

a. You want to know which festival your friend likes. In pairs: Ask your partner about their favorite festival. Use these questions:

- What's the name of the festival?
- Where does it happen?
- When does it take place?
- How did it start?
- Why does it happen?
- What do people do in the festival?
- What do you think of the festival?

b. Now, think about your favorite festival. Make notes in the table below:

Festival name:	
Place:	
Time:	
History:	
Details:	
Opinion:	

Let's Write!

Now, write a blog post about your favorite festival. Use the Feedback form to help you. Write 60 to 80 words.

Feedback

- The blog post follows the model and uses the correct structure. ★★★★★
- It is interesting. (Suggest ideas, if not.) ★★★★★
- I can understand everything. (Underline anything you don't understand.) ★★★★★



Unit 9

English in the World

LESSON 1

Can you...?

- talk about tourist attractions and cultures of English-speaking countries
- use articles



New Words

a. Match the words with the definitions. Listen and repeat.



~~tour guide~~

stadium

flight

historic

jog

ferry

1. tour guide : a person who shows tourists around an attraction
2. _____ : a journey by airplane
3. _____ : exercise by running but not very fast
4. _____ : a boat that crosses a river
5. _____ : famous or important in history
6. _____ : a place where people go to watch sports like baseball or football

b. In pairs: Do you know any historic places? Tell your partner.

The Imperial City in Huế is a historic place. I visited it last year.



Reading

a. Read Jane's email to her friend. Where is Jane?

1. New York City
2. Washington, D.C.

New message

To: sam365@abc.com

Subject: Hi from USA!

Hi Sammy,

I'm here in the United States and having a great time! We arrived on Wednesday and visited the Lincoln Memorial and Georgetown. Georgetown is a historic area in Washington, D.C. The food here is great. I ate a **hot dog**. It's a traditional American street food. I really liked it. Tomorrow, we're going to the White House with a tour guide and taking a boat trip along the Potomac River. We're going to the National Air and Space Museum on our last day in Washington, D.C. On Friday, we will get a flight to New York City. I'm looking forward to going on the Staten Island Ferry to see the Statue of Liberty and going to Yankee Stadium. The weather here is warm and sunny and the people are very friendly. I hope you're enjoying your summer holiday back in London. I wish you were here.

Jane

SEND



b. Now, read and circle the correct answer.

1. So far, Jane has visited... a. Georgetown. b. the museum. c. the Potomac River.
2. Tomorrow she's going to... a. the Lincoln Memorial. b. the Potomac River. c. the museum.
3. They are going to New York... a. by ferry. b. by bus. c. by plane.
4. Jane is looking forward to... a. going to Yankee Stadium. b. her summer holiday. c. eating street food.
5. Sammy is in... a. New York. b. London. c. Washington.

c. In pairs: What do you know about the United States? Would you like to visit it?



We're going to visit Hyde Park and **the** Tower of London tomorrow.

Articles

We use the **zero article** (Ø) with the names of streets, parks, lakes, rivers, beaches, towns, cities, islands, and most countries.

There are lots of department stores on Fifth Avenue. They're visiting Hanoi, Huế, and Đà Nẵng in Vietnam. He likes to jog in Hyde Park.

We use **the** with some countries.

the United States of America, **the** United Kingdom, **the** Netherlands, **the** Philippines, **the** United Arab Emirates, **the** Czech Republic

We use **the** with famous buildings, museums, most hotels, and restaurants.

the Empire State Building, **the** Houses of Parliament, **the** Ritz Hotel, **the** White House, **the** Louvre Museum

b. Write sentences using the prompts.

1. I/visiting/Sydney Opera House
2. he/staying/next to/Hyde Park
3. we/going to/United Kingdom
4. my parents/visiting/Louvre Museum
5. Empire State Building/in/New York City
6. I/going to eat fish and chips/Bondi Beach

I'm visiting the Sydney Opera House.

c. Fill in the blanks using *the* or Ø (zero article).

✉ New message

To: tobyel@frienmail.com

Subject: Plan for trip

Hi Toby,

This is our plan for our trip to London. We're arriving on Tuesday. We're staying at (1) the Hilton Hotel. We're going to go to (2) Hyde Park on Wednesday. On Friday, we're going to visit (3) Houses of Parliament. We're going to go to (4) Regent's Park on Saturday and visit (5) Imperial War Museum on Sunday. We're going to ride on (6) London Eye and fly back to (7) New York on Monday.

See you soon,
Luke

SEND



London Eye

d. In pairs: Make sentences with your partner for a trip to London. Use the prompts.

Richmond Park

Oxford Street

Natural History Museum

Ritz Hotel



Pronunciation

Sounds

a. Focus on the /ð/ sound.

c. Listen and cross out the word that doesn't follow the note in "a." 

weather

think

them

they

b. Listen to the words and focus on the underlined letters. 

the

then

d. Read the words with the sound noted in "a." to a partner.



Practice

Ask and answer using the questions and the prompts.

Where are you going?

Where are you going to stay?

What are you going to do?

What are you going to eat?



City	Hotel	Museum	Park	Attraction	Food
London	Ritz Hotel	British Museum	Kensington Gardens	Portobello Road	Fish and chips
Los Angeles	Beverly Wilshire	Getty Museum	Grand Park	Disneyland Park	French dip sandwich



Speaking

What an Amazing Trip!

a. You're talking to your friend about your holiday plans. In pairs: Student B,  ^{P. 122} **File 9**. Student A, answer Student B's questions about Australia. Swap roles. Ask about Canada and complete the table.



Sydney



Hotel



Bondi Beach



Sydney Opera House



Cockatoo Island



pavlova

Tip: If you don't know a name, ask your friend to spell it out for you.

- How do you spell "Sydney"?
- S-Y-D-N-E-Y.

Canada

City?

Where/stay?

What/do?

What/eat?

b. Which city would be more interesting to visit? Why?

Unit 9

English in the World

LESSON 2

Can you...?

- talk about holidays in English-speaking countries
- use the Past Simple with irregular verbs

Conversation Skill: Ending a conversation



New Words

a. Number the pictures. Listen and repeat.



1. souvenirs 2. sightseeing ~~3. swimsuit~~
4. postcards 5. photos 6. beach 7. wallet



b. In pairs: Talk about the things you do on holiday.



I go sightseeing.

I take lots of photos.



Listening

a. Listen to Peter and Janet talking about their holidays.

Who enjoyed their holiday more?

b. Now, listen and fill in the blanks.

1. Janet lost her _____.
2. Her _____ gave her some more money.
3. She bought some _____ in a big department store.
4. Peter had a trip to _____.
5. Central Park was really _____.

c. In pairs: What did you like most about your last holiday?



Conversation Skill

Ending a conversation

To end a conversation, say:

Well, it was great talking to you.

Well, it was nice seeing you again.

Listen and repeat.





Yesterday, I **saw** the Statue of Liberty!

Past Simple with irregular verbs

Some verbs are **irregular**. Their **Past Simple** forms do not end with -ed.

Yesterday, I **bought** some souvenirs. (buy – **bought**)

The past form of **be** is **was** for *I, he, she, it* and **were** for *you, we, and they*.

He **was** in Central Park last night.

Were you in Sydney yesterday?

To know the past forms of irregular verbs, you have to learn them. Here is a list of some common irregular verbs.

go – went	take – took	wear – wore	sell – sold
eat – ate	see – saw	meet – met	lose – lost

b. Fill in the blanks with the correct form of the verbs in the box.

be take see go wear

- Last week, we _____ in Washington, D.C.
- We _____ the Sydney Opera House.
- I _____ to the White House.
- She _____ a lot of photos.
- She _____ her swimsuit on the beach.



c. Fill in the blanks with the correct Past Simple form of the verbs.

New message



To: jerry.brown@gmail.com

Subject: What a trip!

Hey Jerry,

I'm back from my holiday! I had (1. have) a great time in London! You _____ (2. say) you would come back today – I can't wait to talk about our trips at school tomorrow.

Where did you _____ (3. go) in Paris? Did you see the Eiffel Tower? I _____ (4. go) to the Shard. It's a very cool building. It looks like a piece of broken glass. I _____ (5. eat) fish and chips every day. Did you _____ (6. eat) any frog's legs?

England was fun but so cold. I didn't _____ (7. bring) my gloves, so I _____ (8. buy) a new pair. They were so expensive! But I _____ (9. wear) them every day, so I'm glad I got them.

Anyway, I'm falling asleep so I'll _____ (10. see) you tomorrow.

Ben



Send

Save

Cancel

d. In pairs: Ask your partner about their last holiday. Use the prompts to ask the questions.

see

buy

eat



Pronunciation

Sounds

a. Focus on the /ə/ sound.

c. Listen and cross out the word that doesn't follow the note in "a." 

America department postcard summer

b. Listen to the words and focus on the underlined letters. 

souvenir weather

d. Read the words with the sound noted in "a." to a partner.



Practice

a. Practice the conversation. Swap roles and repeat.

Emma: How was your holiday?

Mike: It was great. We went to **England**.

Emma: Where did you go in **England**?

Mike: We went to **London**.

Emma: What did you do there?

Mike: We went to **the National Gallery** and **saw the London Eye**.

Emma: Did you try the local food?

Mike: Yes, I ate **fish and chips**.
It was **good**.

Emma: Well, it was **great talking to you**.

the USA/Australia

the USA/Australia

New York City/Sydney

Central Park/Bondi Beach

took photos/met friendly people

a hot dog/some pavlova

great/delicious

nice seeing you again/nice talking to you

b. Make two more conversations using the ideas on the right.



End your conversation.



Speaking

How Was Your Holiday?

a. You just returned home from a holiday. In pairs: Student B,  **P. 122 File 10**. Student A, answer Student B's questions about your trip. Then, swap roles. Ask questions and complete the table about Student B's holiday.



Tip: If you don't know a name, ask your friend to spell it out for you.

- How do you spell "Philadelphia"?
- P-H-I-L-A-D-E-L-P-H-I-A.

Scotland

Go?

Do?

Buy?

Eat?

b. Discuss which city you would like to visit and why.

Unit 9

English in the World

LESSON 3

Can you...?

- talk about the benefits of speaking English
- write a postcard to a friend

Writing Skill: Writing postcards



Let's Talk! In pairs: Look at the pictures of people using English. What are they doing? What are some ways speaking English can help you?

Listening

a. Listen to Minh talking at a school career day.

Choose the correct statement.

He is...

1. planning to study English.
2. happy he learned English.

b. Now, listen and tick (✓) the things Minh used English for.

1. Buying things ☐
2. Chatting to people in America ☐
3. Writing to his American pen pal ☐
4. Making friends during his homestay in Australia ☐
5. Studying English at university ☐
6. Working abroad ☐



Reading

a. Read the postcard. Which country is An visiting?

Hi Kim,
I'm really enjoying myself in Vancouver. I'm practicing my English a lot and I think I'm getting better. Last week, I went to the aquarium. I took the bus there. At first, I was nervous speaking English, but now it's fun to use English to buy tickets and order food. On Saturday, I watched a hockey game. Canadians are crazy about hockey. I talked to a Canadian guy named Troy. He explained the rules of ice hockey to me. I enjoyed the game a lot more once I understood it better. He gave me his email address, so I'll write to him soon. I'm coming back to Vietnam next week – I wish I could stay longer so I could practice my English more. See you soon.

Love,
An



Nguyễn Kim
2034 Xuân Vũ,
Hòa Lư, Ninh Bình, Vietnam

b. Now, read and write True or False.

1. An's English is improving. _____
2. She went to the aquarium by taxi. _____
3. An went to see a hockey game. _____
4. She met a Canadian called Troy. _____
5. An will stay longer in Vancouver to practice her English. _____

c. In pairs: Would you like to visit an English-speaking country? Which one? What problems do you think you would have?



Writing

- a. Read about writing postcards. Then, read An's postcard again and circle the examples she uses for each point in the Writing Skill box.

Writing Skill

Writing postcards

To write postcards to your friends, you should:

1. Start with an informal greeting:
"Hi Bảo...", "Hey Uyên..."
2. Say where you are using the Present Continuous:
"I'm writing to you from London...", "I'm having a great time in Sydney..."
3. Describe what you did using the Past Simple. Talk about activities:
"I went to the National Museum.", "I met a Canadian guy."
4. Talk about your plans for the rest of the vacation using the Present Continuous (future use) or the Future Simple:
"Tomorrow, we're going to Melbourne.", "We'll be in Chicago on Monday..."
5. Finish with an informal goodbye:
"See you next week.", "Wish you were here."

- b. Underline and correct the mistakes. Then, rewrite the postcard in the correct order in your notebook. Use the skill box to help you.

1. Wish you are here!
2. Last Thursday, I go shopping in SoHo and ordered lunch at a café. I met an interesting guy from Peru. We spoke English together.
3. Tomorrow, I walk around Central Park with him.
4. I have a great time in New York. I'm practicing English every day.
5. Dear Quý,



Speaking

- a. Imagine you went to an English-speaking country on vacation. In pairs: Talk with your partner. Where did you go? Why? What did you do there?

- b. Make a list of ways you used English on your vacation. Use the table below and the examples to help you. Then, share with your friend.

Shopping/Food	Travel/Hotel	Meeting people	Problems
e.g. order lunch	e.g. buy a bus ticket	e.g. on the bus	e.g. got lost



Let's Write!

Now, write a postcard to your friend using two or three ideas from your notes in Speaking b. or your own ideas. Use the Feedback form to help you. Write 60 to 80 words.

Feedback

- | | |
|--|-----|
| The postcard follows the model and uses the correct structure. | ☆☆☆ |
| It is interesting. (Suggest ideas, if not.) | ☆☆☆ |
| I can understand everything.
(Underline anything you don't understand.) | ☆☆☆ |



pages

108-109

Review materials for Unit 9

Unit 10

Energy Sources

LESSON 1

Can you...?

- talk about types and **sources** of energy
- use "more...than..." and "less...than..." to make comparisons

Conversation Skill: Asking for clarification



New Words

a. Fill in the table. Listen and repeat.



1 RENEWABLE ENERGY

energy that can be used again and again

solar power

2 NON-RENEWABLE ENERGY

energy that cannot be used again and again

oil

3



solar power

4



wind power

5



oil

6



coal

7



natural gas

8



hydropower

Renewable energy is "green" energy. It is clean and good for the environment.
Non-renewable energy sources can cause **pollution**.

b. In pairs: Discuss which renewable energy source could be useful where you live.

Which energy source could we use in our town?

We could use solar power because it's really sunny here.



Listening

a. Listen to Emma and James talking to experts at an energy convention.

What do they want to learn about?



1. different energy sources

2. renewable energy sources only

b. Now, listen and circle **True** or **False**.



1. Michael works for Greenwood Energy.

True/False

2. Greenwood gets 22% of its energy from coal.

True/False

3. Half of Greenwood's energy comes from renewable sources.

True/False

4. Maple Falls gets 16% of its energy from coal.

True/False

5. Greenwood uses more renewable energy than Maple Falls.

True/False

c. In pairs: What sources of energy does your country use? Do you think it uses more non-renewable or renewable energy?



Conversation Skill

Asking for clarification

To ask someone to repeat what they just said, say:

Did you say (12%) or (20%)?

Listen and repeat.






Energy sources

Springfield: 60% coal, 20% oil, 20%...

Twin Peaks City: 20% coal, 10%...

Springfield gets **more** energy from coal **than** Twin Peaks City.

“more...than...” “less...than...”

We use **more...than...** and **less...than...** to compare different things.

Springfield uses 40% **more** coal **than** Twin Peaks.

Twin Peaks uses 40% **less** coal **than** Springfield.

Springfield **doesn't get/gets** **less/more** **energy from coal** **than** Twin Peaks.

Does **Hambry** **use** **less/more** **coal** **than** **Highdale**?

b. Unscramble the sentences.

1. electricity/than/20%/more/Towns/use/villages.

Towns use 20% more electricity than villages.

2. natural/Highdale/burn/gas/Does/than/Wintertown?/more

3. than/gets/Springfield/from/energy/40%/less/Twin Peaks./solar/power

4. in/use/Springfield/electricity/in/Twin Peaks./People/than/people/more

5. of/Maple Falls?/than/from/Greenwood/more/Does/get/coal/its/energy

c. Look at the table and write the sentences.

1. Hambry/oil/Highdale

Hambry gets less energy from oil than Highdale.

2. Highdale/coal/Hambry

3. Highdale/solar power/Wintertown

4. Hambry/coal/Highdale

5. Wintertown/hydropower/Hambry

6. Wintertown/Hambry/oil/Highdale

	Hambry	Wintertown	Highdale
Coal	70%	5%	30%
Oil	25%	15%	30%
Solar power	-	-	40%
Hydropower	5%	80%	-

d. In pairs: Compare more information from the table. Use the prompts.

Wintertown/coal/Hambry

Highdale/hydropower/Wintertown



Pronunciation

Word Stress

a. Stress the first syllable for numbers which are multiples of ten.

c. Listen and cross out the word that doesn't follow the note in "a." 

forty sixty

b. Listen to the words and focus on the underlined letters. 

twenty sixy ninety

d. Read the words with the correct stress to a partner.



Practice

Ask and answer. Then, compare energy sources in Bigton and Greenville. Swap roles and repeat.

How much energy does Bigton get from solar power?

It gets three percent from solar power. What about Greenville?

Greenville gets one percent from solar power.

Greenville gets less energy from solar power than Bigton.



renewable energy – 19%

3%	solar power	1%
7%	hydropower	41%
21%	coal	38%
9%	wind power	1%
44%	natural gas	15%
9%	oil	0%
7%	other sources (non-renewable)	4%



renewable energy – 43%



Ask for clarification.



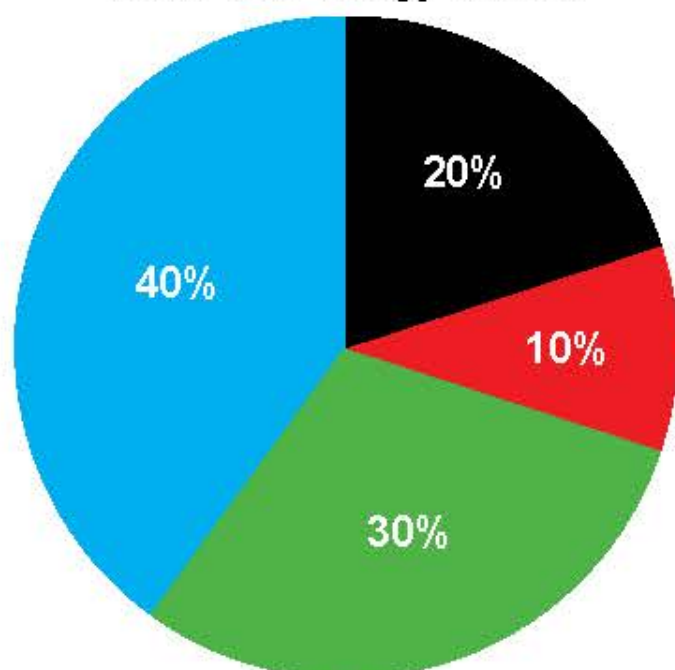
Speaking

WHICH CITY IS GREENER?

a. You're an energy expert interested in how two different cities use different kinds of energy.

In pairs: Student B,   Student A, ask about Springfield and complete the table. Swap roles. Answer questions about Twin Peaks.

Twin Peaks Energy Sources



● oil ● coal ● wind power ● hydropower

Springfield Energy Sources

Oil	_____
Coal	_____
Wind power	_____
Hydropower	_____
Solar power	_____

b. Compare the energy sources for Twin Peaks and Springfield. Which city uses more renewable energy?

Unit 10

Energy Sources

LESSON 2

Can you...?

- talk about the advantages and disadvantages of energy sources
- use "and" and "but"



New Words

a. Match the words with the pictures.



wind turbine



1. power plant
2. wind turbine
3. solar panel
4. nuclear power

b. Add each word/phrase (5–9) to the correct column. Listen and repeat. 

Advantages	Disadvantages
renewable	non-renewable
_____	expensive to build
cheap to run	_____
_____	causes pollution

5. dangerous
6. cheap to build
7. expensive to run

8. clean to run
9. noisy

I think coal causes pollution.

I think solar power is clean to run.

c. In pairs: Discuss which energies you think are clean to run or cause pollution.



Reading

a. Read the text and underline the correct title.

1. The Advantages of Clean Energy Sources
2. Comparing Different Energy Sources

Choosing the best option for energy can be difficult. Coal power is the most popular form of energy today because coal plants aren't expensive to build. However, they can produce a lot of pollution. Other non-renewable energy sources, like natural gas, are cleaner than coal, but they still aren't good for the environment.

Countries are now moving to renewable sources of energy like wind, solar, and hydroelectric power.

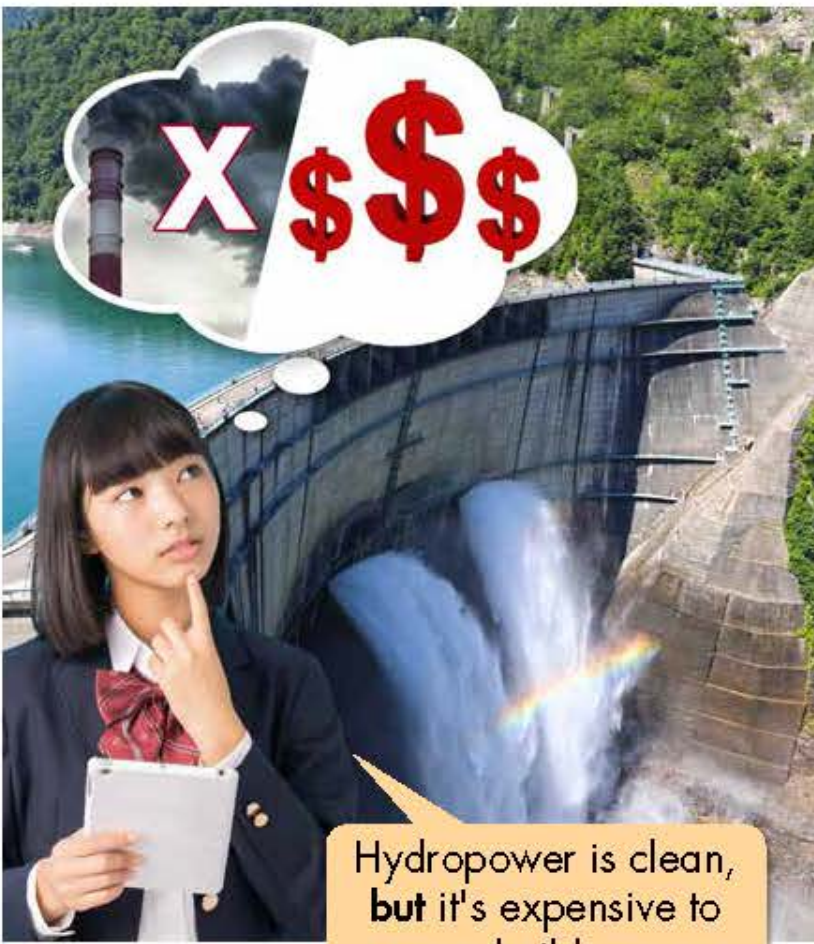
Wind and solar power plants are clean and cheap to run, but they aren't cheap to build. Also, wind turbines are noisy and need windy weather to work well, and solar power doesn't work at night. Hydroelectric plants also don't cause pollution, but they can be expensive to build and **affect** the environment by stopping fish from moving freely. For these reasons, countries and cities usually choose a **mix** of energy types.



b. Now, read and answer the questions.

1. Why does the article say coal plants are common?
2. Why is natural gas better than coal?
3. What are two advantages of wind power plants?
4. What is a disadvantage of solar power?
5. What environmental problem does hydroelectric power **create**?

c. In pairs: Which of the energy sources is the best choice for the future of your country?

**"and" – "but"**

We use **and** to add similar ideas.

*It's cheap to run **and** it's renewable.*

*It's noisy **and** expensive to build.*

We use **but** to add different or unexpected information.

*It's cheap to build a power plant, **but** it causes pollution.*

It's **clean** **and** (it's) **cheap** to run.

It's **clean** , **but** (it's) **expensive** to build.

Hydropower is **clean** **and** **renewable** , **but** it's **expensive** to build.

b. Write sentences using the prompts.

1. Coal/cheap/easy/use
2. Hydropower/clean/cheap
3. Wind power/clean/renewable/noisy
4. Natural gas/cheap/non-renewable
5. Motorbikes/popular/cheap/pollution
6. **Microwave ovens**/convenient/save money

Coal is cheap and easy to use.

c. Fill in the blanks using **and** or **, but**.

1. **Electric** cars are clean _____, **but** _____ they are expensive to buy.
2. Nuclear power can sometimes be dangerous _____ it's cheap to run.
3. Microwave ovens are cheap _____ they use less electricity than electric ovens.
4. Solar panels save money _____ they are clean.
5. Coal power plants are popular _____ cheap _____ they cause pollution.
6. My hometown is noisy _____ polluted _____ I love living there.



d. In pairs: Make sentences about different types of transportation. Use the prompts.

airplanes/fast/convenient/pollution cars/convenient/expensive bicycles/clean/cheap/good for health



Pronunciation

Sound Changes

a. "...and..." often sounds like /n/.

c. Listen and cross out the sentence that doesn't follow the note in "a." 

Coal is cheap and easy to use.

Wind power is clean and cheap to use.

b. Listen. Notice the sound changes of the underlined words. 

Solar power is clean and cheap.

Cars are noisy and expensive.

d. Read the sentences with the correct sound changes to a partner.



Practice

Ask and answer.

Can you tell me about wind power?

It's clean and cheap to run, but it's expensive to build. It's also...

	Advantages	Disadvantages
Wind	Cheap to run Renewable Clean	Expensive to build Needs windy location
Hydro	Cheap to run Renewable Clean	Expensive to build Needs big rivers
Solar	Cheap to run Renewable Clean	Expensive to build Doesn't work at night
Natural gas	Cheap to build	Expensive to run Creates some pollution
Coal	Cheap to build	Expensive to run Creates pollution
Nuclear	Cheap to run Clean	Expensive to build Dangerous (maybe)

2018 Cost estimates from Physics Dept., University of Oregon



Speaking

a. In pairs: Discuss the advantages and disadvantages of the energy sources, and say why each would be good or bad for your city/town.



Best energy sources
for our area



b. Now, decide on the three best options, and what percentage each source should be.

I think 50% of our energy should come from solar power.

Unit 10

Energy Sources

LESSON 3

Can you...?

- talk about different energy sources
- write a formal email

Writing Skill: Writing formal emails



Let's Talk! In pairs: Look at the picture. What problem can you see? What causes it? What can we do to improve it?

Listening a. Listen to an interview. What is Harry's job? 

1. energy expert
2. city mayor

b. Now, listen and answer the questions. 

1. How much of its energy does Greenview get from coal power?

2. What does Harry say is good about coal power?

3. How much of its energy does Greenview get from renewable sources?

4. Who did Harry speak to last week?

5. What energy source does Harry suggest?



Reading a. Read Elizabeth's email and circle Windrush City's biggest problem.

1. too many wind turbines
2. too much air pollution
3. spending too much money on energy

 New message

To: mayoradams@windrush.org

Subject: Energy suggestions for Windrush City

Dear Mayor Adams, 

My name is Elizabeth Freeman. I am a student at Windrush Secondary School.

I am writing about the polluted air in our city. 

I would like to suggest ways to make Windrush City more eco-friendly.

Now, we get 70% of our energy from coal. Coal power plants are expensive to run. They cause a lot of pollution, too. I think we should change to wind power. 

It is renewable and cheap to run. It would work very well. It is really windy in our city. This will reduce air pollution and make Windrush City more eco-friendly.

Thank you for reading this.

Sincerely, 

Elizabeth Freeman

SEND



b. Now, read and fill in the blanks.

1. Elizabeth goes to _____ Secondary School.
2. She is writing about the _____ air in the city.
3. The city gets most of its energy from _____.
4. Wind power is _____ to run.
5. Windrush City will become more _____ if Mayor Adams follows Elizabeth's suggestion.

c. In pairs: Is your town polluted? What are the causes? What should your town do to improve it?



Writing

a. Read about writing formal emails. Then, read Elizabeth's email again and number the parts that are more formal than:

1. Hi Mayor Adams!
2. See you.
3. I wanted to say that Windrush City isn't very clean.
4. Coal isn't the best energy to use. Let's use wind power.

Writing Skill

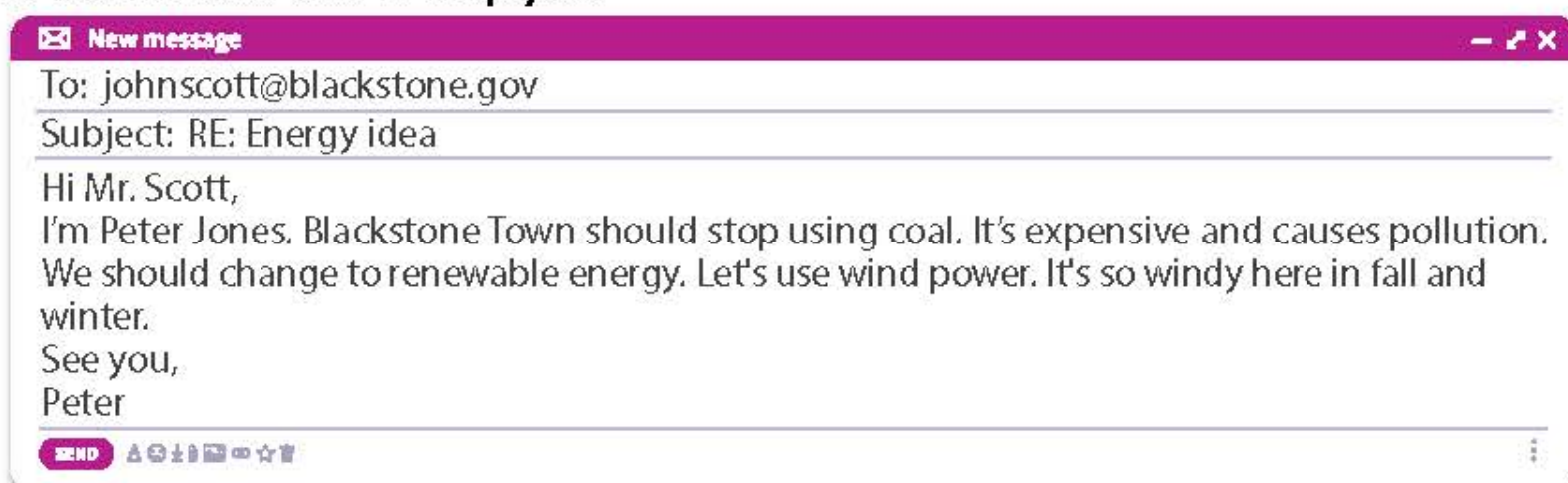
Writing formal emails

To write a formal email, you should:

1. Write a subject line: *Changing the energy we use*
2. Write a greeting: *Dear Mr. Bates,*
3. Introduce yourself and why you are writing: *My name is...I am writing about...*
4. Give the problems and solutions: *Currently, Laketown uses...Laketown should change...*
5. Finish the email with "Sincerely" and your full name.

*Always use full sentences in a formal email – no contractions. (*I'm* → *I am*)

b. Read the email below and underline the informal language. Rewrite them in formal language in your notebook. Use the skill box to help you.



Speaking

a. You're talking about how to make Blackstone Town greener. In pairs: Read about Blackstone Town. Discuss which energy sources the town should use more or less.

Blackstone Town

Energy sources

- Coal – 60%
- Natural gas – 15%
- Solar – 5%
- Oil – 20%

Blackstone Town is near a large river. It's very windy during the fall and winter. It's sunny in spring and summer. The city doesn't have much money to spend.



b. Complete the table with two energy sources you want to change, what you want to change them to, and why.

	Name	Reason
Current energy source 1:		
New energy source:		
Current energy source 2:		
New energy source:		



Let's Write!

Now, write an email to the mayor of Blackstone Town to suggest changing energy sources. Use the Feedback form to help you. Write 60 to 80 words.

Feedback

The email follows the model and uses the correct structure. ☆☆☆

It is interesting. (Suggest ideas, if not.) ☆☆☆

I can understand everything. (Underline anything you don't understand.) ☆☆☆



pages

110-111

Review materials for Unit 10

Review

In this lesson, you'll review...

- free time activities and hobbies
- making future plans



Listening

You will hear John talking to his mom about his friends' free time activities. Which activity does each person do? For each question, write a letter (A-H) next to each person. You will hear the conversation twice. 

Example:

0. John

G

Free time activities

People

1. Annie

2. Chloe

3. Anton

4. Karl

5. Julia

A. play badminton

B. bake cakes

C. play online games

D. play volleyball

E. make vlogs

F. take photos

~~**G.** play basketball~~

H. build models



Example:

0. Who shares their hobby with a family member?

0	A ☒	B ☐	C ☐
---	--	-------------------------------	-------------------------------

1. Who often goes to the sports center?

2. Who wants to try yoga?

3. Who likes going for walks?

4. Who plays basketball?

5. Who has a water park near their house?

Answer:

1	A ☐	B ☐	C ☐
2	A ☐	B ☐	C ☐
3	A ☐	B ☐	C ☐
4	A ☐	B ☐	C ☐
5	A ☐	B ☐	C ☐

In My Free Time

A. Hi! I'm Amy. In my free time, I bake cakes and cookies. I bake with my mom because she also likes baking. I like going for walks, too. In the summer, I usually go to the water park near my house. It's really fun.

B. My name's Ben. In my free time, I collect soccer stickers because I love sports. I have more than 50 stickers! I go to the sports center to go rock climbing. I often play basketball with my friends there, too.

C. Hello. I'm Jess. I like shopping at the market for old crafts. Sometimes I make vlogs about the things I buy. My friends and family like my vlogs. I don't really like sports, but I want to try doing yoga.

**Vocabulary**

Fill in the blanks with the words from the box.

sports center	make vlogs	ice rink	market
bake cakes	building models	fair	water park

1. My parents bought me a video camera and I use it to make vlogs.
2. Let's meet at the _____ at 7:30. Don't forget to bring your ice skates.
3. My dad's going to teach me how to _____. I want to make one for my mom's birthday.
4. The _____ has many fun rides. We go there every summer.
5. Our school is organizing a _____ this weekend. There will be crafts, books, food, and fun games.
6. My mom goes to the _____ to buy food early in the morning.
7. There's a new _____ in town. Do you want to play badminton there this Friday?
8. My brother has a collection of paper boats and houses. He likes _____.

**Grammar****a. Unscramble the sentences.**

1. cousins/theater/and/to/going/his/Jason/on/the/are/Saturday.
2. alley/bowling/opens/10 a.m./at/The
3. tomorrow?/What/Sofia/we/time/are/meeting
4. brother/a/has/soccer/collection/My/of/stickers.
5. evening./this/are/friends/basketball/playing/My

b. Look at the map and circle the correct words.

1. Let's meet at the café opposite next to the movie theater.
2. The bookstore is *in front of* *behind* the café.
3. Do you want to meet at the market *opposite* *behind* the movie theater?
4. The clothing store is *in front of* *behind* the ice cream store.
5. I often go running in the park *next to* *behind* the market.

**Pronunciation****a. Circle the word that has the underlined part pronounced differently from the others.**

- | | | | |
|-----------------------------|-------------------------------|---------------------|---------------------|
| 1. A. vlog | B. <u>m</u> odel | C. <u>s</u> occer | D. <u>s</u> port |
| 2. A. sk <u>a</u> ting | B. g <u>a</u> me | C. c <u>a</u> ke | D. m <u>a</u> rket |
| 3. A. on <u>l</u> ine games | B. i <u>c</u> e r <u>i</u> nk | C. bow <u>l</u> ing | D. st <u>i</u> cker |

b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.

- | | | | |
|---------------|--------------|--------------|------------------|
| 4. A. model | B. center | C. collect | D. sticker |
| 5. A. theater | B. equipment | C. badminton | D. skateboarding |
| 6. A. online | B. habit | C. soccer | D. comic |

In this lesson, you'll review...

- talking about what makes a healthy lifestyle
- giving advice and persuading someone to have a healthy lifestyle



Listening

You will hear a doctor talking to a group of students about staying healthy. Listen and fill in the blanks. You will hear the information twice. 

Teenagers and Sleep



- Name of doctor: (0) _____ Brown _____
- Important to get: (1) _____ hours of sleep
- Difficult to sleep before: (2) _____ p.m.
- Teenagers getting enough sleep: (3) _____ %
- Shouldn't eat or: (4) _____ before bed
- Relax before bed by: (5) _____



Reading

Read the article about how to stay healthy. Choose the correct answer (A, B, or C).

Teenagers: How to Stay Healthy

Having a healthy lifestyle is very important. Unhealthy habits will make you feel tired and increase your chance of becoming overweight. Here are some things you should pay attention to:

- Eat many types of food and try to eat more fruit and vegetables. Many teens like fast food and soda, but they're really bad for you. You don't have to stop eating your favorite burgers completely, but try to eat them less.
- Exercise regularly. You should get an hour of exercise a day. If you can't, try to be active for at least half an hour three times a week.
- Get enough sleep. You shouldn't stay up late too often. Your body needs about nine hours of sleep every night, but most teens have only about seven hours of sleep. Having enough sleep will help you focus and remember things more easily.



Example:

0. What isn't a result of an unhealthy lifestyle?

- A. not having enough energy
B. becoming fat
C. finding it difficult to sleep

Answer:

0	☐ A	☐ B	☒ C
1	☐ A	☐ B	☐ C
2	☐ A	☐ B	☐ C
3	☐ A	☐ B	☐ C
4	☐ A	☐ B	☐ C

1. What does the article say about healthy eating?

- A. Never eat fast food.
B. Eat many different kinds of food.
C. Eat more fruit and vegetables than meat.

2. What's the least amount of exercise teens should get?

- A. 30 minutes three times a week
B. 60 minutes three times a week
C. 60 minutes every day

3. How much sleep do most teens get each night?

- A. seven hours
B. eight hours
C. nine hours

4. What isn't a benefit of having enough sleep?

- A. Your body will be stronger.
B. You can focus better.
C. Your memory will be better.

**Vocabulary**

Fill in the blanks with the words from the box.

stay up late eat fruit and vegetables get some sleep take your medicine
has a sore throat unhealthy take vitamins keep warm

1. It's 11 p.m., Mandy! You shouldn't stay up late.
2. Most people don't need to _____ because they can get enough vitamins from their food already.
3. It's very important to _____ during winters.
4. We'll need to wake up at 4 a.m. tomorrow. Try to _____ now.
5. Matt's lifestyle is really _____. He doesn't exercise and eats lots of burgers and pizzas.
6. Don't forget to _____ after lunch. The doctor said you should eat some food before taking it.
7. Jane _____. It hurts when she eats or talks.
8. A good way to get your kids to _____ is to add some to their favorite dishes.

**Grammar**

a. Circle the correct words.

1. Can you go buy some/*much* milk, please?
We don't have *some*/any left.
2. I eat *lots of*/any vegetables every day.
3. Ben doesn't do *any*/a little exercise.
He's very lazy.
4. My parents let me watch *a little*/any TV every day.
5. You should drink *lots of*/any water every day.

b. Unscramble the sentences.

1. shouldn't/TV./You/much/watch/too
You shouldn't watch too much TV.
2. do/What/should/healthier?/I/to/become
3. exercise./He/much/do/doesn't
4. get/a/Teens/hours/night./nine/should/sleep/of
5. of/shouldn't/candy./You/eat/lots

**Pronunciation**

a. Circle the word that has the underlined part pronounced differently from the others.

1. A. take B. stay C. late D. soda
2. A. fever B. rest C. vegetable D. medicine
3. A. candy B. fast food C. warm D. have

b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.

4. A. medicine B. unhealthy C. vitamin D. vegetable
5. A. lifestyle B. fever C. lazy D. enough
6. A. cafeteria B. stomachache C. restaurant D. exercise

Unit 3

Review

In this lesson, you'll review...

- music that you like
- how to make plans to go to a music event



Listening

You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).

CD2
36

Example:

0. What does Mark like listening to?



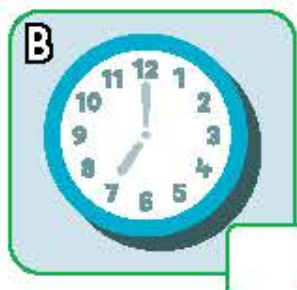
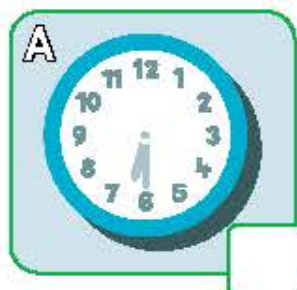
1. What does Amanda want to listen to?



2. Which band does Zack want to watch?



3. What time is the show?



4. Who did Kurt think was amazing?



5. Who did Linda not like?



Reading

Read the paragraph. Choose the best word (A, B, or C) for each space.

MY FAVORITE KIND OF MUSIC

I like listening to all kinds of music, but hip hop is (0) _____ favorite. Hip hop started (1) _____ the 1970s, in the USA. It is now popular all over the world. My favorite hip hop singer is G Star. He (2) _____ great! He is very popular and sells records all over the world. I usually listen to his songs at break time at school. I also (3) _____ dancing to hip hop with my friends in the park. We (4) _____ it at least twice a week. Sometimes we put on a show on the weekends. Our parents say that we are really good. We are going to G Star's show (5) _____ Saturday evening. I think it is going to be fantastic. I can't wait!

Example:

0. A. I

B. mine

C. my

Answer:

	A	B	C
0	☐	☐	☒

1. A. in

B. on

C. at

2. A. am

B. is

C. are

3. A. enjoy

B. enjoys

C. enjoying

4. A. do

B. doing

C. are

5. A. at

B. in

C. on

	A	B	C
1	☐	☐	☐
2	☐	☐	☐
3	☐	☐	☐
4	☐	☐	☐
5	☐	☐	☐

**Vocabulary**

Number the pictures.

1. classical music
2. rock
3. country music
4. hip hop
5. reggae
6. folk music

**Grammar**

a. Underline the mistakes and write the correct answers on the lines.

1. What kind of music are you like listening to?
2. I likes jazz. I hates rock.
3. I doesn't think country music is exciting.
4. He don't like listening to jazz. He think it's boring.
5. Is she often listen to classical music?
6. RnB is he favorite kind of music.

do

b. Write sentences using the prompts.

1. There's/music festival/our town/January.
2. G Star's show/1 p.m./January 20th.
3. Would you like/go/my birthday party/Friday evening?
4. My friend's birthday/March.
5. My parents/enjoy/listening/country music/their free time.

**Pronunciation**

a. Circle the word that has the underlined part pronounced differently from the others.

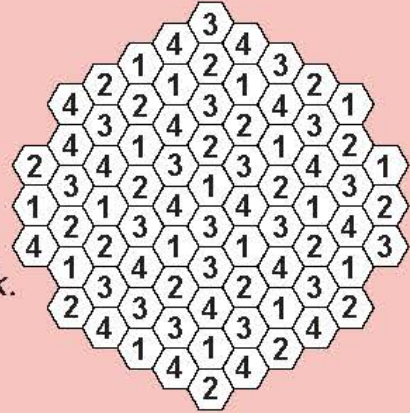
- | | | | |
|--------------------------|-------------------|-------------------|-------------------------|
| 1. A. hip <u>h</u> op | B. r <u>o</u> ck | C. p <u>o</u> p | <u>D.</u> f <u>o</u> lk |
| 2. A. cl <u>a</u> ssical | B. j <u>a</u> zz | C. d <u>a</u> nce | D. reggae |
| 3. A. h <u>e</u> ars | B. s <u>i</u> ngs | C. m <u>a</u> kes | D. s <u>a</u> ys |

b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.

- | | | | |
|-------------------|-------------|--------------|-------------|
| 4. A. dancer | B. device | C. singer | D. country |
| 5. A. reggae | B. hip hop | C. guitar | D. music |
| 6. A. interesting | B. terrible | C. beautiful | D. exciting |

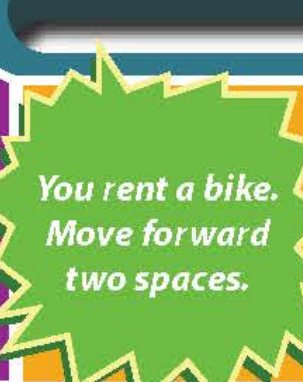
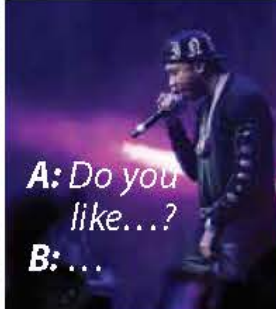
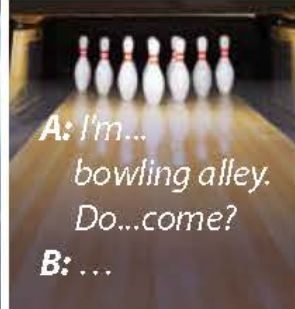
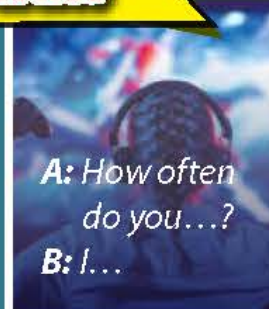
Semester 1 Mid-term Review

Speaking Play the board game.

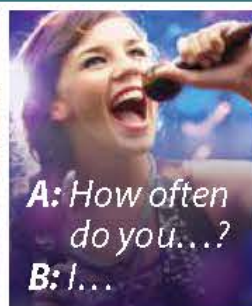
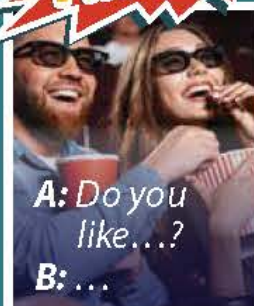
Board game	Win the game
- Pairs take turns. - Winning pair goes first. - Cover your eyes and use a pencil to pick a number. Move that number of steps. - In pairs, use the useful language from the units correctly or move back to where you were. 	The first pair to get to the FINISH wins tickets to <i>La La Water Park</i>. 

Play the game to win tickets to a water park.

START



FINISH



Writing

Make notes about a music festival you want to invite your friend to.

What day the festival is?	_____
Music festival name and type	_____
Ticket price	_____
Who is playing and when?	_____
Opinion about their music	_____
Where and when you will meet?	_____

Now, use your notes to write an email to invite your friend to a music festival. Write 60 to 80 words.

✉ New message
— ↗ ✕

To: _____

Subject: _____

SEND

 A ☺ ⬇ 📎 🔒 ☆ 🗑

⋮

Semester 1 Mid-term Evaluation

I can...

- ask and answer about hobbies using the Present Simple. ☆☆☆☆☆
- talk about future plans using the Present Continuous and prepositions of place. ☆☆☆☆☆
- talk about what makes a healthy lifestyle using indefinite quantifiers. ☆☆☆☆☆
- give advice and persuade someone to have a healthy lifestyle using "should" and "shouldn't." ☆☆☆☆☆
- talk about music that you like using the Present Simple. ☆☆☆☆☆
- make plans to go to a music event using prepositions of time and possessive adjectives. ☆☆☆☆☆
- write invitation emails, request letters and movie descriptions. ☆☆☆☆☆

If you give yourself fewer than 3 stars, review Units 1–3 on pages 4 to 27.

Review

In this lesson, you'll review...

- how to plan charity events
- community services



Listening

You will hear a boy talking to his friend about different kinds of community service. Listen and complete questions 1–5. You will hear the conversation twice.  CD2 37

Serving Our Community

Tom is making a poster for:

0 _____ a craft fair

He wants to raise money for:

1 _____

Emma thinks they should organize:

2 _____

Emma says they should:

3 _____

She says they should donate:

4 _____

Tom says he'd like to donate:

5 _____



Reading

Look and read. Choose the correct answer (A, B, or C).

Example:

0.

CRAFT FAIR
clothing/art/jewelry
Saturday July 20, 12 p.m. – 8 p.m.

- A. The craft fair lasts two days.
B. You can buy bracelets and rings here.
C. You can visit the craft fair in the morning.

Answer:

0	A ☐	B ☒	C ☐
---	----------------------------	---------------------------------------	----------------------------

1.

TREE PLANTING DAY
Celebrate Earth Day with us by signing up for the tree planting day.
Location: **Maddy Hill Farm**
Visit www.plantatree.com to sign up.

- A. You don't need to sign up to take part in this event.
B. You can sign up at Maddy Hill Farm.
C. They organize this event to celebrate Earth Day.

1	A ☐	B ☐	C ☐
2	A ☐	B ☐	C ☐
3	A ☐	B ☐	C ☐

2.

CHARITY CAR WASH
December 9th, 9 a.m. – 3 p.m.
Location: Greenwood School parking lot
Small car: \$10, large car: \$15
ALL DONATIONS SUPPORT GREENWOOD CHARITY

- A. The car wash raises money for local poor students.
B. Volunteers wash a big car for a \$15 donation.
C. You can only visit the charity car wash in the morning.

3.

Soup Kitchen Volunteers needed
Just two hours of your time will make a difference. Choose your own time.
Monday–Friday, 7 a.m. till 4 p.m.
Call 202-555-0141 for more information.

- A. The soup kitchen needs volunteers for the weekend.
B. Volunteers work for two hours every day.
C. You can choose when to volunteer from Monday to Friday.

**Vocabulary**

Fill in the blanks with the words from the box.

donate clothes

a bake sale

a car wash

clean up parks

a craft fair

raise money

~~plant trees~~

right

1



plant trees

2



3



4



5



6



7



8

**Grammar**

a. Fill in the blanks with the Past Simple form of the verbs in brackets.

- The school _____ raised _____ (raise) nearly five thousand dollars after the charity day.
- My friends and I _____ (not clean up) the local park last weekend.
- Last summer, my brother _____ (volunteer) at the local food kitchen. He _____ (help) prepare food and do the dishes.
- We _____ (donate) sweaters, scarves, and socks to poor children last winter.
- _____ they _____ (organize) a fun run last month?

b. Underline the mistake in each sentence. Write the correct word on the line.

- Let's having a charity car wash. _____ have _____
- I think we should helping homeless animals in our town. _____
- How about we organized a craft fair? _____
- How about put "Run for Fun" on the poster? _____
- Let's not having a bake sale. _____

**Pronunciation**

a. Circle the word that has the underlined part pronounced differently from the others.

- A. fun B. but C. put D. run
- A. walk B. bake C. play D. sale
- A. lived B. raised C. picked D. organized

b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.

- A. organize B. volunteer C. decorate D. charity
- A. event B. talent C. flower D. money
- A. children B. poster C. kitchen D. donate

Review

In this lesson, you'll review...

- food you need to buy
- containers and quantities of food and drinks



Listening

You will hear Justin and his dad talking in the kitchen. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.  38

Example:

0. Justin forgot to buy...

A. a box of spaghetti.



B. two cans of tomatoes.



C. a can of beans.



2. Justin's mom likes...

A. lemon pie.



B. lemon cookies.



C. lemon cake.



4. Tomorrow, they're going to eat...

A. apple pancakes.



B. strawberry cupcakes.



C. strawberry pancakes.



1. Justin puts the lemons...

A. in the fridge.



B. in the cupboard.



C. on the table.



3. Justin doesn't like...

A. beef.



B. mushrooms.



C. chicken.



5. They need to buy a...

A. carton of milk.



B. bottle of juice.



C. bottle of soda.



Reading

Read the text. Choose the best word (A, B, or C) for each space.

Suzie's shopping list

Suzie's mother was busy with work so she sent Suzie to the supermarket with a shopping list. She had to buy lots of groceries. She bought two (0) _____ of eggs, a (1) _____ of flour, and a (2) _____ of butter because her mother wanted to bake a cake and make pancakes. She also bought two cans of beans, five hundred (3) _____ of milk, and some apples to make a fruit salad. They were going to have spaghetti for dinner so Suzie's mom wrote down one (4) _____ of spaghetti. She also needed some ingredients for the spaghetti sauce. This included some beef, two onions, and two tomatoes. Suzie bought the beef and tomatoes, but the spaghetti was sold out, so she bought five hundred (5) _____ of rice instead.

Example:

0. A. cans

B. bunches

C. cartons

1. A. bag

B. bunch

C. stick

2. A. can

B. stick

C. bottle

3. A. sticks

B. grams

C. milliliters

4. A. box

B. bottle

C. tablespoon

5. A. milliliters

B. grams

C. teaspoons

Answer:

0	A	B	C
	☐	☐	☒

1	A	B	C
	☐	☐	☐
2	A	B	C
	☐	☐	☐
3	A	B	C
	☐	☐	☐
4	A	B	C
	☐	☐	☐
5	A	B	C
	☐	☐	☐

**Vocabulary**

Match the words with the descriptions.

1. bunch
2. carton
3. flour
4. butter
5. fridge
6. supermarket
7. spaghetti
8. tablespoon

- a. a container for milk, juice, or eggs
- b. a place to keep butter and milk cold
- c. an ingredient in pancakes and bread
- d. a type of noodle from Italy
- e. a place to buy all your groceries
- f. It's like a teaspoon but bigger.
- g. You can buy it in sticks.
- h. some fruit growing together, like bananas or grapes

**Grammar**Fill in the blanks with *a*, *an*, *the*, *much*, or *many*.

1. How many bananas are in that bunch?
2. Do you have _____ eggs left in your fridge?
3. There's _____ apple on the table.
4. Wait! How _____ oil are you putting in that pan?
5. He ate _____ sandwich for lunch.
6. I don't want _____ butter on my sandwiches.
7. Did you buy milk?
Yes, _____ milk is in the fridge.
8. Oh no! I bought too _____ vegetables!

**Pronunciation**

a. Circle the word that has the underlined part pronounced differently from the others.

- | | | | |
|-------------------------|--------------|-------------|-----------------|
| 1. A. <u>pancakes</u> | B. tomatoes | C. potatoes | D. tablespoons |
| 2. A. ingredients | B. apples | C. lists | D. supermarkets |
| 3. A. <u>tablespoon</u> | B. hamburger | C. sandwich | D. pancake |

b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.

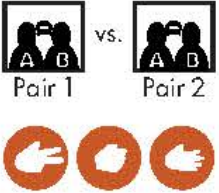
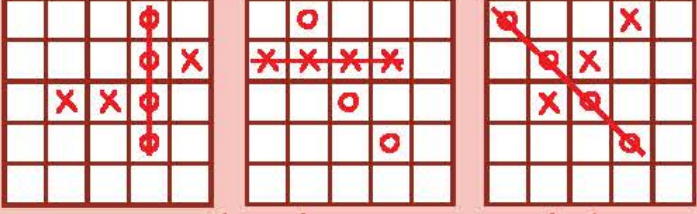
- | | | | |
|-----------------|---------------|--------------|--------------|
| 4. A. pancake | B. sandwich | C. cupboard | D. dessert |
| 5. A. banana | B. tomato | C. hamburger | D. spaghetti |
| 6. A. vegetable | B. tablespoon | C. hamburger | D. potato |

Semester 1 Final Review



Speaking

Play "Connect four."

Connect four	Win the game
- Pairs take turns. - Play rock, paper, scissors - winning pair goes first. - Pair 1 is X. Pair 2 is O. - Choose a box. - Use the useful language from the units correctly. - Mark the box with an X or an O. 	The first pair to get 4 boxes in a row wins.  Tip: Use a pencil and an eraser and play again.

Play the game to win tickets to a show



★ : Use your own ideas/imagination.

A: How...beef... we need? B: ...150...	A: What do we need to make ★? B: We need ★	A: What kind of ...should...? B: ★ A: Do...volunteers? B: ★ A: What...call...? B: ★	Say three things you have in your fridge at home.	 A: What kind of ...should...? B: ...
A: What did... community? B: ★ A: When did you...? B: ★	Plan a charity event to raise money for your school.	 Put... fridge	 A: What did...help...? B: ...	cupboard  Put...
table Put... 	A: How...butter... we need? B: ...200...	Plan a charity event to raise money for hungry children.	A: What do we need to make ★? B: We need ★	 A: What did...help...? B: ...
 A: What kind of ... should...? B: ...	A: How...milk... we need? B: ...120...	A: What kind of ...should...? B: ★ A: Do...volunteers? B: Yes, ★ A: What...call...? B: ★	Put...  cupboard	A: What do we need to make ★? B: We need ★
A: How...apples... we need? B: ...10...	Put...  fridge	A: What do we need to make ★? B: We need ★	Say three things you did to help your community.	Plan a charity event to raise money for sick children.

Writing

Make notes about a dish you enjoyed or didn't enjoy recently.

Name of the dish	_____
What was in it?	_____
What did you eat it with?	_____
Where did you eat it?	_____
Opinion about the dish	_____

Now, use your notes to write an email to your friend about the dish. Write 60 to 80 words.

✉ New message
— ↗ ✕

To: _____

Subject: A dish I had recently _____

SEND

 A ☺ ↓ ↶ 🖼 🔗 ☆ 🗑

⋮

Semester 1 Final Evaluation

I can...

- suggest and plan a charity event using "should", "Let's", and "How about." ☆☆☆☆☆
- talk about things we did to help our community using the Past Simple with regular verbs. ☆☆☆☆☆
- talk about what food you need to buy using quantities and amounts. ☆☆☆☆☆
- talk about containers and quantities of food and drinks using indefinite and definite articles. ☆☆☆☆☆
- write an email about an environmental clean-up and a food blog post. ☆☆☆☆☆

If you give yourself fewer than 3 stars, review Units 4–5 on pages 28 to 43.

Can you...?

- plan and perform a role-play to express how you feel about exams and decline an invitation

PERFORMANCE

SCHOOL DAYS



Performance

Performance Skill

Showing Feelings and Using Body Language in Role-plays

- You can show your feelings by changing the expression on your face (e.g. smile when you are happy).
- You can also show how you feel with your hands and arms (e.g. open arms for happiness).
- Arrange your position (sitting, standing, etc.) to match the situation.
- Use props (e.g. your book can be a menu or a school report) to help your acting and make it seem more real and interesting.

a. Match the feelings to the pictures. With a partner, discuss how you know.

1. disappointed
2. pleased
3. delighted
4. surprised
5. annoyed
6. upset



b. Listen to three people talking to their friends and circle *True* or *False*. 

- | | |
|---|------------|
| 1. Alice is delighted because she got an A on her history test. | True/False |
| 2. Susan can't go to the mall tonight because she has to review for a test. | True/False |
| 3. Matt feels angry because he failed the math and history tests. | True/False |

c. Take turns acting the other three feelings in Task a.

Hey, how were your exams?

I did great! I passed my math test.



Preparation

You are going to perform a role-play with your friend. In pairs, choose two role-play cards and write a conversation for each. Use the Performance Model on page 117 to help you.

Role-play 1

A: You're delighted because you got an A on your *history* test.

B: You're pleased because you passed your *biology* test.

Role-play 2

A: You're surprised because you passed your **math test**.

B: You're annoyed because you got a **C** on your **English test**.

Role-play 3

A: Invite your friend to the **mall tonight**.

B: You have to **finish your essay**.

Role-play 4

A: Invite your friend to the **bowling alley this Saturday**.

B: You have to **finish your book report**.



TIP

Pay attention to your facial expressions and body language. (Look at the Performance Guidelines on page 116.)



Practice

- Practice your role-play with a partner. Remember to show feelings and use your body language.
- Look at the Feedback form. Discuss with your partner how you could improve your role-play and practice again.



Performance and Feedback

- Now, join two other pairs. Take turns performing your role-plays.



It was interesting, but next time don't read from your notes.

- Listeners: Give feedback using the form below. Say one thing you liked and one thing the performers can improve for next time.

Feedback

The performance was interesting.	☆☆☆
They spoke clearly and confidently.	☆☆☆
They didn't read from their notes.	☆☆☆
They showed emotion and used body language.	☆☆☆

I liked the first role-play. It was really funny.

- Who performed the best role-play? Discuss in your groups.



Creative Extension

- Practice your role-play again, but this time change your emotions.
- Perform your role-play again. Can everyone guess how you are feeling?

Unit 6

Review

In this lesson, you'll review...

- declining invitations and expressing obligations
- describing feelings about school

Listening

You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).

Example:

0. When is Claire writing her essay?



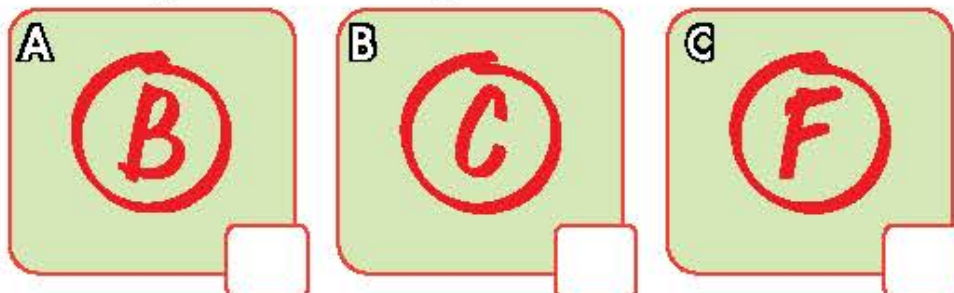
2. Where is Lisa going to study?



4. What test did Mark pass?



1. Why is Simon disappointed?



3. What is James doing tomorrow afternoon?



5. What did Fiona do at school today?



Reading

Read the article about Anna's school year. Choose the correct answer (A, B, or C).

My School Year

Anna Smith, aged 12

This year was quite difficult for me in January and June. I had important tests in most subjects then. I had to work very hard because I had a lot of homework and so much revision. I was very happy because I got good results. I passed all my tests, so my mom was delighted!

Although we didn't have a test for our English class in January, we had to work on presentations in groups. My group did a presentation about organizing charity events to help our community. We talked about having a bake sale and my teacher thought it was a great idea. I was really pleased.

Example:

0. When did Anna have important tests?

- A. In January, June, and September
- B. In January and June
- C. In the winter

1. Why did Anna have to work hard in those months?

- A. She had a lot of homework.
- B. She had a lot of homework and revision.
- C. She did so much revision.

3. What did students do in English class in January?

- A. They worked on projects.
- B. They took tests.
- C. They worked on presentations.

Answer:

0	A	B	C	
1	A	B	C	3
2	A	B	C	4

2. How did Anna's mom feel about her results?

- A. happy
- B. delighted
- C. pleased

4. What was Anna's group's topic?

- A. organizing a bake sale
- B. how to have a presentation in groups
- C. organizing charity events

**Vocabulary****Circle the correct words.**

1. He is really *disappointed/excited* because he didn't get good grades at school.
2. I have to give a *test/presentation* to my class tomorrow. I don't like speaking in front of people, so I'm really nervous.
3. I wrote a *project/book report* about the Harry Potter stories.
4. I *passed/failed* the math test because it was too difficult.
5. I have to do a lot of *homework/presentations* after school.
6. I'm so delighted because I *passed/failed* all my tests!
7. She was really *annoyed/surprised* because she got 100% on her English test.
8. For our science *project/homework*, we grew sunflowers in our classroom.

**Grammar****Underline the mistakes and write the correct answers on the lines.**

1. I am so upset then I failed my English test. _____ because _____
2. She was real delighted because she got 90% on her project. _____
3. I am so surprised so I got an A on my math homework. _____
4. I'm sorry, I has to do my history essay. _____
5. Do you had to practice your presentation later? _____
6. I was really disappointed however I failed my biology project. _____

**Pronunciation****a. Circle the word that has the underlined part pronounced differently from the others.**

- | | | | |
|---------------------------|---------------------------|----------------------|---------------------|
| 1. A. surprised <u>ed</u> | B. pleased <u>ed</u> | C. failed <u>ed</u> | D. <u>passed</u> |
| 2. A. delighted <u>ed</u> | B. disappointed <u>ed</u> | C. annoyed <u>ed</u> | D. tested <u>ed</u> |
| 3. A. pleased <u>ed</u> | B. passed <u>ed</u> | C. asked <u>ed</u> | D. missed <u>ed</u> |

b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.

- | | | | |
|----------------|-------------|------------|--------------|
| 4. A. essay | B. upset | C. project | D. homework |
| 5. A. report | B. abroad | C. lonely | D. although |
| 6. A. negative | B. positive | C. however | D. difficult |

Review

In this lesson, you'll review...

- describing and identifying personal belongings
- comparing different types of transportation

 **Listening** You will hear a man talking about transportation in London. Listen and fill in the blanks. You will hear the information twice. 

Name of Speaker	James (0) _____ Martin _____
Buses	19,000 bus (1) _____ Pay using a travel (2) _____
Underground	(3) _____ underground train lines
Trains	Connects Central London with Heathrow (4) _____
Taxis	(5) _____ when in a hurry

 **Reading** Read the email about a trip to an amusement park. Write one word for each blank.

 New message

To: ellie1883@frendzmail.com

Subject: Trip to my city

Hi Ellie,

How (0) _____ you? (1) _____ you doing anything this Saturday? I'm planning to go (2) _____ the amusement park (3) _____ the afternoon. It's meant to be really fun. They have some amazing roller coasters and lots of other rides. I think they have a small zoo there with some cute animals, too. Would you like to come? I think we will have an awesome time. Jill and Kenny are going to come, too.

It's on Black Street near the supermarket. We can go (4) _____ bus or train. The bus isn't as comfortable as the train, (5) _____ it's a lot cheaper. I think I would prefer to take the bus. I don't have very much money.

Let me know if you can come.

Sam

SEND 

Example:

0	are
---	-----

Answer:

1	_____	2	_____	3	_____
4	_____	5	_____		

**Vocabulary**

Match the words with the descriptions.

1. customs
2. passport
3. suitcase
4. baggage claim
5. boarding pass
6. frequent
7. sunglasses
8. subway

- a. the ticket that allows you to get on the plane
- b. the people at the airport who check your luggage
- c. You wear them to protect your eyes.
- d. a document you need to leave your country
- e. an underground train
- f. a large case for your clothes
- g. very often
- h. the place in the airport where you collect your luggage

**Grammar**

a. Circle the correct words.

1. That suitcase belongs to me. It's mine/my/her.
2. She lost her/hers/theirs passport.
3. Whose bag is this? It's got her name on it so it must be her/hers/their.
4. Our/Theirs/Mine house is in the middle of the street.
5. Please take it. It's yours/my/her.

b. Write sentences using the prompts.

1. My/big/blue/backpack/new

2. It/her/old/red/suitcase

3. This/new/orange/bag/yours

4. Your bag/not/new/mine

5. The train/not/fast/plane

6. The subway/not/comfortable/train

**Pronunciation**

a. Circle the word that has the underlined part pronounced differently from the others.

- | | | | |
|-------------------------|--------------|-------------|------------|
| 1. <u>A</u> . passports | B. stations | C. customs | D. bags |
| 2. A. hotels | B. backpacks | C. stations | D. taxis |
| 3. A. trains | B. planes | C. tickets | D. subways |

b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.

- | | | | |
|------------------|-------------|-----------------|-------------------|
| 4. A. ticket | B. hotel | C. airport | D. handbag |
| 5. A. passenger | B. traveler | C. underground | D. visitor |
| 6. A. electronic | B. reliable | C. eco-friendly | D. transportation |

Unit 8

Review

In this lesson, you'll review...

- festivals around the world
- compare how different countries celebrate festivals



Listening

You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).



Example:

0. You will hear two friends talking about their day. Which festival did they go to?

- A. a food festival
- B. a music festival
- C. a sports festival

☒
☐
☐

1. You will hear a girl, Mary, talking about a festival. What does she want to do?

- A. see a concert
- B. take part in everything
- C. do arts and crafts

☐
☐
☐

2. You will hear a boy, Harry, talking about Halloween in the US. What was the most different from Halloween in the UK?

- A. the candies
- B. trick-or-treating
- C. the decorations

☐
☐
☐

3. You will hear a boy, Bob, talking to his friend. What holiday is coming?

- A. New Year's Eve
- B. Christmas
- C. Halloween

☐
☐
☐

4. You will hear a teacher talking about a festival. What do people do there?

- A. throw paint at each other
- B. have water fights
- C. have food fights

☐
☐
☐

5. You will hear a girl, Alice, talking about Water Fire. What does she want to do most?

- A. see the bonfires
- B. have dinner with her mom
- C. see the water show

☐
☐
☐


Reading

a. Read about the festival. Write one word for each blank.

The Laughing Festival

You should come and join us (0) _____ the Laughing Festival. It (1) _____ take place on the second Sunday of October, in Hidakagawa, Japan. We will laugh (2) _____ have a great day.

It started many years ago. People say that (3) _____ goddess was very sad and wouldn't leave the Nyu Shrine. The people of the nearby village wanted to make her happy, so they laughed all together. Their laughter made her feel better and she came (4) _____ of the shrine.

We will have a parade (5) _____ the town to the shrine. At the shrine we will all laugh as loud as we can. It will cheer up the goddess and bring us good luck! Please come and join us. The louder we laugh, the more luck we will get!



Example:

0	_____ at _____
---	----------------

Answer:

1	_____	2	_____
3	_____	4	_____
5	_____		



Vocabulary

Match the words with the definitions.

- | | |
|----------------|--|
| 1. lantern | a. say that you hope somebody will be happy, lucky, etc. |
| 2. midnight | b. a way of doing something that a group of people usually do |
| 3. competition | c. give something and receive something in return |
| 4. exchange | d. a small box made of thin paper with a candle inside |
| 5. sculpture | e. People take part in this event and try to win by being better, faster, etc., than others. |
| 6. bonfire | f. 12 o'clock at night |
| 7. tradition | g. a piece of art made by shaping clay, stone, metal, etc. |
| 8. wish | h. a large outdoor fire |



Grammar

a. Write sentences using the Future Simple.

- | | |
|--|---|
| 1. next Lantern Festival/begin/November 19 th . | The next Lantern Festival will begin on November 19 th . |
| 2. there/be/party/after/festival/8 p.m. | _____ |
| 3. Groovy Groo/not participate/festival/this year. | _____ |
| 4. You/not be/disappointed with/Festival of Lights. | _____ |
| 5. G Start/perform/the opening night? | _____ |

b. Write sentences with *different from* or *like* using the table.

1. The lucky color in Spain is different from that in Argentina.
2. _____ grapes.
That's _____.
3. Spanish people eat _____ for good luck. That's _____.
4. People in Argentina start _____,
_____ Spanish people, for good luck.

A Lucky New Year!

	Spain	Argentina
Lucky color	Red	Pink
Lucky food	Grapes	Beans
Traditions for good luck	• Eat 12 grapes at midnight • Start the new year with right foot	• Run around with a suitcase • Start the new year with right foot



Pronunciation

a. Circle the word that has the underlined part pronounced differently from the others.

- | | | | |
|--------------------------|----------------------|----------------------|-------------------------|
| 1. A. fight | B. <u>w</u> ish | C. mid <u>n</u> ight | D. bon <u>f</u> ire |
| 2. A. <u>l</u> antern | B. <u>r</u> ace | C. ex <u>ch</u> ange | D. cele <u>b</u> rate |
| 3. A. trad <u>i</u> tion | B. fest <u>i</u> val | C. <u>g</u> reeting | D. comp <u>e</u> tition |

b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.

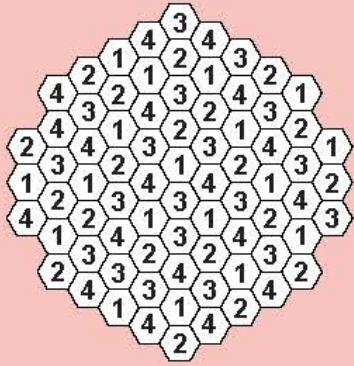
- | | | | |
|-----------------|-------------|---------------|--------------|
| 4. A. Cambodian | B. European | C. Australian | D. Canadian |
| 5. A. festival | B. opening | C. tradition | D. celebrate |
| 6. A. concert | B. exchange | C. ticket | D. music |

Semester 2 Mid-term Review



Speaking

Play the board game.

Board game	Win the game
- Pairs take turns. - Winning pair goes first. - Cover your eyes and use a pencil to pick a number. Move that number of steps. - In pairs, use the useful language from the units correctly or move back to where you were. 	The first pair to get to the FINISH wins tickets to their favorite festival. 

Play the game to win a trip to your favorite festival

★ : Use your own ideas/imagination.

START

A: How do Vietnamese people...
Mid-Autumn Festival?
B: ★

A: Do you want to ★?
B: Sure, I'm free.

Compare these using "eco-friendly."

★★★★★ ★

Ask about your partner's luggage.

You get full marks on your science test.
Move forward three spaces.

A: Do you want to ★?
B: Thanks, but I'm sorry, I have to ★.

A: What... people do...
...Moomba Waterfest?
B: They'll...

Ask about Dan's backpack.


A: How do Vietnamese people...
Tết?
B: ★

A: When... Grape Throwing Festival start?
B: ...September 13th.

Your mom makes you clean the house for Tết.
Go back four spaces.

upset—got a D on math exam

A: Do you want to ★?
B: Sure, I'm free.

A: When... 2021 Songkran festival?
B: ...April 13th.

You take the train.
Move forward four spaces.

Compare these using "frequent."

(every 30 minutes) (every 20 minutes)

annoyed—lost math book

Your bus broke down.
Miss one turn.

FINISH

A: What... people do...
Up Helly Aa?
B: They'll...

A: When... 73rd Sapporo Snow Festival?
B: ...February 5th to 11th.

delighted—got an A on English test

A: What... people do...
Cannes Festival?
B: They'll...

Ask about your partner's luggage.

A: Do you want to ★?
B: Thanks, but I'm sorry, I have to ★.

Compare Christmas
Italy
the UK

Which festival do you want to go to?

Make notes about your favorite festival.

Name of festival and where it is	_____
Main opinion about the festival	_____
Reasons why you like it	_____
Evidence to support your reasons	_____
Give your main opinion again	_____

Now, use your notes to write an opinion paragraph about your favorite festival. Write 60 to 80 words.

Semester 2 Mid-term Evaluation

I can...

- decline invitations and express obligations using the Present Simple and "have to."
- talk about how I feel about school using intensifiers and "because."
- describe and identify personal belongings using possessive pronouns and adjectives in order.
- compare different types of transportation using "(not) as...as..."
- talk about festivals around the world using the Future Simple.
- compare how different countries celebrate festivals using "like" and "different from."
- write a paragraph about studying abroad, an opinion paragraph about a kind of transportation, and a blog post about your favorite festival.



If you give yourself fewer than 3 stars, review Units 6–8 on pages 44 to 67.

Review

In this lesson, you'll review...

- tourist attractions and cultures of English-speaking countries
- holidays in English-speaking countries



Listening

You will hear Anna talking to her friend, Jamie, about her trip to the UK. Where's she going to visit on each day? For each question, write a letter (A-H) next to each day. You will hear the conversation twice. 

Example:

0. Monday

B

Days

1. Tuesday

2. Wednesday

3. Thursday

4. Friday

5. Saturday

Tourist Attractions

A. the Tower of London

~~**B.** Big Ben~~

C. the University of Oxford

D. the Tate Modern Museum

E. Cotswold Wildlife Park

F. Arthur's Seat

G. the Old Town

H. the Houses of Parliament



Reading

Read about the three people. Choose the correct answer (A, B, or C).

Example:

0. Who saw famous buildings?

0	A	B	C
	☒	☐	☐

1. Who spent lots of time in the sea?

2. Who bought things that look like a famous building?

3. Who saw some wildlife?

4. Who went to a sunny place?

5. Who ate lots of tasty food?

Answer:

1	A	B	C
	☐	☐	☐
2	A	B	C
	☐	☐	☐
3	A	B	C
	☐	☐	☐
4	A	B	C
	☐	☐	☐
5	A	B	C
	☐	☐	☐

Summer vacation

A. My name's Maria. My family went to New York City in the summer. We went sightseeing and saw many historic buildings, such as the Flatiron Building and the Empire State Building. We also took a ferry to see the Statue of Liberty. I bought some Empire State keyrings as souvenirs for my friends.

B. Hi! I'm David. We went to Australia. The weather there was very hot. We had to buy more sunscreen while we were there. We went surfing and snorkeling a lot! Then, we flew to Melbourne and went sightseeing and did a food tour. All the food was fantastic!

C. My name's Kathy. My family went to Ireland. We traveled to the southwest of Ireland and visited many beautiful places. My favorite place was the Cliffs of Moher. We walked along the cliffs and saw many seabirds. It was an amazing trip!

**Vocabulary****Fill in the blanks with the words in the box.**photos
tour guidesightseeing
flightwallet
souvenirshistoric
stadium

1. Our trip to New Zealand was great! We took so many _____ photos _____.
2. We went to the airport very early because our _____ was at 6 a.m.
3. There are many _____ buildings in Vienna. The oldest one is more than one thousand years old.
4. My brother forgot his _____ so I had to pay for him.
5. We normally watch baseball games on TV, but it's my sister's birthday, so we're going to the _____ on Saturday!
6. I like to decorate my room with the _____ I bought from my trips. I have a doll from Japan, a small statue from Cambodia, and some paintings from Malaysia.
7. Our _____ was great. She was very friendly and helpful. She told us a lot about the history of the town.
8. We went _____ and then spent a few days by the sea.

**Grammar****a. Fill in the blanks using *the* or $\emptyset$ (zero article).**

1. $\emptyset$ Wellington is the capital city of New Zealand.
2. Many great painters were born in _____ Netherlands.
3. There are lots of shops on _____ Grafton Street.
4. We visited _____ Central Park yesterday.
5. We went to _____ American Museum of Natural History.
6. We rented a house by _____ Lake Michigan.

b. Write sentences in the Past Simple using the prompts.

1. you/visit/Empire State Building?
2. we/take/flight/Boston/the next day
3. I/buy/lots of new clothes
4. she/not have/swimsuit
5. he/lose/his ticket
6. they/eat/famous restaurant

**Pronunciation****a. Circle the word that has the underlined part pronounced differently from the others.**

- | | | | |
|-------------------------|---------------------|----------------------|--------------------|
| 1. <u>A</u> . ferry | B. wallet | C. ticket | D. <u>E</u> ngland |
| 2. A. weath <u>e</u> r | B. <u>t</u> heater | C. togeth <u>e</u> r | D. <u>th</u> ere |
| 3. A. souven <u>i</u> r | B. stadi <u>u</u> m | C. island | D. cam <u>e</u> ra |

b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.

- | | | | |
|-------------------|-------------|-------------|---------------|
| 4. A. sightseeing | B. stadium | C. souvenir | D. history |
| 5. A. parliament | B. vacation | C. holiday | D. restaurant |
| 6. A. famous | B. postcard | C. photo | D. relax |

In this lesson, you'll review...

- types and sources of energy
- the advantages and disadvantages of energy sources



Listening

Listen to Steve talking to Alice about energy. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice. 

Example:

0. Alice asks if solar power is...

A. renewable.



B. non-renewable.



C. interesting.



2. Alice's school...

A. reuses rainwater.



B. recycles newspapers.



C. turns off lights.



4. Alice says wind power...

A. is cheap.



B. is free.



C. needs a lot of wind.



1. Solar power is...

A. cheap to run.



B. free.



C. expensive to run.



3. Her school also uses...

A. hydropower.



B. natural gas.



C. wind power.



5. Her school gets...from wind power.

A. 15%



B. 20%



C. 30%



Reading

Read the text about Midnight City. Choose the best word (A, B, or C) for each space.

MIDNIGHT CITY

At the moment, Midnight City gets over 50% of its energy from (0) non-renewable sources. Twenty percent of its energy comes from coal. It's cheap to use, but it (1) _____ a lot of pollution. It also gets 28% of its energy from nuclear power plants. Nuclear power is clean to run. However, it can be very dangerous. Midnight City also gets 9% of its (2) _____ from natural gas. Natural gas causes some (3) _____ and it is non-renewable. Midnight City could stop using these non-renewable sources and start using (4) _____, renewable energy sources. Solar panels need a lot of sun, but it isn't very sunny in Midnight City. Solar power would not be a good choice. Midnight City is next to a large river and it is very windy there. Wind power (5) _____ hydropower could both be good choices for the city.

Example:

0. A. non-renewable

B. new

C. energy

1. A. has

B. causes

C. uses

2. A. energy

B. way

C. plot

3. A. however

B. good

C. pollution

4. A. wonderful

B. clean

C. dangerous

5. A. and

B. however

C. but

Answer:

0	A	B	C
1	☐	☐	☐
2	☐	☐	☐
3	☐	☐	☐
4	☐	☐	☐
5	☐	☐	☐

**Vocabulary**

Fill in the blanks with the words and phrases in the box.

wind turbines
non-renewablenatural gas
~~solar panels~~power plant
nuclear powerpollution
renewable

1. Solar panels are expensive to buy, but they save a lot of money by taking energy from the sun.
2. He works at a coal _____. It produces the electricity for Springfield Town.
3. The good thing about _____ energy like solar power is that it never runs out.
4. Non-renewable energy sources like coal causes a lot of _____ which is bad for the environment.
5. My cooker uses _____. We have to replace the bottles twice a year.
6. _____ sources like coal and oil cannot last forever.
7. _____ is a very powerful energy source, but it can be very dangerous.
8. He repairs the _____ when they break down and stop turning.

**Grammar**Combine the sentences using *and* or *but*.

1. Coal isn't very clean. It keeps us warm in the winter.
_____ Coal isn't very clean, but it keeps us warm in the winter.
2. Natural gas is cheap. It is excellent for cooking.

3. The power plant is big. It provides enough power for the whole town.

4. The solar panels are expensive to buy. They save money in electricity bills later.

5. My father loves a coal fire. I hate it.

6. I don't think we should use nuclear power. My brother thinks using it is a good idea.

**Pronunciation**

a. Circle the word that differs from the other three in the position of primary stress in each of the following questions.

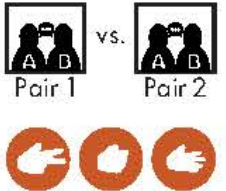
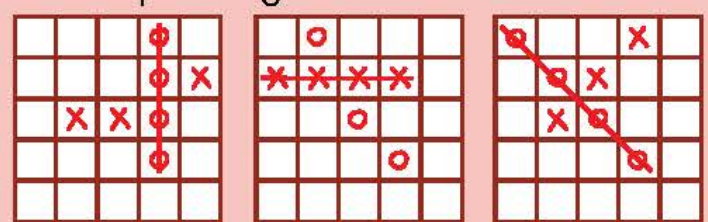
- | | | | |
|---------------|------------|-----------------|-------------|
| 1. A. solar | B. power | <u>C. renew</u> | D. sources |
| 2. A. turbine | B. luggage | C. produce | D. panel |
| 3. A. twenty | B. ninety | C. eighty | D. thirteen |

b. Circle the word that has the underlined part pronounced differently from the others.

- | | | | |
|-------------|----------|---------------|------------|
| 4. A. solar | B. panel | C. gas | D. natural |
| 5. A. runs | B. buys | C. causes | D. builds |
| 6. A. power | B. solar | C. hydropower | D. show |

Semester 2 Final Review

Speaking Play "Connect four."

Connect four	Win the game
- Pairs take turns. - Play rock, paper, scissors - winning pair goes first. - Pair 1 is X. Pair 2 is O. - Choose a box. - Use the useful language from the units correctly. - Mark the box with an X or an O. 	The first pair to get 4 boxes in a row wins.  Tip: Use a pencil and an eraser and play again.

Play the game to win a travel voucher



★ : Use your own ideas/imagination.

A: Can you tell me about natural gas? B: It's ★	A: How much... Arkham get from...? B: ★	<table border="1"> <tr> <td>solar power</td> <td>9%</td> </tr> <tr> <td>hydropower</td> <td>44%</td> </tr> <tr> <td>coal</td> <td>9%</td> </tr> </table> A: How much... Vietnam get from solar power? B: ...	solar power	9%	hydropower	44%	coal	9%	go-sightseeing A: What did you do on your holiday? B: ...	A: Can you tell me about hydropower? B: It's ★
solar power	9%									
hydropower	44%									
coal	9%									
Sydney Opera House A: What are you going to do? B: ...	A: Can you tell me about nuclear power? B: It's ★	Sydney A: Where are you going? B: ...	A: Can you tell me about solar power? B: It's ★	<table border="1"> <tr> <td>solar power</td> <td>3%</td> </tr> <tr> <td>hydropower</td> <td>7%</td> </tr> <tr> <td>coal</td> <td>21%</td> </tr> </table> A: How much... the USA get from hydropower? B: ...	solar power	3%	hydropower	7%	coal	21%
solar power	3%									
hydropower	7%									
coal	21%									
A: How much... Greenwood get from...? B: It's ★	go on-tour trip A: What did you do on your holiday? B: ...	A: How much... River Town get from...? B: It's ★	A: What did you do on your holiday? B: ... eat-delicious food	Hyatt Hotel A: Where are you going to stay? B: ...						
buy-souvenirs A: What did you do on your holiday? B: ...	A: Can you tell me about wind power? B: It's ★	A: Where are you going to stay? B: ... Fairmont Hotel	pavlova A: What are you going to eat? B: ...	A: Can you tell me about coal power? B: It's ★						
A: What are you going to eat? B: ... poutine - traditional food	meet-tourists A: What did you do on your holiday? B: ...	A: How much... River Town get from...? B: ★	buy-souvenirs A: What did you buy on your holiday? B: ...	Museum of Anthropology A: What are you going to do? B: ...						

Writing

You are writing to your principal to persuade them to start an exchange program to an English-speaking country. Answer the questions.

Where would you like to have an exchange program?

What are the three main benefits of having an exchange program?

1. _____
2. _____
3. _____

Now, use your notes to write an email to your principal. Write 60 to 80 words.

New message

To: _____@schoolmail.com

Subject: Starting an exchange program

SEND



Semester 2 Final Evaluation

I can...

- talk about tourist attractions and cultures of English-speaking countries using articles. ★★★★★
- talk about holidays in English-speaking countries using the Past Simple with irregular verbs. ★★★★★
- talk about types and sources of energy using "more...than..." and "less...than..." ★★★★★
- talk about the advantages and disadvantages of energy sources using "and" and "but." ★★★★★
- write a postcard and a formal email. ★★★★★

If you give yourself fewer than 3 stars, review Units 9–10 on pages 68 to 83.

Can you...?

- plan and deliver a presentation about a city's energy problems

POSTER PRESENTATION

SAVE OUR CITY!



Presentation

Presentation Skill

Describing charts

When you deliver a presentation with lots of facts and numbers, you should use charts to present the information clearly. Point to the chart and say:

"As you can see here,..."

"This chart shows..."

Remember to keep looking at your audience. Don't face your poster.

As you can see here, 12% of energy comes from coal.

This chart shows that 32% of energy comes from hydropower.

- a. Listen to Joe and Susan giving a presentation about energy in Oaktown. Listen and fill in the blanks. 

- _____, our city gets 70% of its energy from coal.
- _____ that we get 30% of our energy from nuclear power.
- Nuclear power plants are clean to run, but they can be _____.
- We think the _____ is hydropower.

- b. With your partner, practice pointing to and talking about the chart in the poster.

Oaktown Energy Plan

Energy sources:

- coal – 70%
- nuclear – 30%



Our city is...

- often cloudy
- near a strong river
- very windy in winter

Our plan: hydropower

Why: strong river, clean, renewable



Planning

Our city is sunny. We should use solar power.

But it rains for four months a year. That means we won't have energy for four months.

There is a lot of pollution in your city. It gets 90% of its energy from non-renewable energy sources. You want the city to use more renewable energy sources. With your partner, note the problems, two sources of renewable energy, and why they're best for your city.

Our city's energy sources	Problems	Solutions	Reasons



Preparation

- a. You are going to deliver a presentation with a friend about your city's energy problems and how to fix them. Turn to page 117 and use the Presentation Model to help you write your own script and cue cards.

Your presentation should include:

- where your city gets its energy from
- the problems caused by using those energy sources
- information about your city's location and the weather
- your new energy plan and reasons why

- b. Prepare a similar poster about energy in your city.

Your poster should include:

- the name of your city
- a chart with details about your city's energy resources
- information about your city's location and weather
- your new energy plan and reasons why



TIP

Look at the Presentation Guidelines on page 116.



Practice

- a. Practice your presentation with your partner. Remember to use your chart.
b. Look at the Feedback form. Discuss how you could improve your presentation and practice again.



Presentation and Feedback

- a. Now, join two other pairs. Take turns delivering your presentations.



Listeners: Ask one question each at the end.
Presenter: Answer the questions.

- b. Listeners: Give feedback using the form below. Say one thing you liked and one thing the presenters can improve next time.

Feedback

- | | |
|---|-----|
| The presentation was interesting. | ☆☆☆ |
| They described and pointed to the information on the chart. | ☆☆☆ |
| They looked at the audience and not just the chart. | ☆☆☆ |
| They followed all the presentation guidelines. | ☆☆☆ |

- c. Who has the best plan? Discuss with your group.



Why's solar power better than hydropower?

It's really sunny here and the river is too small.

Your chart is easy to understand, but you sometimes read from your notes.

I think Pair 2's plan is very good. It's safe and isn't very expensive.

Presentation Guidelines



Do...

- ✓ Practice before you present.
- ✓ Smile and look at the audience.
- ✓ Speak in a strong and clear voice.
- ✓ Stand up straight and confidently.
- ✓ Use cue cards.
- ✓ Take a deep breath and relax before you start.
- ✓ Share the presentation equally with your partner.



Don't...

- ✗ Read directly from your notes or poster.
- ✗ Turn your back on the audience.
- ✗ Talk too fast or too quietly.
- ✗ Fidget (move your hands around too much, click your pen, play with your notes).
- ✗ Walk around too much.
- ✗ Cross your arms or put your hands in your pockets.

Visuals

Images

- Use one large image that is connected to the topic.
- Don't mix photos and clip arts on the same page.

Text

- Have one large heading.
- Use the same font or handwriting.
- Use bullet points for lists.
- Have 6 key talking points.
- Use no more than 6 words per point.

Cue cards

- Use 1/4 page of notebook paper.
- Only write on one side.
- Use headings/subheadings.
- Don't write full sentences – only key information*.
- Don't use articles.
- Note connecting words (also, finally, however, etc).

**Tip: Practice a few times with your notes, then compare to your script. If you forget some important things, add them to your card!*

Performance Guidelines

Be prepared.

- Before you start, practice saying your lines a few times by yourself.

Make it realistic.

- Arrange your position (sitting, standing, etc.) to match the situation.
- Use props if you can (e.g. a notebook can be a menu, a text book could be a steering wheel, etc.)

Act, don't read.

- When you say your lines, you must make eye contact with your partner.
- You can look at your script, but you **MUST** cover it when you speak.
- Always try to act your role using natural body language, gestures, and emotions.

Presentation – Performance Models

Project: Performance

Script

1. Ben: Hey **Alice**. How were your exams?
Alice: I did great! I passed my **biology** test.
I got an **A**! I'm so happy!
Ben: Wow! Well done, **Alice**. That's great!
2. Tom: Hey **Susan**. Do you want to go to the **mall** tonight?
Susan: I can't. I have to **do some revision**.
Tom: Oh, OK. How about tomorrow?
Susan: Sorry, I have to **work on my presentation** tomorrow.
Tom: OK, well, maybe next week then.
3. Sophie: Hey, how were your exams?
Matt: Terrible! I failed my **math** test and my **history** test. My **mom** is going to be really angry!
Sophie: You failed? Oh no. Sorry, **Matt**.

Project: Presentation

Cue Cards

Introduction

I'm Joe. This is Susan.
Oaktown's energy plan.

Current energy sources

<Susan>
nuclear power – 30%, clean to run but dangerous

Energy plan

<Susan>
wind power: not good. Reason: windy in winter but not in summer
<Susan>
hydropower: clean, renewable → should spend money on it

Introduction

<Joe>
Current energy sources
coal – 70%, expensive to run and cause pollution
<Joe>

Energy plan

solar power: not good. Reason: often cloudy
<Joe>
hydropower: best choice. Reason: near a strong river
<Joe>

Script

- Joe: Good afternoon. I'm **Joe**. And this is **Susan**. Today we'll talk about our energy plan for **Oaktown**.
- Susan: As you can see here, our city gets **seventy percent** of its energy from **coal**. **Coal** power plants are **expensive to run** and **cause pollution**.
- Joe: The chart also shows that we get **thirty percent** of our energy from **nuclear power**. **Nuclear** power plants are **clean to run**, but they can be dangerous.
- Susan: **Oaktown** is often **cloudy**, so we don't think **solar power** is a good idea.
- Joe: **Oaktown** is **very windy in winter**, but not **in summer**. We don't think wind power is a good idea.
- Susan: We think the best choice is **hydropower**, because **Oaktown** is near a strong river.
- Joe: **Hydropower** is **clean and renewable**. We think we should spend the money on **hydropower**.
- Joe/Susan: Thank you for listening.

Activity Files

File 1

LET'S GO OUT!

- a. Student B, write activities and places in the table, then invite Student A. If they can come, discuss where and when you will meet and complete the table.

in front of behind next to opposite

Hello?

	Thursday	Friday	Saturday	Sunday
activity/place	playing football/ sports center	_____	free	_____
meet where	opposite the sports center	_____	free	_____
what time	8 a.m.	_____	free	_____

- b. Make a new pair. Ask your partner what they arranged to do with their friend, where, and when they will meet them.

File 2

How Are You Feeling Today?

- a. You're the patient. Answer the doctor's questions and write down the doctor's advice.

You have a backache, your eyes hurt, and you feel tired. You watch a lot of TV and play a lot of video games. You never do exercise.

Doctor's advice

You should _____

You shouldn't _____

- b. Swap roles. Student B, now you're the doctor. Ask your patient questions, complete the questionnaire, and give advice if you need to for each question.

HEALTH QUESTIONNAIRE

Patient's name: _____

Date: _____

How are you feeling today?

Causes

Do you sleep eight hours a night?

Yes

No

☐
☐

Do you do exercise every day?

☐
☐

Do you eat a lot of fast food?

☐
☐

Do you watch a lot of TV?

☐
☐

Do you play a lot of video games?

☐
☐

Advice

File 3

WHAT DO WE NEED?

a. Student B, ask Student A what you need to make lemon pancakes, then write the recipe in your notebook.

Let's make lemon pancakes. What do we need?

We need some...

How much...?

LEMON PANCAKES

Ingredients:	Amounts:
• flour	• 200 g
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____



SPAGHETTI AND BEANS

Ingredients:

- spaghetti - 200 g
- onions - 1
- oil - 3 tbsp
- beans - 350 g
- tomatoes - 3

b. Swap roles. Look at the recipe for spaghetti and beans and answer Student A's questions.

What do we need to make spaghetti and beans?

We need some...

How much...?

File 4

Do You Want to Go Out?

a. Your classmate wants to invite you to do something fun, but you're very busy with school. Listen to their invitations and say why you can't go. Swap roles and turn to page 46.

Student B

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
English book report	Art project	History presentation	Geography test	Physics homework		

b. Decide a time to meet.

Activity Files

File 5

Do You Want to Go Out?

- a. Your classmate wants to invite you to do something fun, but you're very busy with school. Listen to their invitations and say why you can't go.

Student A

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Math homework	Biology project	English presentation	I.T. project	Physics homework		

- b. Decide a time to meet.

File 6

That's Not My Bag.

- a. Student B, answer Student A's questions about which luggage you and your friends have, then turn back to page 54.

What luggage does Finn have?

He has a new dark blue suitcase.

Is this his?



File 7

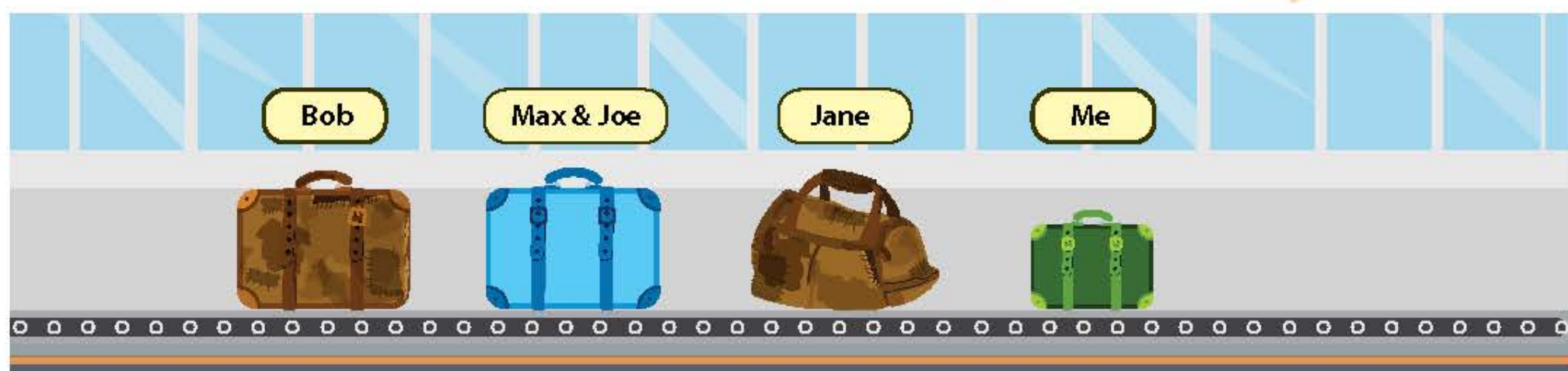
That's Not My Bag.

b. Student A, answer Student B's questions about which luggage you and your friends have.

What luggage do Max and Joe have?

They have a new light blue suitcase.

Is this theirs?



File 8

How Do We Get to the Park?

a. Student B, you are in London and planning a trip to Richmond Park. Answer your partner's questions about traveling by bus, then ask them about the train. Then, compare the different ways to travel and decide how you will get to the park.

How much is the bus?

The train is faster than the underground.

Yes, but the underground isn't as expensive as the train.

Transportation	 Train	 The Underground (Subway)	 Bus
Ticket price	_____	£6	£10
Comfortable?	★★★★★	★★★	★★★
Time	_____	30 minutes	45 minutes
Eco-friendly?	★★★★★	★★★★★	★
Frequent?	_____	Every 20 minutes	Every 5 minutes
Reliable?	★★★★★	★★	★★

b. Join another pair. Will they use the same kind of transportation? Why (not)?

Activity Files

File 9

What an Amazing Trip!

- a. Student B, ask Student A questions about Australia and complete the table with their answers. Swap roles. Answer Student A's questions about Canada.

Australia	
City?	_____
Where/stay?	_____
What/do?	_____

What/eat?	_____

- b. Which city would be more interesting to visit? Why?

Tip: If you don't know a name, ask your friend to spell it out for you.

- How do you spell "Vancouver"?
- V-A-N-C-O-U-V-E-R.



Vancouver



Hotel



Granville Island



Kitsilano Beach



Stanley Park



poutine

File 10

How Was Your Holiday?

- a. Student B, ask Student A questions about their trip to the USA and complete the table with their answers. Swap roles. Answer Student A's questions about Scotland.

Tip: If you don't know a name, ask your friend to spell it out for you.

- How do you spell "Edinburgh"?
- E-D-I-N-B-U-R-G-H.



The USA

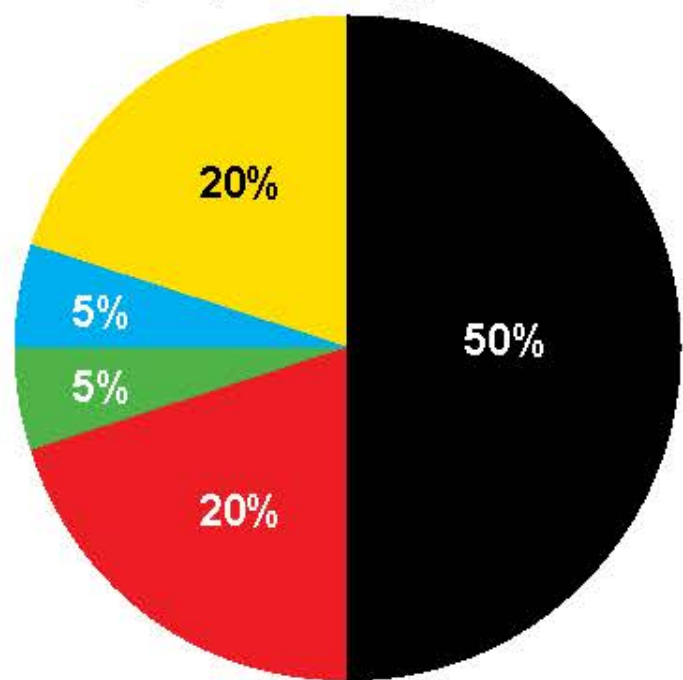
The USA	
Go?	_____
Do?	_____
Buy?	_____
Eat?	_____

- b. Discuss which city you would like to visit and why.

File 11 WHICH CITY IS GREENER?

a. Student B, answer questions about Springfield. Swap roles. Ask about Twin Peaks and complete the table.

Springfield Energy Sources



Oil coal wind power
Hydropower solar power

Twin Peaks Energy Sources	
Oil	
Coal	
Wind power	
Hydropower	
Solar power	

b. Compare the energy sources for Twin Peaks and Springfield. Which city uses more renewable energy?



English Phonemic Chart

VOWELS AND DIPHTHONGS

- /ʌ/ under, cup
- /ɑ:/ arm, car
- /æ/ alligator, cat
- /e/ elephant, bed
- /ə/ America, theater
- /ɜ:/ bird, learn
- /ɪ/ itchy, sitting
- /i:/ sheep, heat
- /ɑ:/ octopus, hot
- /ɔ:/ four, horse
- /ʊ/ put, book
- /u:/ moon, blue
- /eɪ/ game, play
- /aɪ/ five, eye
- /ɔɪ/ boy, join
- /oʊ/ nose, home
- /aʊ/ house, mouth
- /ɪə/*/ year, here
- /eə/*/ where, air, bear
- /ʊə/*/ tourist, poor
- /əʊ/*/ nose, home

Note:

*only appear in British English pronunciation

CONSONANTS

- /b/ ball, table
- /p/ point, top
- /k/ car, kick
- /g/ goat, big
- /f/ fish, farm
- /v/ violin, five
- /t/ tiger, hat
- /d/ door, bad
- /m/ monster, mom
- /n/ nose, ten
- /ŋ/ sing, finger
- /h/ hop, hat
- /r/ robot, star
- /l/ love, ball
- /ʒ/ television, treasure
- /ʃ/ shop, fish
- /tʃ/ chicken, watch
- /dʒ/ jump, bridge
- /θ/ three, thin
- /ð/ mother, this
- /s/ snake, kiss
- /z/ zigzag, lazy
- /w/ walk, window
- /j/ yo-yo, yellow

Word List

Grammatical key

(adj)	adjective	(n)	noun
(adv)	adverb	(prep)	preposition
(v)	verb	(det)	determiner
		(conj)	conjunction

Unit 1

Lesson 1

- 1. **bake** (v) /beɪk/ nướng, nung
- 2. **collect** (v) /kəˈlekt/ sưu tập, thu thập
- 3. **comic** (n) /ˈkɒmɪk/ truyện tranh
- 4. **game** (n) /geɪm/ trò chơi
- 5. **model** (n) /ˈmɒdl/ mô hình
- 6. **online** (adj) /ˌɒnˈlaɪn/ trực tuyến
- 7. **soccer** (n) /ˈsɒkə/ môn bóng đá
- 8. **sticker** (n) /ˈstɪkə/ nhãn dán
- 9. **vlog** (n) /ˈvlɒɡ/ nhật ký về cuộc sống, công việc dưới dạng video

Lesson 2

- 10. **bowling alley** (n) /ˈbəʊlɪŋ ˌæl.i/ khu trò chơi bowling
- 11. **fair** (n) /feə/ hội chợ vui chơi giải trí, chợ phiên
- 12. **ice rink** (n) /aɪs ˈrɪŋk/ sân trượt băng
- 13. **market** (n) /ˈmɑːrkɪt/ chợ
- 14. **sports center** (n) /ˈspɔːrts ˌsentə/ trung tâm thể thao
- 15. **theater** (n) /ˈθiətə/ nhà hát
- 16. **water park** (n) /ˈwɔːtə ˌpɑːrk/ công viên nước

Lesson 3

- 17. **availability** (n) /əˌveɪləˈbɪləti/ khả năng và thời gian để làm việc gì
- 18. **extreme sport** (n) /ɪkˈstriːm ˈspɔːt/ thể thao mạo hiểm
- 19. **invitation** (n) /ˌɪnvɪˈteɪʃn/ sự mời gọi, lời mời
- 20. **rock climbing** (n) /ˈrɒk ˌklaɪmɪŋ/ trò leo núi đá (hoặc leo tường có gắn đá)
- 21. **safety equipment** (n) /ˈseɪfti ɪˈkwɪpmənt/ thiết bị an toàn
- 22. **skateboarding** (n) /ˈskeɪtbɔːrdɪŋ/ trò trượt ván
- 23. **surfing** (n) /ˈsɜːfɪŋ/ trò lướt sóng
- 24. **zorbing** (n) /ˈzɔːrbɪŋ/ trò lăn xuống dốc hoặc lăn trên mặt nước trong một quả cầu nhựa trong suốt

Unit 2

Lesson 1

- 25. **drink** (v) /drɪŋk/ uống
- 26. **eat** (v) /iːt/ ăn
- 27. **fast food** (n) /fæst ˈfuːd/ thức ăn nhanh hoặc ăn liền
- 28. **fruit** (n) /fruːt/ trái cây

- 29. **get** (v) /get/ nhận được
- 30. **healthy** (adj) /ˈhelθi/ khỏe mạnh, có lợi cho sức khỏe
- 31. **junk food** (n) /ˈdʒʌŋk fuːd/ thức ăn nhanh có hại cho sức khỏe
- 32. **lifestyle** (n) /ˈlaɪfstɑɪl/ cách sống, cách sinh hoạt
- 33. **sleep** (n) /sliːp/ giấc ngủ
- 34. **soda** (n) /ˈsəʊdə/ nước xô-đa
- 35. **unhealthy** (adj) /ʌnˈhelθi/ ốm yếu, có hại cho sức khỏe
- 36. **vegetable** (n) /ˈvedʒəbl/ rau, củ

Lesson 2

- 37. **feel** (v) /fiːl/ có cảm giác, cảm thấy
- 38. **fever** (n) /ˈfiːvə/ cơn sốt
- 39. **get rest** (v) /get rest/ nghỉ ngơi
- 40. **have** (v) /hæv/ sở hữu hoặc có cái gì, bị (sốt, ho, cảm)
- 41. **keep** (v) /kiːp/ giữ, lưu, duy trì
- 42. **late** (adv) /leɪt/ chậm, muộn, trễ
- 43. **lazy** (adj) /ˈleɪzi/ lười biếng
- 44. **medicine** (n) /ˈmedɪsn/ thuốc
- 45. **sore throat** (n) /sɔːr ˈθroʊt/ đau họng
- 46. **stay up late** (v) /steɪ ʌp/ thức khuya
- 47. **take** (v) /teɪk/ ăn, uống
- 48. **vitamin** (n) /ˈvaɪtəmin/ vitamin
- 49. **warm** (adj) /wɔːrm/ ấm
- 50. **weak** (adj) /wiːk/ yếu

Lesson 3

- 51. **cafeteria** (n) /kæfeˈtɪəri/ căn-tin, quán ăn tự phục vụ
- 52. **effectively** (adv) /ɪˈfektɪvli/ một cách hiệu quả

Unit 3

Lesson 1

- 53. **classical music** (n) /ˈklæsɪkl ˈmjuːzɪk/ nhạc cổ điển
- 54. **country (music)** (n) /ˈkʌntri ˈmjuːzɪk/ nhạc đồng quê
- 55. **hip hop** (n) /ˈhɪp hɒp/ nhạc hip hop
- 56. **jazz** (n) /dʒæz/ nhạc jazz
- 57. **pop** (n) /pɒp/ nhạc pop

Word List

58. **rock** (n) /rɒk/ nhạc rock

Lesson 2

59. **blues** (n) /bluːz/ nhạc blues

60. **electronic music** (n) /ɪˌlekˈtrɒnɪk ˈmjuːzɪk/ nhạc điện tử

61. **folk (music)** (n) /fəʊk ˈmjuːzɪk/ dân ca

62. **heavy metal** (n) /ˈhevi ˈmetl/ nhạc heavy metal (một loại nhạc rock có nhịp điệu mạnh và dữ dội)

63. **reggae** (n) /ˈregeɪ/ nhạc reggae (một dòng nhạc có xuất xứ từ Jamaica)

64. **RnB** (n) /ˈɑːr ɒn ˈbiː/ nhạc RnB

65. **traditional** (adj) /trəˈdɪʃənəl/ truyền thống

Lesson 3

66. **action-packed** (adj) /ˈækʃn pækt/ đầy tính hành động

67. **conclusion** (n) /kənˈkluːʒn/ kết cục (của phim, truyện)

68. **crime** (n) /kraɪm/ tội ác, hành vi phạm pháp

69. **dramatic** (adj) /drəˈmætɪk/ gay cấn, nhiều sự kiện bất ngờ

70. **fantasy** (n) /ˈfæntəsi/ (thế giới) giả tưởng

71. **plot** (n) /plɒt/ cốt truyện, nội dung phim/kịch

72. **setting** (n) /ˈsetɪŋ/ bối cảnh

73. **superhero** (n) /ˈsuːpəhɪrəʊ/ siêu anh hùng

Unit 4

Lesson 1

74. **bake sale** (n) /ˈbeɪk seɪl/ việc bán bánh nướng để gây quỹ từ thiện

75. **car wash** (n) /ˈkɑːr wɑːʃ/ việc rửa xe ô-tô (để gây quỹ từ thiện)

76. **contact** (v) /ˈkɒntækt/ liên lạc

77. **craft fair** (n) /ˈkræft feə/ hội chợ bán đồ thủ công, mỹ nghệ

78. **event** (n) /ɪˈvent/ sự kiện

79. **fun run** (n) /ˈfʌn rʌn/ sự kiện chạy để gây quỹ từ thiện

80. **right** (n) /raɪt/ quyền

81. **stuffed animal** (n) /ˈstʌft ˈænɪml/ thú nhồi bông

82. **United Nations** (n) /juˈnaɪtɪd ˈneɪʃns/ Liên Hiệp Quốc

83. **talent show** (n) /ˈtælənt ʃəʊ/ buổi biểu diễn tài năng

84. **volunteer** (n) /ˈvɒləntɪər/ tình nguyện viên

85. **workshop** (n) /ˈwɜːkʃɒp/ hội thảo

Lesson 2

86. **clean up** (v) /ˈkliːn ʌp/ quét dọn

87. **donate** (v) /ˈdɒnəˈteɪt/ tặng, quyên góp

88. **plant** (v) /plænt/ trồng

89. **raise** (v) /reɪz/ gây (quỹ), góp (tiền)

90. **recycle** (v) /ˈriːsaɪkl/ tái chế

91. **soup kitchen** (n) /ˈsuːp kɪtʃɪn/ quán ăn phục vụ người nghèo

92. **volunteer** (v) /ˈvɒləntɪər/ tình nguyện

Lesson 3

93. **clean-up** (n) /ˈkliːn ʌp/ buổi dọn dẹp, buổi làm vệ sinh

Unit 5

Lesson 1

94. **flour** (n) /ˈflaʊər/ bột (mì, ngũ cốc)

95. **gram** (n) /græm/ gam

96. **lemon** (n) /ˈlemən/ quả chanh

97. **milliliter** (n) /ˈmɪlɪlɪtər/ mi-li-lít

98. **onion** (n) /ˈʌnjən/ củ hành

99. **spaghetti** (n) /speˈɡetɪ/ mì ống

100. **tablespoon** (n) /ˈteɪblspuːn/ thìa (muỗng) canh

101. **teaspoon** (n) /ˈtiːspuːn/ thìa (muỗng) cà phê

102. **tomato** (n) /təˈmeɪtəʊ/ cà chua

Lesson 2

103. **bag** (n) /bæg/ túi, giỏ

104. **bottle** (n) /ˈbɒtl/ chai, lọ

105. **box** (n) /bɒks/ hộp, thùng

106. **bunch** (n) /bʌntʃ/ bó, buồng, chùm

107. **can** (n) /kæn/ lon, lọ

108. **carton** (n) /ˈkɑːrtɒn/ hộp bằng bìa cứng

109. **container** (n) /kənˈteɪnər/ vật chứa

110. **groceries** (n) /ˈɡrəʊsərɪs/ thực phẩm và đồ dùng gia đình

111. **stick** (n) /stɪk/ thanh, thỏi (kẹo, sô cô la)

Lesson 3

112. **barbecue** (n) /ˈbɑːrbɪkjuː/ vỉ nướng

113. **chef** (n) /ʃef/ đầu bếp, bếp trưởng

114. **crunchy** (adj) /ˈkrʌntʃi/ giòn rụm

115. **grill** (v) /ɡrɪl/ nướng

116. taste (v)	mang hương vị
/teɪst/	
117. tasty (adj)	ngon miệng
/ˈteɪsti/	
118. worm (n)	con giun, con sâu
/wɜːrm/	

Unit 6

Lesson 1

119. essay (n)	bài tiểu luận
/ˈeseɪ/	
120. homework (n)	bài tập về nhà
/ˈhəʊmhwɜːrk/	
121. presentation (n)	buổi thuyết trình, bài thuyết trình
/ˌpriːzn̩ˈteɪʃn/	
122. project (n)	dự án, đồ án
/ˈprɒdʒekt/	
123. report (n)	bài báo cáo
/rɪˈpɔːrt/	
124. test (n)	bài kiểm tra
/test/	

Lesson 2

125. annoyed (adj)	bực bội, khó chịu
/əˈnɔɪd/	
126. delighted (adj)	vui mừng, hài lòng
/dɪˈlaɪtɪd/	
127. disappointed (adj)	thất vọng
/ˌdɪsəˈpɔɪntɪd/	
128. fail (v)	thi rớt
/feɪl/	
129. pass (v)	thi đậu
/pæs/	
130. pleased (adj)	hài lòng
/pliːzd/	
131. surprised (adj)	ngạc nhiên
/səˈpraɪzd/	
132. upset (adj)	buồn bã, đau khổ
/ˌʌpˈset/	

Lesson 3

133. abroad (adj)	ở/ra nước ngoài
/əˈbrɔːd/	
134. although (conj)	mặc dù
/ɔːlˈðəʊ/	
135. experience (n)	trải nghiệm, kinh nghiệm
/ɪkˈspɪəriəns/	
136. however (adv)	tuy vậy, tuy nhiên
/haʊˈevər/	
137. lonely (adj)	cô đơn, lẻ loi
/ˈləʊnli/	
138. negative (adj)	tiêu cực, xấu
/ˈneɡətɪv/	
139. positive (adj)	tích cực, tốt
/ˈpɒzətɪv/	

Unit 7

Lesson 1

140. backpack (n)	ba lô
/ˈbækpæk/	
141. boarding pass (n)	thẻ lên máy bay/tàu
/ˈbɔːrdɪŋ pæs/	
142. baggage claim (n)	khu vực lấy hành lý (ở sân bay)
/ˈbæɡɪdʒ kleɪm/	
143. customs (n)	hải quan
/ˈkʌstəmz/	
144. luggage (n)	hành lý
/ˈlʌɡɪdʒ/	
145. passport (n)	hộ chiếu
/ˈpæspɔːrt/	
146. suitcase (n)	va-li
/ˈsuːtkeɪs/	

Lesson 2

147. comfortable (adj)	thoải mái, dễ chịu
/ˈkʌmfɪtəbl/	
148. convenient (adj)	tiện lợi
/kənˈviːnjənt/	
149. eco-friendly (adj)	thân thiện với môi trường
/iːˈkəʊˈfrendli/	
150. frequent (adj)	thường xuyên, hay xảy ra
/ˈfriːkwənt/	
151. local (n)	dân địa phương, người bản địa
/ˈləʊkl/	
152. public (adj)	công cộng
/ˈpʌblɪk/	
153. reliable (adj)	có thể tin tưởng
/rɪˈlaɪəbl/	
154. subway (n)	tàu điện ngầm
/ˈsʌbweɪ/	
155. ticket (n)	vé
/ˈtɪkt/	
156. transportation (n)	phương tiện giao thông
/ˌtrænsˈpɔːtɪʃn/	
157. underground (n)	tàu điện ngầm
/ˌʌndərˈgraʊnd/	

Lesson 3

158. electronic (adj)	(thuộc) điện tử
/ɪˌlekˈtrɒnɪk/	
159. evidence (n)	bằng chứng, dẫn chứng
/ˈeɪdɪns/	
160. hover (v)	lơ lửng
/ˈhʌvər/	

Unit 8

Lesson 1

161. annual (adj)	hàng năm
/ˈænjuəl/	
162. attraction (n)	điểm thu hút du khách, điểm hấp dẫn
/əˈtrækʃn/	
163. bonfire (n)	lửa mừng, lửa trại
/ˈbɒnfɑɪər/	
164. competition (n)	cuộc thi
/ˌkɒmpəˈtɪʃn/	
165. fight (n)	cuộc đấu
/faɪt/	
166. hot-air balloon (n)	khinh khí cầu
/hɒtˈeəˈbeɪlən/	
167. lantern (n)	lồng đèn
/ˈlæntərn/	
168. participant (n)	người tham gia
/pɑːrˈtɪsɪpənt/	
169. race (adj)	cuộc đua
/reɪs/	
170. sculpture (n)	tác phẩm điêu khắc
/ˈskʌlptʃər/	

Lesson 2

171. celebrate (v)	kỷ niệm
/ˈselɪbreɪt/	
172. decorate (v)	trang trí, trang hoàng
/ˈdeɪkəreɪt/	
173. exchange (v)	trao đổi
/ɪksˈtʃeɪndʒ/	
174. greeting (n)	lời chào hỏi, lời chào mừng
/ˈgriːtɪŋ/	
175. midnight (n)	nửa đêm
/ˈmɪdnɑːt/	
176. pudding (n)	bánh pút-đinh
/ˈpuːdɪŋ/	
177. temple (n)	đền, chùa, miếu
/ˈtempl/	
178. tradition (n)	truyền thống
/trəˈdɪʃn/	
179. wish (v)	ước
/wɪʃ/	

Word List

Lesson 3

180. defeat (v)	đánh bại
/di'fi:t/	
181. demon (n)	quỷ, yêu ma
/di:mən/	
182. mud (v)	bùn, sinh lầy
/mʌd/	
183. muddy (adj)	đầy bùn, lầy lội
/mʌdi/	
184. race (v)	(chạy) đua
/reɪs/	
185. wrestling (n)	môn đấu vật
/reslɪŋ/	

Unit 9

Lesson 1

186. ferry (n)	phà
/feri/	
187. flight (n)	chuyến bay
/flaɪt/	
188. historic (adj)	nổi tiếng trong lịch sử
/hɪ'stɔ:ɪk/	
189. hot dog (n)	bánh mì kẹp xúc xích
/hɒt dɒg/	
190. jog (v)	chạy bộ chậm
/dʒɒg/	
191. parliament (n)	quốc hội
/pɑ:rləmənt/	
192. pavlova (n)	bánh làm bằng lòng trắng trứng nướng lên, ăn với kem tươi và hoa quả
/pæv'louvə/	
193. stadium (n)	sân vận động
/steɪdiəm/	
194. tour guide (n)	hướng dẫn viên du lịch
/tʊr gaɪd/	

Lesson 2

195. beach (n)	bãi biển
/bi:tʃ/	
196. cheesesteak (n)	bánh mì kẹp bò nướng, phô mai và hành tây
/tʃi:zsteɪk/	
197. photo (n)	ảnh
/fəʊtəʊ/	
198. postcard (n)	bưu thiếp
/pəʊstkɑ:rd/	
199. roast (adj)	quay
/rəʊst/	
200. sightseeing (n)	chuyến tham quan
/saɪtsi:ɪŋ/	
201. souvenir (n)	đồ lưu niệm
/su:və'nɪr/	
202. swimsuit (n)	đồ bơi
/swɪmsu:t/	
203. wallet (n)	ví
/wɒlɪt/	

Lesson 3

204. aquarium (n)	thủy cung, bể cá
/ə'kweəriəm/	
205. hockey (n)	môn khúc côn cầu
/hɒki/	
206. homestay (n)	(khoảng thời gian) ở trọ tại nhà dân
/həʊmsteɪ/	
207. nervous (adj)	căng thẳng, hồi hộp
/nɜ:rvəs/	
208. pen pal (n)	bạn qua thư
/pen pæl/	

Unit 10

Lesson 1

209. coal (n)	than đá
/kəʊl/	
210. energy (n)	năng lượng
/enədʒi/	
211. hydropower (n)	thủy điện
/haɪdrəʊpaʊər/	
212. natural gas (n)	khí tự nhiên
/nætʃrəl 'gæs/	
213. non-renewable (adj)	không thể tái tạo
/nɒn rɪ'nu:əbl/	
214. oil (n)	dầu
/ɔɪl/	
215. pollution (n)	sự ô nhiễm
/pə'lju:ʃn/	
216. renewable (adj)	có thể tái tạo
/rɪ'nu:əbl/	
217. solar power (n)	năng lượng mặt trời
/səʊlə 'paʊər/	
218. source (n)	nguồn
/sɔ:s/	
219. wind power (n)	năng lượng gió
/wɪnd 'paʊər/	

Lesson 2

220. affect (v)	gây ảnh hưởng, tác động
/ə'fekt/	
221. build (v)	xây dựng
/bɪld/	
222. cheap (adj)	rẻ
/tʃi:p/	
223. clean (adj)	sạch
/kli:n/	
224. create (v)	tạo nên, gây ra
/kri'eɪt/	
225. dangerous (adj)	nguy hiểm
/deɪndʒərəs/	
226. electric (adj)	chạy bằng điện
/ɪ'lektrɪk/	
227. expensive (adj)	đắt tiền
/ɪk'spensɪv/	
228. microwave oven (n)	lò vi sóng, lò vi ba
/maɪkrəweɪv 'ʌvən/	
229. mix (n)	hỗn hợp, sự hòa trộn
/mɪks/	
230. noisy (adj)	ồn ào
/nɔɪzi/	
231. nuclear power (n)	năng lượng hạt nhân (nguyên tử)
/nu:kliər 'paʊər/	
232. power plant (n)	nhà máy điện
/paʊər plænt/	
233. run (v)	vận hành
/rʌn/	
234. solar panel (n)	tấm pin năng lượng mặt trời
/səʊlə 'pænl/	
235. wind turbine (n)	tua bin gió
/wɪnd tɜ:rbain/	

Lesson 3

236. current (adj)	hiện thời, hiện nay
/kɜ:rent/	
237. currently (adv)	ở thời điểm hiện tại
/kɜ:rentli/	
238. expert (n)	chuyên gia
/ekspɜ:t/	
239. mayor (n)	thị trưởng
/meɪər/	

Irregular Verbs

Infinitive	Past simple	Past participle	Vietnamese meanings
be /bi:/	was /wəz/, were /wə(r)/	been /bi:n/	thì, là, ở, bị, được
beat /bi:t/	beat /bi:t/	beaten /'bi:tn/	đánh bại, đánh đập
become /bi'kʌm/	became /bi'keɪm/	become /bi'kʌm/	trở nên, trở thành
begin /bi'gɪn/	began /bi'gæn/	begun /bi'gʌn/	bắt đầu
blow /bləʊ/	blew /blu:/	blown /bləʊn/	thổi
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/	vỡ, làm vỡ
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	đem, mang lại
build /bɪld/	built /bɪlt/	built /bɪlt/	xây dựng
burn /bɜ:rn/	burnt /bɜ:nt/	burnt /bɜ:nt/	làm bỏng, đốt cháy
	(burned /bɜ:rnd/)	(burned /bɜ:rnd/)	
buy /baɪ/	bought /bo:t/	bought /bo:t/	mua
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	bắt, chụp
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊzn/	chọn, lựa
come /kʌm/	came /keɪm/	come /kʌm/	đến, đi đến
cost /kɔ:st/	cost /kɔ:st/	cost /kɔ:st/	có giá, tiêu tốn
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/	dreamt /dreɪmt/	dreamt /dreɪmt/	nằm mơ, mơ ước
	(dreamed /dri:md/)	(dreamed /dri:md/)	
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	uống
drive /draɪv/	drove /drouv/	driven /'drɪvn/	lái xe
eat /i:t/	ate /eɪt/	eaten /'i:tn/	ăn
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/	ngã
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/	chiến đấu
find /faɪnd/	found /faʊnd/	found /faʊnd/	tìm thấy
fit /fɪt/	fit /fɪt/	fit /fɪt/	làm cho vừa vặn, phù hợp
	(fitted /'fɪtɪd/)	(fitted /'fɪtɪd/)	
fly /flaɪ/	flew /flu:/	flown /fləʊn/	bay
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/	quên
get /get/	got /gɒt/	got /gɒt/	có, được, nhận
		(gotten /'gɒtn/)	
give /gɪv/	gave /geɪv/	given /'gɪvn/	đưa, cho
go /gəʊ/	went /went/	gone /gɔ:n/	đi
grow /grou/	grew /gru:/	grown /groun/	phát triển, trồng
hang /hæŋ/	hung /hʌŋ/	hung /hʌŋ/	treo lên
have /hev/	had /hed/	had /hed/	có
hear /hɪə(r)/	heard /hɜ:rd/	heard /hɜ:rd/	nghe
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/	trốn, ẩn giấu
hit /hɪt/	hit /hɪt/	hit /hɪt/	đánh
hold /hould/	held /held/	held /held/	cầm, giữ, tổ chức
hurt /hɜ:rt/	hurt /hɜ:rt/	hurt /hɜ:rt/	làm đau
keep /ki:p/	kept /kept/	kept /kept/	giữ
know /nou/	knew /nu:/	known /noun/	biết
learn /lɜ:rn/	learnt /lɜ:nt/	learnt /lɜ:nt/	học, được biết
	(learned /lɜ:rnd/)	(learned /lɜ:rnd/)	
leave /li:v/	left /left/	left /left/	rời đi, để lại

Irregular Verbs

Infinitive	Past simple	Past participle	Vietnamese meanings
lend /lend/	lent /lent/	lent /lent/	cho mượn, cho vay
let /let/	let /let/	let /let/	cho phép, để cho
lie /laɪ/	lay /leɪ/	lain /leɪn/	nằm
light /laɪt/	lit /lɪt/	lit /lɪt/	chiếu sáng
lose /luːz/	lost /lɒst/	lost /lɒst/	mất, làm mất
make /meɪk/	made /meɪd/	made /meɪd/	làm ra, sản xuất
mean /miːn/	meant /ment/	meant /ment/	có nghĩa là
meet /miːt/	met /met/	met /met/	gặp mặt
pay /peɪ/	paid /peɪd/	paid /peɪd/	trả (tiền)
put /pʊt/	put /pʊt/	put /pʊt/	đặt, để
read /riːd/	read /red/	read /red/	đọc
ride /raɪd/	rode /roud/	ridden /'rɪdn/	lái xe, cưỡi
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/	đánh chuông
rise /raɪz/	rose /rouz/	risen /'rɪzn/	mọc, gia tăng
run /rʌn/	ran /ræn/	run /rʌn/	chạy
say /seɪ/	said /sed/	said /sed/	nói
see /siː/	saw /sɔː/	seen /siːn/	nhìn thấy
sell /sel/	sold /sould/	sold /sould/	bán
send /send/	sent /sent/	sent /sent/	gửi
set /set/	set /set/	set /set/	bố trí, đặt, để
shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/	rung, lắc
shine /ʃaɪn/	shone /ʃoun/	shone /ʃoun/	tỏa sáng
	(shined (transitive) /ʃaɪnd/)	(shined (transitive) /ʃaɪnd/)	
shoot /ʃuːt/	shot /ʃɒt/	shot /ʃɒt/	bắn
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/	đóng (cửa)
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/	hát
sit /sɪt/	sat /sæt/	sat /sæt/	ngồi
sleep /sliːp/	slept /slept/	slept /slept/	ngủ
smell /smel/	smelt /smelt/	smelt /smelt/	ngửi, có mùi
	(smelled /smeld/)	(smelled /smeld/)	
speak /spiːk/	spoke /spouk/	spoken /'spoukən/	nói
spend /spend/	spent /spent/	spent /spent/	tiêu xài, trải qua
stand /stænd/	stood /stud/	stood /stud/	đứng
steal /stiːl/	stole /stoul/	stolen /'stoulen/	lấy cắp, lấy trộm
stick /stɪk/	stuck /stʌk/	stuck /stʌk/	dán, dính
sweep /swiːp/	swept /swept/	swept /swept/	quét
swim /swɪm/	swam /swæm/	swum /swʌm/	bơi lội
take /teɪk/	took /tuːk/	taken /'teɪkən/	cầm, lấy
teach /tiːtʃ/	taught /tɔːt/	taught /tɔːt/	dạy, giảng dạy
tear /teə(r)/	tore /tɔː(r)/	torn /tɔːrn/	xé rách
tell /tel/	told /tould/	told /tould/	kể, bảo
think /θɪŋk/	thought /θɔːt/	thought /θɔːt/	suy nghĩ
throw /θrou/	threw /θruː/	thrown /θroun/	ném, vứt
understand /ˌʌndər'stænd/	understood /ˌʌndər'stud/	understood /ˌʌndər'stud/	hiểu
wake /weɪk/	woke /wouk/	woken /'woukən/	thức dậy
wear /weə(r)/	wore /wɔːr/	worn /wɔːm/	mặc
win /wɪn/	won /wʌn/	won /wʌn/	thắng, chiến thắng
write /raɪt/	wrote /rouʔ/	written /'rɪtn/	viết

American English – British English Guide

American English

A

airplane /'ee(r)pleɪn/
anyplace/anywhere /'enɪpleɪs/'eniweə(r)/
apartment /'əpɑːrtmənt/

B

bathrobe /'bæθroub/
bathroom/restroom /'bæθrʊm/'restrʊm/
bathtub /'bæθtʌb/
bill /bɪl/
billion /'bɪljən/ (= a thousand million)
busy (phone) /'bɪzi/

C

cab /kæb/
call /kɔːl/
can /kæn/
candy /'kændi/
check /tʃek/
closet /'kloʊzət/
connect (telephone) /kə'nekt/
cookie /'kuki/

D

dessert /dɪ'zɜːrt/
downtown /daʊn'taʊn/
drugstore/pharmacy /drʌgstɔːr/'fɑːrməsi/

E

elevator /'elɪveɪtər/

F

fall /fɔːl/
faucet /'fəʊsɪt/
first floor, second floor, etc. /'fɜːrst 'floːr/, /'sekənd 'floːr/
flashlight /'flæʃlaɪt/
French fries /'frentʃ 'fraɪz/

G

garbage/trash /'gɑːrbɪdʒ/træʃ/
garbage can /gɑːrbɪdʒ 'kæn/
gas /gæs/
gas station /'gæs 'steɪʃən/
grade /greɪd/
grocery store /'ɡroʊsəri 'stɔːr/

I

intermission /,ɪntər'mɪʃn/
intersection /'ɪntərseksjən/

L

line /laɪn/

M

mail /meɪl/
make a reservation /,meɪk ə ,rezər'veɪʃn/
motorcycle /'məʊtəsaɪkl/
movie /'muːvi/
movie theater /'muːvi ,θiːətər/

N

newscaster /'nuːzkæstər/

O

office (doctor's/dentist's) /'ɒfəs/
one-way (ticket) /,wʌn 'weɪ/

P

pants /pænts/
pantyhose /'pæntihəʊz/
parking lot /'pɑːkɪŋ lɒt/

British English

aeroplane /'eəəpleɪn/
anywhere /'eniweə/
flat /flæt/

dressng gown /'dresɪŋ gaʊn/
toilet/cloakroom /'tɔɪlət/'klaʊkrʊm/
bath /bɑːθ/
banknote /'bæŋknəʊt/
billion /'bɪljən/ (= a million million)
engaged (phone) /ɪn'geɪdʒd/

taxi /'tæksi/
ring up/phone /,rɪŋ 'ʌp/fəʊn/
tin /tɪn/
sweets /swiːts/
bill (restaurant) /bɪl/
wardrobe /'wɔːdroʊb/
put through /,pʊt 'θruː/
biscuit /'bɪskɪt/

pudding/dessert/sweet /'pʊdɪŋ/dɪ'zɜːt/'swiːt/
(city) centre /,sɪti 'sentə/
chemist's /'kemɪsts/

lift /lɪft/

autumn /'ɔːtəm/
tap /tæp/
ground floor, first floor, etc. /,graʊnd 'floː/, /'fɜːst 'floː/
torch /tɔːtʃ/
chips /tʃɪps/

rubbish /'rʌbɪʃ/
dustbin/bin /'dʌstbɪn/bɪn/
petrol /'petrəl/
petrol station /'petrəl 'steɪʃən/
form/year /fɔːm/jɪə/
grocer's /'ɡroʊsərs/

interval /'ɪntəvl/
crossroads /'krɒsroudz/

queue /kjuː/

post /pəʊst/
book /bʊk/
motorbike/motorcycle /'məʊtəbaɪk/'məʊtəsaɪkl/
film /fɪlm/
cinema /'sɪnəmə/

newsreader /'njuːzriːdər/

surgery /'sɜːdʒəri/
single (ticket) /'sɪŋɡl/

trousers /'traʊzəz/
tights /taɪts/
car park /'kɑː pɑːk/

pen pal /'pen pæl/
(potato) chips /pə'tetɔʊ tʃɪps/
power plant /'paʊə plænt/
public school /ˌpʌblɪk 'sku:l/
purse /pɜ:rs/

R

railroad /'reɪlrouɪd/

S

sales clerk /'seɪlz klɜ:rk/
schedule /'skedʒu:l/
sidewalk /'saɪdwɔ:k/
sneakers /'sni:kə/
soccer /'sɒkə/
stand in line /,stænd in 'laɪn/
store /stɔ:r/
stuffed animal /,stʌft 'æniml/
subway /'sʌbweɪ/

T

traffic circle /'træfɪk sɜ:rk/
transportation /,træns'pɔ:teɪʃn/
truck /trʌk/
two weeks /tu: 'wi:ks/

U

underpants /'ʌndərpænts/
undershirt /'ʌndəʃɜ:rt/

V

vacation /veɪ'keɪʃn/
vacuum (v) /'vækjʊm/
vacuum cleaner /'vækjʊm kli:nə/
vest /vest/

W

with (milk/cream in coffee) /wɪθ/

Y

yard /jɑ:rd/

Z

(pronounced /zi:/)
zero /'zi:rou/
zip code /'zɪp kɔud/

Grammar

He just went out./He has just gone out.
Hello, is this Steve?
Do you have a car?
The band is playing.
I will/should go out.
You don't need to do it.
Past participle of get: gotten

Spelling

analyze /'ænelaɪz/
center /'sentə/
check (n) /tʃek/
color /'kʌlə/
honor /'ɒnə/
jewelry /'dʒu:əlri/
practice (n, v) /'præktɪs/

program /'prɒgræm/
realize /'ri:əlaɪz/
tire /taɪr/
traveler /'trævelə/
defense /dɪ'fens/

Expressions with prepositions and particles

live on X street
on a team
on the weekend
Monday through/to Friday

penfriend /'penfrend/
crisps /krɪspz/
power station /'paʊə ,steɪʃn/
state school /'steɪt sku:l/
handbag /'hændbæg/

railway /'reɪlweɪ/

shop assistant /'ʃɒp əsɪstənt/
timetable /'taɪmteɪbl/
pavement /'peɪvmənt/
trainers /'treɪnəz/
football /'fʊtbɔ:l/
queue /kju:/
shop /ʃɒp/
soft toy /,sɒft 'tɔɪ/
underground /'ʌndəgraʊnd/

roundabout /'raʊndəbaʊt/
transport /'træns'pɔ:t/
lorry /'lɒri/
fortnight/two weeks /'fɔ:tnaɪt/tu: 'wi:ks/

pants /pænts/
vest /vest/

holiday(s) /'hɒlədeɪ(z)/
hoover /'hu:və/
hoover /'hu:və/
waistcoat /'weɪskəʊt/

white (coffee) /waɪt/

garden /'gɑ:dən/

(pronounced /zed/)
nought /nɔ:t/
postcode /'pəʊstkɔud/

He has just gone out.
Hello, is that Steve?
Have you got a car?
The band are playing.
I shall go out.
You needn't do it.
Past participle of get: got

analyse /'ænelaɪz/
centre /'sentə/
cheque /tʃek/
colour /'kʌlə/
honour /'ɒnə/
jewellery /'dʒu:əlri/
practice (n) /'præktɪs/
practise (v) /'præktɪs/
programme /'prɒgræm/
realise /'ri:əlaɪz/
tyre /taɪə/
traveller /'trævelə/
defence /dɪ'fens/

live in X street
in a team
at the weekend
Monday to Friday

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