

VÕ ĐẠI PHÚC (Tổng Chủ biên) - NGUYỄN DƯƠNG HOÀI THƯƠNG (Chủ biên)
NGUYỄN THỊ NGỌC QUYÊN - LÊ HUỲNH PHƯƠNG DUNG

Tiếng Anh

i-Learn
**Smart
World**
Student's Book



BẢN MẪU SGK TIẾNG ANH 9 I-LEARN SMART WORLD



NHÀ XUẤT BẢN
ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH

 **DTP**
Education Solutions

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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 9 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 8 chủ đề: **English in the World, Life in the Past, Living Environment, Tourism, Healthy Living, Natural Wonders, Urban Life, và Jobs in the Future**. 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, 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.

heart and lung

Có thể các em đã bắt gặp những từ này rồi nhưng không rõ nghĩa. Hãy xem giải nghĩa và cách phát âm của những từ màu tím này trong danh sách từ vựng (Word List) sau sách.



Những viên màu ở lề trái/phải của trang sách là gợi ý của Nhóm Tác giả về cách chia tiết học: màu đỏ – tiết 1; màu xanh lá – tiết 2; màu xanh dương – tiết 3.



Sử dụng kỹ năng tư duy phản biện.

Chúc các em thành công!

Nhóm Tác giả

Với sự tham gia và cộng tác của các chuyên gia Tiếng Anh

GRANT TREW - GEORGE SEALE - TIMOTHY BRODERSEN - HENRY FENTON

Scope and Sequence

Unit	Function	Grammar	Pronunciation	Listening and Speaking Skills	Reading and Writing Skills
1. ENGLISH IN THE WORLD	- Talk about different ways to learn English - Discuss why you are learning English - Talk about reasons for doing different activities in English	- To-infinitives - Phrasal verbs - Adverbial clauses/phrases of reason	- Rhythm: Stress content words in a sentence - Sound changes: Contraction '...will...'	Listening: (for gist/details) ...two friends talking about why they study English Speaking: - Discussing English study methods - Discussing reasons for learning English Conversation Skill: Asking for a reason	Reading: (for main idea/details) ...an online article about English study methods Writing: ...a reply email giving advice to a friend
2. LIFE IN THE PAST	- Discuss family traditions and customs in the past and now - Talk about memorable days in the past - Talk about the life of a family member	- Would - Used to	- Sounds: /ɪ/ and /i:/ - Intonation: Exclamations	Listening: (for gist/details) ...a grandfather telling his granddaughter about the past Speaking: - Comparing family traditions and customs in the past and now - Telling a story about a memorable day Conversation Skill: Showing interest	Reading: (for main idea/best conclusion/details) ...an interview about family life in the past Writing: ...about the life of a family member
3. LIVING ENVIRONMENT	- Describe features of a smart house - Talk about ways you would like your living environment to be different - Talk about your dream house	- Defining relative clauses with relative pronouns - Wish with the Past Simple	- Sound changes/ Rhythm: '...that can...' /ðæken/ '...that care...' /ðæker/ - Sounds: /aɪ/	Listening: (for mood/details) ...a girl talking to her friend about her home Speaking: - Discussing different smart home features - Talking about the things you wish were different where you live Conversation Skill: Asking the same question	Reading: (for main idea/details) ...an article about smart houses Writing: ...a paragraph about your dream house
4. TOURISM	- Give and discuss travel suggestions - Ask for information and directions - Introduce a tourist destination and its people and food	- Reported speech - Could and wh-words before to-infinitives	- Sentence stress: Proper nouns - Rhythm: Function words	Listening: (for organization/details) ...a tourist asking for help Speaking: - Planning a trip to the UK with a friend - Asking for help as a tourist Conversation Skill: Holding your turn	Reading: (for main idea/details) ...an email with travel tips for Paris Writing: ...a short travel guide

Scope and Sequence

Unit	Function	Grammar	Pronunciation	Listening and Speaking Skills	Reading and Writing Skills
5. HEALTHY LIVING	- Talk about health myths - Talk about common health problems teens have and how to help - Talk about the main ideas of an article on health	<i>Suggest</i> + gerund - Adverbial clauses/phrases of concession	- Sounds: /tr/ and /tʃ/ - Sentence stress: Adverbial clauses of concession	Listening: (for gist/details) ...adults talking about teens' health problems Speaking: - Discussing health myths and saying what doctors suggest - Discussing health advice and teens' behavior Conversation Skill: Ending a discussion	Reading: (for gist/details) ...an article about health advice on the internet Writing: ...a summary of a text
6. NATURAL WONDERS	- Describe and compare natural wonders - Discuss ways to protect and preserve natural wonders - Describe and give tourist information about a natural wonder	- Comparative structures with intensifiers - Verb + gerund - Non-defining relative clauses	- Word stress: Three-syllable adjectives - Intonation: Showing contrast	Listening: (for main idea/details) ...three teens talking about a problem in their favorite place Speaking: - Discussing and choosing the top five natural wonders in Vietnam - Discussing ways to protect and preserve a natural wonder Conversation Skill: Politely disagreeing	Reading: (for main idea/details) ...an article about caves Writing: ...an article about a natural wonder
7. URBAN LIFE	- Introduce a story to discuss problems in your city and solutions to them - Describe problems in cities and their future impacts - Talk about problems in a city	- The Past Continuous - Adverbial clauses of result	- Sounds: /dʒ/ - Sentence stress: Adverbial clauses of result	Listening: (for main idea/details) ...two students planning a presentation Speaking: - Telling a story and discussing problems and solutions to city problems - Discussing what the future results of a city's problems will be Conversation Skill: Asking for clarification	Reading: (for inference/details) ...a blog post about creative solutions to problems in cities Writing: ...a passage about problems in a city and their solutions
8. JOBS IN THE FUTURE	- Talk about how to get jobs in the future - Talk about different kinds of entertainment and media jobs in the future - Talk about popular jobs in the future	- First Conditional with modals - Verbs + to-infinitives	- Sounds: Final /r/ - Sound changes: '...can people...' /kæmpɪ:pl/ '...in media...' /ɪmɪ:diə/	Listening: (for inference/details) ...a student and teacher talking about future jobs Speaking: - Talking about jobs you want to do in the future and how to get them - Discussing future jobs in entertainment and media Conversation Skill: Showing thanks	Reading: (for main idea/details) ...an article about entertainment and media jobs in the future Writing: ...an article about what jobs will be popular in the future and why

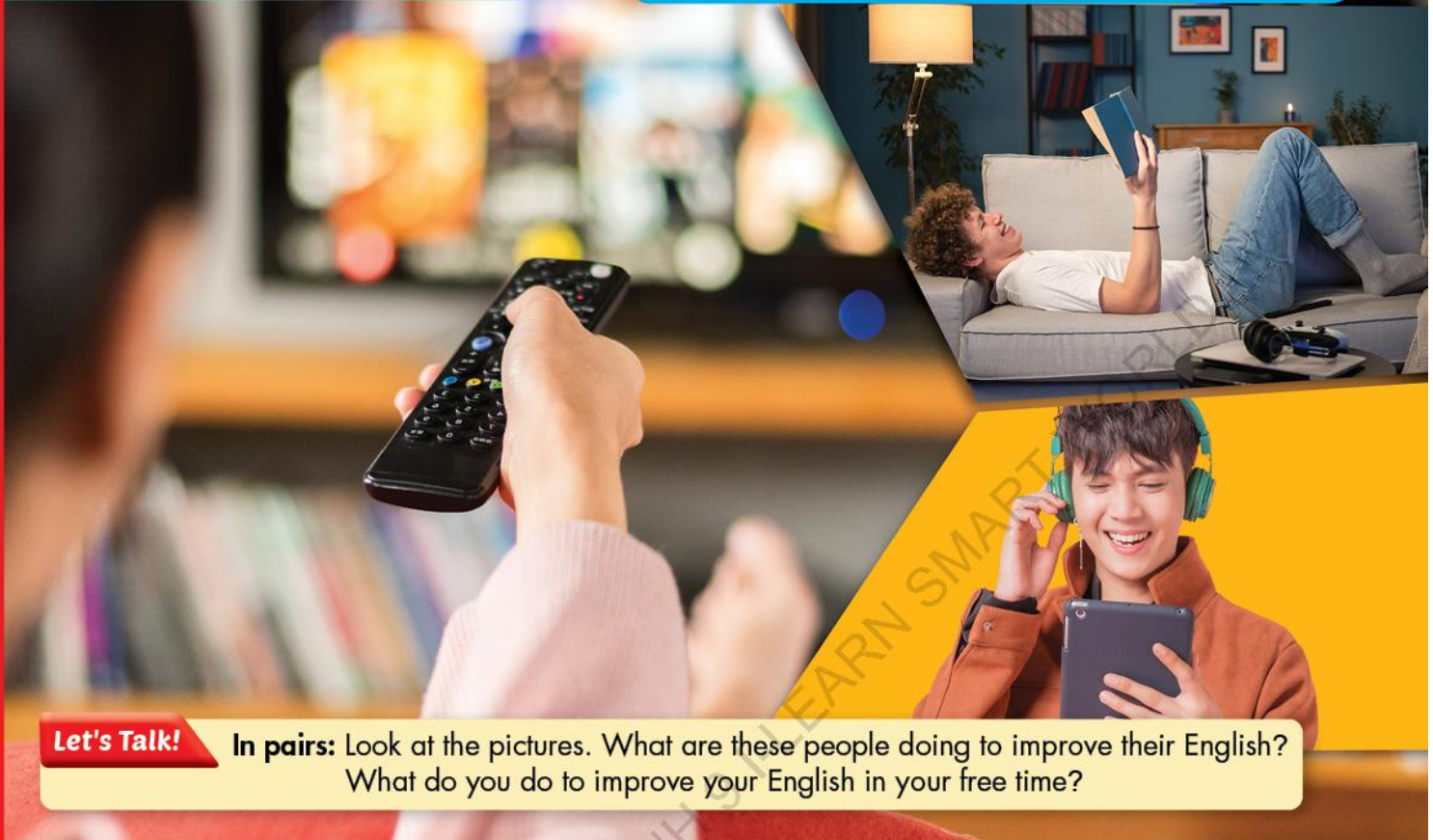
SEMESTER MID/FINAL REVIEWS: Language and Skills Review of Units 1–8
PROJECTS: Presentation

Unit 1 English in the World

LESSON 1

Can you...?

- talk about different ways to learn English
- use *to*-infinitives (for purpose) to give the purpose of study methods
- use phrasal verbs to describe study methods



Let's Talk!

In pairs: Look at the pictures. What are these people doing to improve their English? What do you do to improve your English in your free time?



New Words

a. Read the sentences, then match the words to the definitions.

Listen and repeat.

- Look up** words you don't know in the dictionary.
- You can find the **lyrics** of your favorite songs on the internet.
- You might **come across** interesting phrases when you read books in a foreign language.
- It's important to **go over** your homework and look for mistakes.
- When you watch TV in English, remember to use the English **subtitles**.
- "**Turn on** the TV. I'm so bored!"
- Practicing new words is important, so find a study **method** you like.
- It's a good idea to **note down** new words in a notebook so that you don't forget them.

- _____ **turn on** – make something work by moving a switch or pressing a button
- _____ – a way of doing something, often with a plan
- _____ – look for information about something
- _____ – meet or find somebody or something by chance
- _____ – check something very carefully
- _____ – write something so that you don't forget it
- _____ – words you can read at the bottom of a television screen to explain what you hear, often in another language
- _____ – the words in a song

b. In pairs: Use the new words to talk about what you like to read, watch, or listen to in English.

I note down new words in a notebook.

I turn on subtitles to understand movies.



Reading

a. Read the online article about English study methods.

What is the passage mainly about?

1. writing good texts

2. taking difficult exams

3. learning in fun ways

Study Methods

You already know learning English is useful, but do you know there are fun ways to learn?

1. Read English books/newspapers/websites: You can read more to improve your vocabulary. Your speaking, listening, reading, and writing skills will improve if you learn more vocabulary. Find books or websites on topics you like. Choose one slightly above your level to learn new words each time.

2. Watch television shows and movies in English: You can turn on the English subtitles to understand the actors clearly or copy the actors to improve your pronunciation. You can also note down new words to look up later.

3. Keep a notebook: Write down new words or grammar from class in a notebook. When you go home, go over your notes to help you remember what you learned. You should also go over them to see if you come across any mistakes.

4. Listen to music in English: Listening (and singing) to music is another fun way to improve your English. There are so many songs to choose from. Go over the lyrics to help you understand the English words.

Now you know some fun ways to learn English. Which ones are you going to try today?

b. Now, read and fill in the blanks.

1. According to the article, you will improve all four skills if you learn more vocabulary.

2. Look for books or websites on topics you like and choose one just above your level.

3. When you watch movies or TV shows in English, you can note down vocabulary to look up later.

4. You should go over your notes to help you remember new words and grammar you learned.

5. When listening to music in English, use the lyrics to help you understand the words.

c. Listen and read.

d. In pairs: Which English study methods do you want to try? Why?



Grammar

a. Read about *to*-infinitives and phrasal verbs, then fill in the blanks.

to-infinitives

We can use ***to*-infinitives** to express the purpose of something.

Main clause + ***to*-infinitive**

I read a lot in English **to improve** my skills.
Do you watch movies **to learn** new words?

Phrasal verbs

A **phrasal verb** is a verb combined with a particle (an adverb or a preposition or both). The meaning of a phrasal verb is different from each part in it.

Look up the word if you don't know the meaning. (Find the word in a dictionary.)

Look over your homework before you turn it in. (Check it carefully.)

Look for any words you don't understand. (Try to find them.)



b. Listen and check. Listen again and repeat.

Phrasal verbs

- Some phrasal verbs are separable. An object can go between the verb and the particle, or after the particle.

verb + object + particle

verb + particle + object

Can you **turn the subtitles on**?

Can you **turn on the subtitles**?

- If the phrasal verb is separable, and the object is a pronoun, the object must go between the verb and particle.

verb + pronoun + particle

Can you **turn them on**?

- Some phrasal verbs are inseparable. The verb and the particle always go together, and the object follows.

verb + particle + object

I **came across** a great English website.

I **went over** my homework and didn't find any mistakes.

c. Circle the correct words.

- This website I came across/over has methods to improve/improving my pronunciation.
- I look at/up the lyrics of my favorite songs to know/known what the singer is saying.
- When you learn something new, do you note down/it down to help/helping you remember it?
- My brother often goes over/up his homework two or three times to finding/find mistakes.
- You should use subtitles. I turn them on/on to understanding/understand what the actors are saying.

d. Match the actions to the purposes, then write complete sentences.

Actions

- I use different study methods
- He turns subtitles on
- We note down new words
- They listen to music with lyrics
- She goes over her writing
- I look new words up

Purposes

- understand the actors' words
- read the song's words
- improve all four skills
- look for mistakes
- know their meanings
- look them up later

- I use different study methods to improve all four skills.
- _____
- _____
- _____
- _____
- _____

e. In pairs: Use the actions from Task d. again and make new sentences using your own ideas for the purpose.

I use different study methods to improve my writing.

We note down new words to use in our writing.



Pronunciation

Rhythm

a. Stress content words in a sentence.

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

I read the lyrics to understand the song.
I use subtitles to improve my pronunciation.

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

I read a lot of books to improve my vocabulary.
I watch lots of movies to learn new words.

d. Read the sentences with the rhythm noted in Task a. to a partner.



Practice

a. In pairs: Take turns asking and answering about English study methods.

What method can we use?

We can listen to music.

How will that help?

We can use the lyrics to practice reading.

That's a good idea.

listen to music



use the lyrics/practice reading

read interesting books



note down new words/look them up later

watch TV/movies



turn on subtitles/understand new words

keep a notebook



go over our writings/find mistakes

b. Practice with your own ideas.



Speaking

FUN STUDY METHODS

a. In pairs: Look at the pictures of fun ways to learn English. Say what the activities are and discuss the purpose of the study methods below and your own ideas.

Let's talk about some fun ways to learn English. What activity can we do?

We can watch TV shows in English.

How will that help?

We can turn on the English subtitles to understand the new words easily.



b. Now, join another pair and tell them about your favorite fun study method.

Our favorite fun study method is...

Unit 1 English in the World

LESSON 2

Can you...?

- discuss why you are learning English
- use adverbial clauses and phrases of reason to explain why you are studying English

Conversation Skill: Asking for a reason



Let's Talk!

In pairs: Look at the picture. What is the woman doing?
How can English help her on her trip?



New Words

a. Read the definitions, then fill in the blanks with the new words.

Listen and repeat.

- **essential:** extremely important and necessary
- **international:** involving two or more countries
- **overseas:** connected with other countries, usually countries across the sea
- **foreign:** *belonging* to or coming from another country, not your own
- **worldwide:** in all parts of the world
- **opportunity:** a situation making it possible for you to do something
- **content:** the information or ideas in a book, speech, film, or an online article
- **career:** a job or series of jobs that you do for a long period of your life



1. My city has a large _____ international _____ airport we can use to fly to different countries.
2. Studying in Singapore will give you a(n) _____ to practice English.
3. If you understand English, you can enjoy a lot more _____ on the internet.
4. Learning English will be useful for your future _____ because many jobs require it.
5. One day, I want to travel _____ to America or Canada.
6. People speak English _____. They use it all around the world.
7. Many people in my country choose to leave home and study in a(n) _____ country.
8. If you want to study in another country, it is _____ to learn English.

b. In pairs: Use the new words to talk about how you can use English in your country and around the world.

We can work for an international company in Vietnam.
We can easily travel overseas if we speak English.



Listening

a. Listen to two friends talking about learning English. Where are they? 

1. at home

2. at school

3. at work

b. Now, listen and fill in the blanks. 

1. Linh thinks English is a useful _____ language _____ for the future.
2. She also thinks English is an essential language for _____ study.
3. She plans on _____ in America.
4. There are so many career opportunities because English is a _____ language.
5. Duy wants to enjoy the English _____ of songs and movies.
6. Linh and Duy decide to watch an English _____ after school.



Conversation Skill

Asking for a reason

To ask for a reason, say:

Really? Why?

Why do you think so?

c. Read the Conversation Skill box, then listen and repeat. 

d. Now, listen to the conversation again and circle the phrase that you hear. 

e. In pairs: Which of Linh's and Duy's reasons for learning English do you like the most? Why?



Grammar

a. Read about adverbial clauses/phrases of reason, then fill in the blanks.

Adverbial clauses/phrases of reason

These clauses and phrases explain why something happens.

Main clause + **as/since/because** + clause

My English improved **because** I practiced a lot.
I'm going to study abroad **as** it will help me get a better job.

As/Since/Because + clause, + main clause

Since your English is better than mine, could you help me?

Because I read lots of English books, my vocabulary improved.

Clause + **because of** + noun phrase

I'm studying English **because of** the opportunities it will give me.

My brother is getting really good at English **because of** all the English movies he watches.

Because of + noun phrase, + clause

Because of the cost, I'm not going to study abroad.

Because of the job I want in the future, I need to speak English really well.



I'm learning English
(1) _____ the study
abroad program I want
to do.

Me too! (2) _____
we have the same goal,
let's practice together.

b. Listen and check.

Listen again and repeat. 

c. Fill in the blanks with *as/since/because* or *because of*.

Linh: Why are you learning English?

Thảo: I'm learning it (1) because of the university I want to go to. It's overseas.

Linh: Oh, I see. (2) _____ you'll learn everything in English, you need to be really good at it, right?

Thảo: Yeah, that's right. How about you?

Linh: That's easy. I'm learning it (3) _____ most of my favorite movies are in English.

Thảo: That's interesting. We should study together (4) _____ we both want to improve.

Linh: That's a great idea. Let's meet at the library after school.

Thảo: Sorry, I can't go after school today (5) _____ English club. It starts at 4 p.m.

Linh: OK. Another time.

d. Use the prompts to write replies using *as/since/because* or *because of*.

1. Friend: I love English songs.

You: We both like English songs/do you want/sing karaoke?

As/Since/Because we both like English songs, do you want to sing karaoke?

2. New girl in class: How is your class so good at English?

You: We are very good/how much/read and listen/English content every day

3. Sister: English is spoken all around the world.

You: Yes/English/help you with international travel/people speak it worldwide

4. Teacher: Why do you want to improve your English?

You: English is/language of overseas study/essential to be good/it

5. Friend: You seem to really like learning English.

You: I/learning English/career opportunities/will give me/future

e. In pairs: Talk about English using the prompts below.

We should study English more because of...

As I enjoy studying English,...

As English is important for my future career,...

English is useful because of...

...since people speak English all over the world.

I'm learning English because...

We should study English more
because of all the career
opportunities it can give us.



Pronunciation

Sound Changes

a. '...I will...' is often contracted to '...I'll...'.
'...I'll...' sounds like /aɪl/.

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

I'll earn more money. I'll study abroad.

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

I'll have more career opportunities.

I'll improve quickly.

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



Practice

a. In pairs: Take turns telling your partner why you are learning English.

Why are you learning English?

I'm learning English because of the future career opportunities. Since I'll have more career opportunities, I'll earn more money.

career opportunities



...because of the future...
Since I'll have more..., –
I'll earn more money

study abroad



...because I want to...
As I want to..., –
I need to improve my skills

English television



...as I want to watch...
I'll improve my listening –
since I love watching...

English music



...because of my love for...
Since I love..., –
I'm going to learn the lyrics

international travel



...because I like...
I should learn more phrases –
as I'll do more...

learn new things



...because I love to...
Since I love to..., –
I'll improve quickly

b. Practice with your own ideas.



Speaking

WHY ARE YOU LEARNING ENGLISH?



Ask for a reason.

a. In pairs: Discuss your top three reasons for learning English. Decide on the two most important reasons and write them in the table.

	Reasons for learning English
1	We're learning English... _____ _____
2	_____ _____ _____



b. In pairs: Choose two study methods from Lesson 1 you think will explain your reasons for studying English. Join another pair and share your ideas.



OK, since we both want to study abroad and like music,...

Unit 1 English in the World

LESSON 3

Can you...?

- talk about reasons for doing different activities in English
 - write a reply email giving advice to a friend
- Writing Skill:** Using sequence words to organize your writing



Let's Talk!

In pairs: Look at the pictures. What are these people doing? Do you communicate like this?



Reading

a. Read the email between two pen pals. Choose the best subject for the email.

- A. Ideas for a party B. Ideas for this weekend C. Ideas for learning at home

To: Tom@English-Speaking-Pen-Pal.com

From: David@English-Speaking-Pen-Pal.com

Subject: _____

Hi Tom,

Thanks for your email. You asked me if I knew some fun ways to learn English – yes, I do! **Check out** these awesome activities you can do – just pay attention to the study methods. :-)

First, you can watch movies or TV shows in English. It's a great way to learn new words. Sometimes it's difficult to **figure out** what is happening, so **make sure** you turn on the English subtitles to understand the new words clearly.

Second, you can read stories in English. You can choose any type of reading you like (for me, I love reading comics!). Be sure to **double-check** that you read something a little above your language level to learn some new words each time.

Finally, you can listen to your favorite English songs or choose something new to listen to. There are so many singers and songs in English you can pick. It's always easy to find interesting music. Search for the lyrics online and use **them** when you listen to the singer's words.

Which one do you think is your favorite? Let me know if you have any questions. Bye for now!

David

Send

b. Now, read and choose the correct answers.

- What does the sender want Tom to focus on in the email?
☒ A. the study methods B. the language he uses
 C. the activities D. the examples he uses
- What kind of text should Tom read to always learn new words?
 A. something very challenging B. something a little challenging
 C. something he read before D. something very easy
- What music does David say Tom can listen to?
 A. music in two languages B. music Tom likes
 C. music with no words D. David's favorite music
- What does the word **them** in the passage refer to? A. singers B. songs C. subtitles D. lyrics
- Which of the following can you infer from the passage?
 A. David likes learning English. B. David dislikes learning English.
 C. David is English. D. David has lots of English friends.

c. Listen and read.

d. In pairs: Which activity in the email do you think is the most interesting? Why?



Writing

- a. Read about using sequence words to organize your writing, then read the email again and circle the sequence words.

Writing Skill

Using sequence words to organize your writing

To show the order or **importance** of ideas, you can use the ordinal numbers *first, second, third,...* and the adverb *finally*.

We use sequence words to organize our writing. They make our writing easier to read and our ideas easier to understand. We use them at the beginning of a sentence and write a comma after them.

First, learn how to say some new English words.

Second, practice saying the words to a partner.

Third, practice listening to your partner saying them.

Finally, try to use them in a real-life English conversation.

- b. Read the sentences about keeping a vocabulary notebook. Write numbers in the boxes to put the sentences in order of importance, then write sequence words in the blanks.

- ☐ _____, you can arrange the new words in your notebook by topic if you want to. Some students like doing this to quickly find the new words again.
- First _____, you should select a bright color for the cover to help you find it when you need it.
- ☐ _____, you need to write your name on the notebook. If you leave it somewhere, you can get it back easily.
- ☐ _____, it's a good idea to go over your notes a few times to help you remember better.



Speaking

- a. In pairs: Discuss different fun activities you can do to practice English at home. For each activity, describe a study method you can use to improve your English.
- b. Choose three activities you can do and decide the order of importance, then complete the table.

	Fun activities	English study methods	Purposes of study methods
1 (most important)			
2			
3 (least important)			



Let's Write!

Now, write an email to your pen pal to give advice on how to practice English. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 100 to 120 words.

Feedback

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



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Review materials for Unit 1

Life in the Past

LESSON 1

Can you...?

- discuss family traditions and customs in the past and now
- use *would* for repeated past actions



Let's Talk!

In pairs: Look at the picture. What are the relationships between these people? What Vietnamese family traditions and customs do you know?



New Words

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



- | | |
|---|--|
| 1. My family is a <u>nuclear family</u> . I live with my parents and sisters. | ◆ a. the relationship between two people married to each other |
| 2. Tết is the only time I see all my <u>relatives</u> . My aunts and uncles don't live near us. | ◆ b. a family including only parents and children |
| 3. Many young women prefer to be <u>single</u> . They don't want to get married. | ◆ c. a family including parents, children, aunts, uncles, grandparents, etc. |
| 4. My friend lives with her <u>extended family</u> . She lives with her parents, grandparents, aunts, and uncles. | ◆ d. all the people of about the same age in a family or a society |
| 5. Many men don't like being a <u>house husband</u> . They think men should earn money for the family. | ◆ e. a member of your family |
| 6. My grandpa says my <u>generation</u> doesn't work hard, and people my age just want easy jobs. | ◆ f. the person in a family earning money to support the family |
| 7. She became the <u>breadwinner</u> and worked to take care of her family. | ◆ g. end the relationship between a husband and a wife by an <u>official</u> process |
| 8. My cousin is in a happy <u>marriage</u> with his wife. | ◆ h. not married or not in a relationship with someone |
| 9. My uncle is getting <u>divorced</u> . His wife doesn't want to be with him anymore. | ◆ i. a married woman staying at home and doing housework |
| 10. My grandma was a <u>housewife</u> . She took care of the family and didn't have a job after getting married. | ◆ j. a married man staying at home and doing housework |

b. In pairs: Use the new words to talk about your family or people you know.

My parents are in a happy marriage.

My brother is single.



Reading

a. Read the interview with Mrs. Nguyễn about her memories of family life in the past. What does it mainly discuss?

1. why families in the past were better

2. the differences between now and then

Interviewer: Mrs. Nguyễn, you have 13 children and 24 grandchildren. That isn't common now. What were families in the past like?

Mrs. Nguyễn: Back then, three or four generations would live together in extended families. Most people have a nuclear family now. Most of my children don't live with me anymore.

Interviewer: What do you think about this change?

Mrs. Nguyễn: Hmm, the smaller family size allows people to be more independent. But sometimes it makes the **connections** between relatives weaker.

Interviewer: What about marriage in the past?

Mrs. Nguyễn: In the past, married people would live together their whole lives. There weren't many single women, and they often had a difficult life.

Interviewer: Now, some people choose to be single parents or single because they aren't afraid of getting divorced or living alone.

Mrs. Nguyễn: I think that's a positive thing, mostly. Some people just can't live together.

Interviewer: Were the roles of family members different?

Mrs. Nguyễn: Yes. The husband was the breadwinner in the past, and the wife would stay at home. Now, many men help their wives do housework. And I know that in many families, both parents are working because it costs a lot of money to raise a child now.

Interviewer: Thanks for sharing your memories with me.

b. Now, read and circle **True**, **False**, or **Doesn't say**.

1. All of Mrs. Nguyễn's children still live with her.

True **False** Doesn't say

2. She says having fewer people living together sometimes affects family connections.

True False Doesn't say

3. In the past, most men weren't single.

True False Doesn't say

4. Mrs. Nguyễn thinks being a single parent now isn't a good thing.

True False Doesn't say

5. She says men went to work, and women did the housework in the past.

True False Doesn't say

c. Listen and read.

d. In pairs: What changes mentioned in the interview can you see in your family? What things do you agree or disagree with Mrs. Nguyễn about? Why?



Grammar

a. Read about **would**, then fill in the blank.

would

- We can use **would** to talk about repeated past actions that don't happen anymore. We need to give a specific time or occasion before or after the repeated action.

Past time phrase + subject + would + bare infinitive + object

When I was a kid, I **would walk** home with my mom.

Subject + would + bare infinitive + object + past time phrase

Men **would make** the big decisions **in those days**.

- We can use adverbs of frequency (usually, often, sometimes, never) after **would**.

Subject + would + adverb of frequency + bare infinitive + object

Back then, we **would often help** cook and clean.

Children **would usually play** outside in the past.



In the past, people _____ family meals together in the evenings.

b. Listen and check.

Listen again and repeat. 

would

- We don't use **would** to talk about facts, states, or things people did most of the time, at a particular time, or only once. In these cases, we use the **Past Simple**.

He **was** a farmer. (This was a past state.)

When I was a kid, I **went** to bed at 7:30 p.m. (I always did this.)

In 1970, my father **won** an art competition. (He won only once.)

c. Unscramble the sentences.

1. family meals./In the past,/for/people/be home/would usually
In the past, people would usually be home for family meals.
2. people/five to ten/have/Back then,/would usually/children.

3. in extended families./Fifty years ago,/people/live/would often

4. the husband/be/A hundred years ago,/the breadwinner./would often

5. Back then,/after getting married./women/would become/housewives

6. the whole family./cook for/the mother/In the past,/would

d. Read the statements about life in the past and complete the sentences below using **would** or the Past Simple.

1. In the past, _____ people often didn't live in nuclear families.
2. In the past, _____.
3. _____ back then.
4. _____ in the past.
5. Back then, _____.
6. Back then, _____.

1. People often don't live in nuclear families. (This is a fact.)
2. Women live with their families their whole lives. (Many women did this.)
3. Parents make their children do a lot of chores. (Many parents did this.)
4. People only meet their husband or wife a few times before getting married. (Many people did this.)
5. My wife has a small bakery and is busy, so I become a house husband. (This is a fact.)
6. Children often skip school if they have to do chores at home. (Many children did this.)

e. In pairs: Use the topics below to talk about things that happened regularly when you were a kid.

Topics

- going to school
- after school
- on holidays
- at school
- on the weekends
- in the summer

My mom would walk me to school every morning when I was a kid.



Pronunciation

Sounds

a. Focus on the /ɪ/ and /i:/ sounds.

c. Listen and circle the words you hear.

1. sit seat
2. feel fill
3. his he's

b. Listen. Notice the sounds of the underlined letters.

relative, single, breadwinner
thirteen, Vietnamese, families

d. Take turns saying the words in Task c. while your partner points to them.



Practice

a. In pairs: Take turns talking about memories of family life in the past and compare them with family life now.

What do you remember about family life in the past, Grandpa?

Back then, women would be housewives, and husbands would be breadwinners.

Many women also work now.



Then: women/be housewives and men/be breadwinners

Now: many women also work



Then: people/usually come home/family meals

Now: most families only have dinner together



Then: people/usually live/extended families

Now: people/usually live/nuclear families



Then: people/often get married young

Now: people often get married later



Then: men/make all decisions

Now: women also make decisions



Then: people/usually have many kids

Now: people have fewer kids

b. Practice with your own ideas.



Speaking

Family Now and Then

a. In pairs: Discuss how people remember family traditions and customs in the past and compare them to today. Discuss the points below.

- Family size
- Family meals
- Marriage
- Parent-child relationship
- Member roles

In the past, people would...

Now, people...



b. Do you think the changes are better or worse? Why?

CRITICAL THINKING

I think the change in family size is better. Living with many people can be uncomfortable.

Life in the Past

LESSON 2

Can you...?

- talk about memorable days in the past
- use *used to* for past situations

Conversation Skill: Showing interest



Let's Talk!

In pairs: Look at the picture. What can you see? What kind of things do parents and grandparents often have photos of? What photos do your parents or grandparents have?



New Words

a. Read the words and definitions, then match the words with the pictures.

Listen and repeat.

bake: cook food in an oven without extra oil or water

sketch: make a quick drawing of something or somebody

tuk-tuk: a vehicle with three wheels, with open sides and no doors

clay pot: a deep bowl used for cooking, made from heavy, sticky **soil** from the ground

stall: a table or small shop with an open front for people to sell things from

nephew: the son of your brother or sister

niece: the daughter of your brother or sister

cottage: a small house, often found in the country



tuk-tuk



b. In pairs: Use the new words to talk about things your parents and grandparents like doing.

My grandpa loves sketching in his yard.

My mom loves baking for her nieces and nephews.



Listening

a. Listen to a grandfather talking to his granddaughter about some memories.
How does he feel about them?

1. good, happy memories 2. nice, but boring memories 3. one happy memory and one sad memory

b. Now, listen and fill in the blanks.

- Grandpa used to visit a cottage in the spring.
- Grandpa's wife, children, _____, and _____ used to go to the cottage.
- Grandma used to bake _____.
- Grandpa and his parents would look at the _____ at the market.
- Grandpa would _____ at the beach.



Conversation Skill

Showing interest

To show interest, say:

- ☐ Lucky you!
- ☐ That sounds (awesome).
- ☐ Oh, I'd love to hear (more) about it!

c. Read the Conversation Skill box, then listen and repeat.

d. Now, listen to the conversation again and number the phrases in the correct order.

e. In pairs: Take turns telling your partner about things you would do in the summer but don't do anymore.

When I was little, my family would go to the water park every summer. It was a lot of fun.



Grammar Meaning and Use

a. Read about **used to**, then fill in the blank.

used to

We can use **used to** to express:

- a past situation or state (but no longer existing)
She **used to** have long hair. (Now it's short.)
- a repeated past action (but no longer continuing)
I **used to** play tennis every weekend. (Now I don't.)

Affirmative: Subject + **used to** + bare infinitive (+ object)

I **used to go** to the beach in the summer.
My mom **used to bake** a pie on the weekends.

Negative: Subject + **didn't use to** + bare infinitive (+ object)

We **didn't use to travel** in the holidays.
She **didn't use to see** her friends after school.

Questions: (**Wh-word** +) **Did** + subject + **use to** + bare infinitive (+ object)?

Did he use to take lunch to school?
Where did they use to go on vacation?



We _____ *phở* on Fridays. And we would tell each other about our week.

b. Listen and check.

Listen again and repeat.

used to

- When we talk about past states, we use **used to**, not **would**:

I **used to** live in London. (NOT: I **would** live in London.)

- When we use them both together, **used to** usually comes first to set the context for the past actions.

When I was a kid, I **used to** visit my uncle every year. We'd play in the woods, and we'd go fishing in the river.

- We don't need to mention a past time with **used to**.

I **used to** go fishing with my grandpa. (We can also say: **When I was young**, I **used to** go fishing with my grandpa.)

However, we need to mention a past time with **would**. (e.g. "When I was young,...")

When I was young, I **would** go fishing with my grandpa. (NOT: I **would** go fishing with my grandpa.)

c. Underline the mistakes and write the correct words on the lines.

1. My mother to used sweep the floor in the morning.

used to

2. Did your nephew used to sketch after school?

3. We used to traveled around on a tuk-tuk.

4. I used live in London with my brother.

5. Where did she use to went on the weekends?

6. We use to loved walking to my aunt's cottage.

d. Write sentences using the information in the table with either **used to** (if there's no past time phrase) or **would** (if there's a past time phrase).

Person	Past	Now
Me	live in Tokyo	live in Madrid
Sister	work in a market stall	work in a bookstore
Me	do arts and crafts in the yard when I was little	do arts and crafts inside
Me	have a dog called Twiglet	have a cat called Grant
Brother	travel to the beach every summer back then	travel to the city in the summer

1. I used to live in Tokyo.

2.

3.

4.

5.

e. In pairs: Ask and answer questions about things you **used to** do after school, on the weekends, and during holidays when you were younger, then use **would** to give additional information.

What did you **use to** do after school when you were younger?

I often **used to** walk around the park with my mom.
I **would** play on the playground, too.



Pronunciation

Intonation

a. Intonation for exclamations usually falls.

That sounds awesome!

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

That's really great!

I just can't believe it!

b. Listen. Notice how the underlined words fall in intonation.

Lucky you!

I'd love to hear about it!

d. Read the sentences with the intonation noted in Task a. to a partner.



Practice

a. In pairs: Practice the conversations using the pictures and texts. Swap roles and repeat.



A: What's this photo?

B: That's a **cottage** we used to go to **in the summer**.

A: Lucky you. What did you use to do there?

B: We used to **make delicious food**. I would **make pizza**, and the children would **play board games**.

A: What's this photo?

B: That's a **market** I used to go to **near my old house**.

A: Oh, I'd love to hear more about it. What did **people** use to **sell there**?

B: **They** used to **sell clothes and jewelry**. I would go with **my niece and nephew**. We used to **have so much fun**.



b. Practice again with your own ideas for the information in blue.



Show interest.



Speaking

A Memorable Day

a. In pairs: Student A, you're the grandparent. Talk about memorable things you did using the photos and your own ideas. Student B, you're the grandchild. Listen and ask questions.

Student A



b. Swap roles and repeat. Student A, you're the grandchild. Student B, you're the grandparent.

Student B



c. What about you? Tell your partner about memorable things you used to do.

Life in the Past

LESSON 3

Can you...?

- talk about the life of a family member
- write about the life of a family member

Writing Skill: Using time connectors



Let's Talk!

In pairs: Look at the pictures. What are the people doing? Do you have any similar **childhood** memories with your family?



Reading

a. Read the passage about Lan's grandmother. What lesson does Lan get from her grandmother's stories?

1. We should work hard to **overcome** difficulties. 2. We should keep our hope in difficult times.

When I was a kid, I used to stay with my grandmother after school. She'd often tell me stories about her life in the past, and I found **them** very interesting.

Her childhood was different from mine. She grew up in a large, extended family. Her family was poor, and she only finished elementary school. When she was thirteen, she started working. Her uncle cooked for wedding parties, and she'd go with him to those parties to help him.

Afterwards, she worked at a pottery place. She was good at making pottery and proud of the things she made. My grandfather also started working there. They **fell in love** and got married two years later.

My grandparents worked hard to build a family together. After they had their first child, my grandfather continued to work at the pottery place. **Meanwhile**, my grandmother sold groceries at home. They **eventually** saved enough money to buy a house of their own and raised three children.

I sometimes think about the stories my grandmother told me and feel **thankful** for her and my grandfather. Whenever I have a difficult problem, I think about those stories and tell myself to continue to work hard.

b. Now, read and choose the correct answers.

- What does the word **them** in paragraph 1 refer to?
A. Lan's stories B. Lan's school days **C. Lan's grandmother's stories** D. Lan's family members
- What was Lan's grandmother's childhood like?
A. It was difficult. B. There were many adventures. C. It was fun. D. There were many parties.
- What was her grandmother's first job?
A. helping at wedding parties B. selling groceries C. making pottery D. cooking at a restaurant
- Where did Lan's grandmother meet her grandfather?
A. at a party B. at school C. at the market D. at work
- Which of the following is NOT true about Lan's grandmother?
A. She didn't go to high school. B. She liked making pottery. C. She went to work after having her first child. D. She started working from a young age.

c. Listen and read.

d. In pairs: What do you know about your grandparents' childhoods? How is your life different or similar?



Writing

a. Read about using time connectors, then read Lan's passage again and underline the connectors she used.

Writing Skill

Using time connectors

To show when an event happened in relation to another event, we can use *afterwards*, *meanwhile*, and *eventually*. We often use them at the beginning of a sentence (with a comma after) or before the main verb*.

- **Afterwards:** at a later time

He worked at the store for several years. Afterwards, he opened his own store.

- **Meanwhile**:** at the same time something else is happening

Her husband fought in the war. She meanwhile had to raise five kids on her own.

- **Eventually:** in the end, after a long time

He walked to work for years to save money. Eventually, he got enough money to buy a bicycle.

*Using *afterwards* before the main verb is only common in formal language.

**We can also use a comma before and after *meanwhile* if we want to contrast two things or people.

His family was rich. She, meanwhile, came from a poor family.

b. Write sentences using the prompts.

1. He/dream of/be doctor/since little kid/and study hard. Eventually/he/get into/medical school
He dreamed of being a doctor since he was a little kid and studied hard. Eventually, he got into medical school.
2. My grandmother/want/get job first. Meanwhile/her parents/want her/get married

3. He/sell food/at small stall/at market. Afterwards/he/find job/at factory

4. My mother/continue/work/a couple of years. Afterwards/she/become/housewife

5. His father/be away from home/years/because of war. It/eventually/end,/and he/return home



Speaking

The Life of My Family Member

a. In pairs: Tell your partner about the life of a family member. You can use the questions below to help you.

- What do you know about his/her childhood and younger years?
- What memory do you have about him/her?
- What can you learn from his/her story?

b. Choose two or three events or memories and complete the table with information about what, how, and when they happened.

Family member:	
Event/Memory 1:	
Event/Memory 2:	
Event/Memory 3:	
What you learned:	



Let's Write!

Now, write a passage about the life of the family member you talked about. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 100 to 120 words.

Feedback

- | | |
|--|-----|
| The passage uses time connectors correctly. | ☆☆☆ |
| The passage is interesting. (Suggest ideas, if not.) | ☆☆☆ |
| I can understand everything.
(Underline anything you don't understand.) | ☆☆☆ |



pages

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Review materials for Unit 2

Unit 3 Living Environment

LESSON 1

Can you...?

- describe features of a smart house
- use defining relative clauses with relative pronouns to talk about features of homes



Let's Talk!

In pairs: Look at the pictures. What do you think the devices in the pictures do? Would you like to have similar devices in your home? Why (not)?



New Words

a. Read the sentences, then match the words with the definitions.

Listen and repeat.

We need to buy **furniture** for our new house. It doesn't have a bed or a couch yet.

The most expensive **appliance** in my kitchen is the fridge.

The computer **system** allows you to connect all your devices to your phone and control them with an app.

I have to use the **elevator** to get to my apartment because it's on the 13th floor.

Many lights now have **sensors**. They turn on when there's a person moving in the room.

My house has **solar panels** on the roof. They **generate** electricity for us to use.

This device will **monitor** your baby and let you know what he's doing.

My phone has a **voice assistant**, so I can talk to it instead of using my hands.

1. elevator: a machine for carrying people up and down in a building
2. _____: produce energy, especially electricity
3. _____: objects such as tables, chairs, and beds
4. _____: a machine for doing things in the home, such as cooking or cleaning
5. _____: a group of **connected** things (e.g. machines, computers, etc.) working together
6. _____: a computer program you can talk to and give instructions to do something
7. _____: a device with the ability to find light, heat, sound, etc.
8. _____: use technology to watch somebody/something

b. In pairs: Use the new words to talk about things you want to have in your house.

I want to have lots of appliances and a voice assistant.



Reading

a. Read the article about houses below. Which of the following is the best title for the passage?

1. What Houses Will Be Like in the Future 2. Houses of Tomorrow: They're Here



If you're looking for a new house, you'll notice that houses are getting smarter. Here are a few examples of houses of the future.

Peace Cube: These apartments have smart appliances and sensors which allow you to control your house **remotely**. Each apartment has a safety system that **reminds** you to lock the door or turn off your stove. It will call emergency services if a fire happens or someone tries to get into your house.

Sunshine Place: People who love nature will like this place. Each house has an outdoor space that connects to a larger garden. A smart gardening system will monitor and water your plants, so you don't have to worry about forgetting to water them. The houses also have voice assistants which can entertain your kids.

Smart Nest: These apartments have solar panels which generate electricity for the whole building. The trash can in each apartment sorts your trash and sends it to the recycling center, so your kids don't have to. The trash cans will be great for people that want to reduce their impact on the environment.

What do you think of these places? What new technology do you want to see in homes?

b. Now, read and complete the table.

Peace Cube Apartments	• have (1) <u>smart appliances</u> and <u>sensors</u> that let you control the house remotely • can (2) _____ if there's a fire
Sunshine Place Apartments	• can (3) _____ and _____ your garden • come with (4) _____ which provide children with entertainment
Smart Nest Apartments	• (5) _____ create power for the whole building • have smart (6) _____ which pick out trash to recycle

c. Listen and read. 

d. In pairs: What kinds of technology or appliances do you think will be most popular in the future? Why?



Grammar Meaning and Use

a. Read about defining relative clauses with relative pronouns, then fill in the blank.

Defining relative clauses with relative pronouns

- We can use **defining relative clauses** with **relative pronouns** (**that, who, which, whose, whom**) to give key information about the noun before them. This information is essential for understanding the sentence.
- We use the relative pronouns **that/who** for people.

This is a great home for families **that/who** like swimming.

- We use the relative pronouns **that/which** for things.

There is a smart garden **that/which** helps your plants grow better.

- We use the relative pronoun **whose** to show possession with people and things.

This home is great for people **whose** children are young.

This house **whose** yard is big is great for active people.

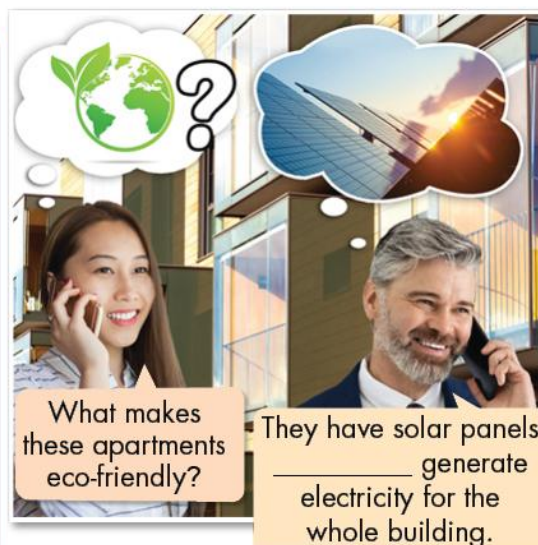
- **Relative pronouns as subjects:**

Noun + **that/who/which** + verb

Our apartments are great for people **that/who** have small children.

People **that/who** care about the environment will love this home.

He wants to live in a building **that/which** doesn't allow pets.



b. Listen and check.

Listen again and repeat. 

• **Relative pronouns as objects:**

Noun + **that/who/whom/which** + subject + verb

This is the house **which/that** I really like.

The apartment manager **who/whom/that** you met is here.

Noun + **whose** + noun + verb

People **whose** parents are older will love this elevator.

Houses **whose** roofs have solar power have lower electricity bills.

Note: We can leave out the pronoun when it is the object of the relative clause.

This is the house **that** I really like./This is the house I really like. (**that** is the object of like)

c. Circle **who**, **whose**, or **which**.

1. I think we should install solar panels who/which can generate electricity for the whole house.
2. People whose/which houses are small will find this smart furniture really useful.
3. Students who/which have busy lifestyles will love these smart appliances.
4. We have a voice assistant who/which can control all of our appliances.
5. Parents who/whose have young children will find this safety system very helpful.
6. Our smart mirror has sensors and cameras whose/which monitor your health.
7. Apartments whose/which walls can move to change the size of the rooms are very popular.
8. The smart bathroom is perfect for older people who/which find it difficult to get up and down.



d. Combine the sentences using relative clauses.

1. We have a sofa. The sofa is also a bed.
We have a sofa that/which is also a bed.
2. Old people would love a house with a smart safety system. Old people live alone.
3. We have a smart elevator. The elevator sends you from your car to your front door.
4. People will love these smart apartments. People care about the environment.
5. Parents will love the smart safety system. Their kids are very active.
6. The apartment has a smart garden. The smart garden helps plants grow by watering them and giving them plant food.

e. In pairs: Take turns saying what smart appliances and furniture you think we will have in the future and who the products would be for, using the table.

Appliance/Furniture	Purpose	People
smart mirrors	let you try on clothes without wearing	love fashion
refrigerators	can order food and drinks	are busy
television screens	show 3D videos and movies	have kids

I think we'll have smart mirrors that let you try on clothes without wearing them.

I think they'd be for people who love fashion.

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

People that care about the environment should live here.
Our house has walls that can move.

d. Read the sentences with the sound change noted in Task a. to a partner.

Pronunciation

Sound Changes/Rhythm

- a. '...that can...' often sounds like /ðækən/.
'...that care...' often sounds like /ðæker/.

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

I have smart appliances that clean themselves.
These apartments have safety systems that can call emergency services.



Practice

a. In pairs: Take turns talking about the smart homes below.

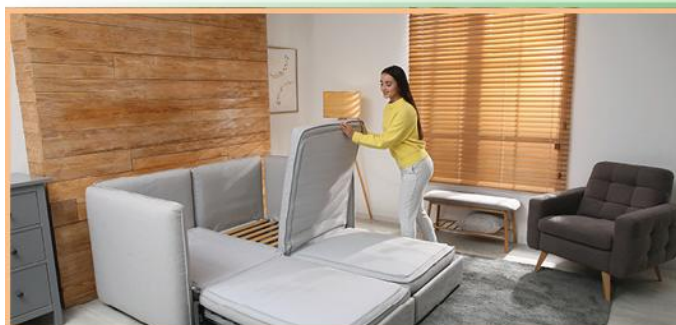
What do the Lake View Apartments have?

That's cool. What else?

They have sensors that control lights, temperature, and water to save energy.

Lake View Apartments

- Sensors – control lights, temperature, water to save energy
- Solar panels – generate electricity
- Smart elevator system – sends you from your car to your door
- Walls with plants – keep your home cooler



Flexi-House

- Walls – can move to change size/shape of rooms
- Smart furniture – has many uses
- Smart bathroom – has sensors to monitor your health
- Smart cooking appliances – cook healthy food for you

b. Take turns saying which groups of people would love the apartment and house in Task a.

- want to save money
- care about the environment
- like new technology
- are old
- often have guests over
- cook often

People who want to save money would love Lake View Apartments.

People that care about the environment would also love the apartments.



Speaking

A COOL AND SMART HOUSE

a. You're designing a smart house for one of the types of people below. In pairs: Choose one, then discuss and design a house with at least four smart features for them.

very busy, live alone,
want a small house

old and weak, want a
safe house

People that are very busy want a house
with lots of smart appliances.

have small kids, care
about the environment

love gardening, have
a healthy lifestyle

Yeah. They want smart appliances which they can control
remotely, so they can control them from everywhere.

b. Join another pair and tell them about your house.

We designed a house for people that are very busy, live alone,
and want a small house. It has smart appliances that...

Unit 3 Living Environment

LESSON 2

Can you...?

- talk about ways you would like your living environment to be different
- use wish with the Past Simple to say what you want to change where you live

Conversation Skill: Asking the same question



Let's Talk!

In pairs: Look at the pictures. What can you see? Do you think they are important things to have in or near your home? Why?



New Words

a. Read the definitions, then fill in the blanks with the new words.

Listen and repeat.

bunk beds – two beds that are put together, one above the other

neighborhood – an area or part of a town

curtain – a piece of cloth that is put over a window

nearby – not far away

spa – a place where people can go to relax and get healthier

flat-screen – television or computer screen that is very thin

air conditioner – a machine that cools and dries the air

game console – a small device for playing video games



1. I'm really tired, so I think I will go to the _____ spa _____.
2. Can you turn on the _____, please? It's getting too hot in here.
3. I love watching movies on my _____ TV.
4. My brother and I share _____. He sleeps on the top, and I sleep on the bottom.
5. There isn't a supermarket _____. The closest one is 30 minutes away.
6. My sister has a _____ in her room. She plays video games on it all weekend.
7. My _____s are too thin. The sun wakes me up early in the morning.
8. My _____ is great. There's a huge park, and there are lots of nice houses in the area.

b. In pairs: Use the new words to talk about things you already have in your home and what you want your room to have.

I have bunk beds in my room, but I want a game console.



Listening

a. Listen to Lisa talking to her friend about her home.

How does Lisa feel about her home?

She hates it.

She dislikes it.

She thinks it's OK.

She likes it.

She loves it.

1

2

3

4

5

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

1. Lisa lives near a park and a supermarket.

True False

2. She loves going to the local movie theater.

True False

3. She lives with her dad, mom, and younger sister.

True False

4. She likes the size of her bedroom.

True False

5. She wishes she had bunk beds.

True False



Conversation Skill

Asking the same question

To ask someone the same question, say:

What about yours?

What's yours like?

And you?

c. Read the Conversation Skill box, then listen and repeat.

d. Now, listen to the conversation again and circle the phrase that you hear.

e. In pairs: Discuss how similar or different your home is to Lisa's.



Grammar

a. Read about **wish** with the Past Simple, then fill in the blanks.

wish with the Past Simple

- We can use **wish** with the **Past Simple** to express a wish for a thing/situation that is not real in the present.

I **wish** my house **was** closer to the park.
(My house isn't close to the park.)

They **wish** their neighbors **weren't** noisy.
(Their neighbors are noisy.)

John **wishes** he **had** a flat-screen TV.
(John doesn't have a flat-screen TV.)



I _____ my TV _____ bigger.

b. Listen and check. Listen again and repeat.

wish with the Past Simple

Subject + **wish/wishes** + subject + **past tense verb** + object

I **wish** my neighborhood **had** a movie theater.

• We can use **was/wasn't** or **were/weren't** after **I/he/she/it/singular noun**.

I **wish** my house **was/were** closer to the beach.

He **wishes** it **wasn't/weren't** so boring in his neighborhood.

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

- I wish I had (have) a bigger bed.
- He wishes it (be) more exciting in his neighborhood.
- They wish their friends (live) by their house.
- I wish my TV (not be) so small.
- She wishes she (know) her neighbors better.
- I wish my yard (be) bigger.
- They wish they (see) their grandparents more.
- He wishes it (not be) so noisy on his street.



d. Use the table to write sentences about what each person wishes to change about their living environment.

- Sue wishes her bedroom was/were bigger.
- _____
- _____
- _____
- _____
- _____
- _____

Name	Doesn't like
Sue	small bedroom
Paul	house isn't near a mall
John & Bob	no air conditioner in bedroom
Lauren	uncomfortable bed
Steve	neighbors aren't friendly
Mary	no windows in living room
Tony & Ella	friends live far away

e. In pairs: Look at the sentences in Tasks c. and d. Discuss which sentences you also wish were true.

I also wish I had a bigger bed.

I also wish my bed was comfortable.

Pronunciation

Sounds

a. Focus on the /aɪ/ sound.

c. Listen and circle the words you hear.

- way why
- white wait
- buy bay

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

crime, nearby, like

d. Take turns saying the words in Task c. while your partner points to them.



Practice

a. In pairs: Take turns making sentences using the pictures and prompts.

I wish my friends didn't live so far away. What about yours?



- didn't live so far away
- came over more often
- liked my neighborhood

I wish my friends came over more often. And you?

Yeah, I wish they liked my neighborhood.



- had bunk beds
- wasn't messy
- had thicker curtains



- was more exciting
- had a clothes store nearby
- had a spa



- had a flat-screen TV
- had nice paintings
- had a new game console

b. Practice with your own ideas.



Speaking

What Would You Change?



Ask the same question.

a. You are talking about things you don't like about where you live. In pairs: Use the topics in the boxes below to talk about things you wish were different in your house or neighborhood.

There isn't anything to do near my house. I wish my neighborhood had a coffee shop.

There's lots to do near my house, but I wish my neighbors were quieter.

Things to do

Neighbors

Your home

Places near you

Places to eat

Your bedroom

b. Join a new partner. Tell them about the changes you and your partner want to make to your living environment.

I wish my yard had a swimming pool.
Minh wishes her bedroom was bigger.

Unit 3 Living Environment

LESSON 3

Can you...?

- talk about your dream house
- write a paragraph about your dream house

Writing Skill: Using **parallel structures**



Let's Talk!

In pairs: Look at the pictures. Which house would you like to live in? Why? What do you want in your house?



Reading

a. Read Alex's blog below. What is it mainly about?

1. Things Alex wants in her dream house

2. The way Alex built her dream house

Let me tell you about my dream house. My dream house will be in the country. I don't want to live in the city center because it's always noisy there. My house will be a set of three wooden tree houses: one for my living room and kitchen, one for my bedroom, and one for my bathroom. **They** will have modern equipment to make life comfortable. There will be rope bridges connecting the houses together. I want all the houses to look really nice and **cozy** with yellow curtains and lots of **string lights**. When you see them, you'll think of houses in **fairy tales**. The house with the living room will have an outdoor area with a view of the forest and a lake. I'll spend lots of time there reading, working, and watching sunsets. My bedroom will have huge windows and a window in the roof so that I can see stars and the moon from my bed. My bathroom will have an outdoor bathtub and shower. There will also be a garden where I can grow vegetables, fruit, and flowers. I'll also decorate my house with lots of photos, paintings, and small souvenirs.

So, that's my dream house. What's yours?



b. Now, read and choose the correct answers.

- How does Alex describe the city center? A. ugly B. **noisy** C. busy D. modern
- The word **They** refers to _____. A. bedrooms B. rope bridges C. houses D. equipment
- Which of the following is in the bedroom? A. TV B. balcony C. big windows D. shower
- What decorations won't she have? A. paintings B. yellow curtains C. pillows D. photos
- Which of the following can you infer from the passage? A. Alex wants to have an exciting life. B. Alex loves nature. C. Alex doesn't like living alone. D. Alex loves city life.

c. Listen and read.

d. In pairs: Would you like to live in Alex's dream house? Why (not)?



Writing

- a. Read about using parallel structures, then read Alex's blog again. Underline the parts that have parallel structures, then write what part of speech she used after each parallel structure.

Writing Skill

Using parallel structures

- Parallel structures are when you use the same pattern of words or phrases to show that two or more ideas have the same level of importance. We often use them when listing words in a series to avoid **clunky** sentences.
 - Non-parallel structure (nouns): *My dream house will have a pool. I also want a home theater.*
Parallel structure: *My dream house will have a pool and home theater.*
 - Non-parallel structure (adjectives): *I want my dream house to be small, and I would like it to be cozy.*
Parallel structure: *I want my dream house to be small and cozy.*
 - Non-parallel structure (verbs): *It'll have space to play games. I could also watch TV and listen to music there.*
Parallel structure: *It'll have space to play games, watch TV, and listen to music.*
 - Non-parallel structure (gerunds): *I think having a garden will be fun. Growing vegetables will also be fun.*
Parallel structure: *I think having a garden and growing vegetables will be fun.*
 - Non-parallel structure (phrases): *I'll have two TVs. I'll have one for my family. I'll also have one for myself.*
Parallel structure: *I'll have two TVs: one for my family and one for myself.*

b. Rewrite the underlined parts below using parallel structures.

- My dream house will have a big living room, ten bedrooms, and it should have a pool.
My dream house will have a big living room, ten bedrooms, and a pool.
- There will be lots of modern equipment such as a smart fridge, 3D printer, and we'll buy robot helpers, too.
- From my bedroom, I can hear the ocean, and I can also watch sunsets.
- The kitchen and dining room will be the biggest rooms because I'd like to enjoy meals with my family, and I'll have parties with my friends.
- My dream house won't be big, but it'll be cozy, and it will also be comfortable.



Speaking

MY DREAM HOUSE

- a. In pairs: Discuss what's important when choosing a house.
- b. Now, use the question prompts below to discuss your dream house, then complete the table. List two or three ways to say what it will look like, what rooms or things it will have, and how you will decorate it.

Where?

What/kind/house?

What/look like?

What rooms/things?

How/decorate?

MY DREAM HOUSE

Location/Kind of house:

Appearance:

Rooms/Things:

Decorations:



Let's Write!

Now, write a paragraph about your dream house. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 100 to 120 words.

Feedback

The paragraph uses parallel structures correctly. ☆☆☆
 It is interesting. (Suggest ideas, if not.) ☆☆☆
 I can understand everything. ☆☆☆
 (Underline anything you don't understand.)



pages
92-94

Review materials for Unit 3

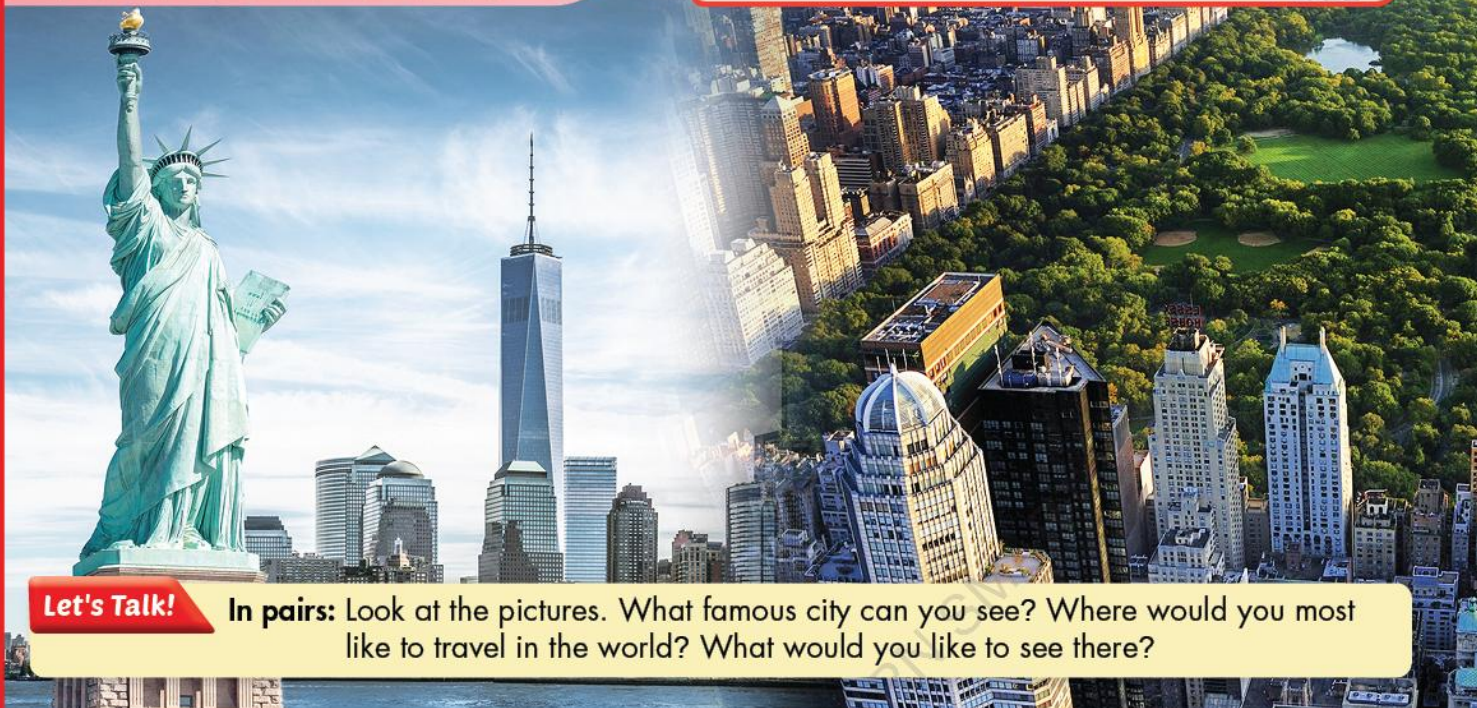
Unit 4

Tourism

LESSON 1

Can you...?

- give and discuss travel suggestions
- use reported speech for suggestions about a vacation



Let's Talk!

In pairs: Look at the pictures. What famous city can you see? Where would you most like to travel in the world? What would you like to see there?



New Words

a. Number the pictures. Listen and repeat.



1. ~~pastry~~
2. dumpling
3. bakery
4. monument
5. socket adapter
6. fanny pack
7. sunblock
8. hostel
9. bed and breakfast



b. In pairs: Write the new words in the table and add more words you know. Use the new words to talk about your past vacations.

Places you stay	Things you eat	Places you visit	Things you take

I stayed at a bed and breakfast in Japan.

I took a socket adapter to Germany.



Reading

a. Read the email and choose the best subject line.

1. Last week's trip

2. Our trip to Paris!

3. What did you learn?

To: janegrunt@abcmail.com

Subject: _____

Hey Jane,

My family gave me some great suggestions for the trip to Paris you and I are taking next year, and I wanted to tell you about them. My dad suggested we travel in October or April. He said it was less crowded at those times. I think April will be the nicest because it will be sunny and warm. He also said we should visit the Eiffel Tower and the Louvre Museum. I thought that sounded pretty boring, so I asked my mom.

She suggested we visit Disneyland Paris. I think that sounds really fun. I love roller coasters. She also told me about some great places to eat such as Le Petit Paris Restaurant. It's expensive, but I heard it's amazing. She also suggested we go to a bakery and try some pastries. She said they were really tasty.

Finally, my brother gave me some really useful advice. He suggested we take a socket adapter. They have different sockets in France. He also suggested we take a fanny pack to keep our things safe. I think it might be a good idea to take both.

What do you think? Did you find out anything interesting?

Speak to you soon,

Sabrina

Send

b. Now, read and write short answers.

1. When are they planning to travel to Paris?

_____ next year

2. What will the weather be like when Sabrina wants to go?

3. Which two places did Sabrina think were boring?

4. What restaurant did Sabrina's mom suggest?

5. What things did Sabrina's brother say they should take?

c. Listen and read.



d. In pairs: Which do you think is the best suggestion Sabrina got from her family? Why? What other travel tips do you think they should know about?



Grammar

a. Read about reported speech, then fill in the blanks.

Reported speech

- We can use **reported speech** to report what someone said.
 - We often need to change the verb tenses, pronouns, possessive adjectives, and some adverbs of place and time of what we report.
 - We can use a **that-clause** to report, but we can omit **that**.
- Statements:** said (that)/said + to + object (+ that)/told + object (+ that)

"I'm going to Paris next week," Sarah said to me.
Sarah **said/said to me/told me (that)** she was going to Paris the following week.

Yes/No questions: asked + object + if/whether

"Do you want to go in June?" Jane asked Peter.
Jane **asked Peter if** he wanted to go in June.

Wh-questions: asked + object + wh-word

"Where should we go?" Will asked Ann.
Will **asked Ann where** they should go.



b. Listen and check.

Listen again and repeat.



Reported Speech

Suggestions:
suggested (that)

"Why don't you travel in July?" Sally said to me.
Sally **suggested (that)** I go in July.

said (that) + subject + should/shouldn't + bare infinitive (if the suggestions has *should*)

"You should try the dumplings at Presgo," Adam said to us.
Adam **said (that)** we **should try** the dumplings at Presgo.

c. Complete the sentences to report what these people said.

1. Tony to me: "You should take a socket adapter with you."
Me: Tony said I should take a socket adapter with me _____.
2. Mom to us: "How about trying some pastries at a bakery?"
Me: My mom suggested _____.
3. Roy to Sarah: "Should we stay at a bed and breakfast?"
Me: Roy asked _____.
4. Kate to us: "You could go to a local restaurant."
Me: Kate suggested _____.
5. Jane to Nick: "What are you going to do?"
Me: Jane asked _____.
6. Joe to me: "You should visit the National Monument."
Me: He said _____.



d. Report what these people said.

1. Brother to us: "You should take a fanny pack to Hanoi." My brother said we should take a fanny pack to Hanoi.
2. Sister to me: "How about eating dumplings at Jumbo's?" _____
3. Mary to us: "You should stay at a hostel in Phú Quốc." _____
4. Tom to me: "Is there a Vietnamese restaurant nearby?" _____
5. Kate to John: "What time does the train leave?" _____
6. Father to me: "We need to buy some sunblock." _____
7. Bill to me and Tom: "What do you want to try?" _____

e. In groups of three: Take turns suggesting places to go and things to do in your town, then report them to the other group member.

You should eat dumplings at Dumbo.

OK, thanks.

He said that I should eat dumplings at Dumbo.

That's a good idea.



Pronunciation

Sentence Stress

a. Stress the last word in proper nouns with two words.

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

Taj Mahal National Monument Opera House

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

Eiffel Tower Central Park Hyde Park

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

**Practice****a. In pairs: Take turns reporting the suggestions.**

She said that we should travel between May and July.

That's a good idea.



You should travel between May and July.

How about visiting Hyde Park?

You should take a socket adapter.



Try the food at Fat Cow Restaurant.

You should stay at a hostel near the airport.

You should take a fanny pack with you.



You should take a raincoat and some warm clothes.

You could visit the monument in the city center.

Try going to a café and eating some pastries.



How about traveling in the winter?

You should stay at a small bed and breakfast.

You should visit the science museum and the art museum.



b. Use your own ideas to make similar suggestions to your partner about famous places in your country, then report your partner's suggestions to another student.

**Speaking****PLANNING A GREAT VACATION**

a. You're planning a trip to the UK with a friend and telling them about suggestions someone gave you. Choose who gave you the suggestions and complete the table with your own ideas.

Who gave you travel suggestions?	_____
When to travel?	
What to do?	
What to eat?	
Where to visit?	
What to take?	
Where to stay?	

b. In pairs: Report and discuss the suggestions.

My brother said we should travel in March.

My friend suggested we visit the theater.

c. What do you think is the most important information to learn when planning a trip? Why?



Unit 4

Tourism

LESSON 2

Can you...?

- ask for information and directions
- use *could* for requests and *wh*-words before *to*-infinitives to ask for information or instructions

Conversation Skill: Holding your turn



Let's Talk!

In pairs: Look at the picture. What is happening?
What are some things that local people can help foreign tourists with?



New Words

a. Match the underlined words to the definitions. Listen and repeat.



- I need to go to the pharmacy so that I can buy medicine.
- If you get hungry at midnight, you can get a snack at the convenience store.
- If you want to use your mobile phone in a foreign country, you need to buy a local SIM card.
- If you have any big problems in another country, you can go to your country's embassy for help.
- I made a lot of calls yesterday, so I need to top up my phone today. Can I borrow ten dollars?
- Let's go to the gallery to look at some art.



1. SIM card: a plastic card inside a smartphone that is needed to make local calls and stores information about the phone and the person using it
2. _____: a small store that sells food, newspapers, etc. and has long opening hours
3. _____: a store, or part of one, that sells medicine
4. _____: a room or building for showing art, especially to the public
5. _____: increase the amount of something to the level you want or need
6. _____: an office that represents a country in another country, as well as the people who work there

b. In pairs: Use the new words to talk about places or services that your town has.



Listening

a. Listen to a teenage tourist asking for information and instructions.

Where will she go first?

1. the gallery

2. the convenience store

3. the pharmacy

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

1. The Gallery of Fine Art is far from the city center.

True **False**

2. The bus to the city center doesn't cost a lot.

True False

3. Linh needs to push the red button when she gets on the bus.

True False

4. Linh wants to buy a new SIM card.

True False

5. The convenience store is next to the pharmacy.

True False

Conversation Skill

Holding your turn

To hold your turn if you want to continue speaking, say:

☐

By the way,...

☐

Also,...

c. Read the Conversation Skill box, then listen and repeat.

d. Now, listen to the conversation again and number the phrases in the correct order.

e. In pairs: What other items do you think Linh will need to buy in Sacramento? Why?



Grammar

a. Read about **could** and **wh**-words before **to**-infinitives, then fill in the blanks.

Could and wh -words before to -infinitives

- We can use **could** to make polite requests. We can use it with **wh**-words and with **wh**-words before **to**-infinitives to ask indirect questions.
- We use **tell** for information and **show** for instructions.

Could + you **tell/show** me + **wh**-word + subject + verb?

Could you **tell** me **when** the mall opens?

Could you **show** me **what** room I'm staying in?

Could you **tell** me **who** the manager is?

Could you **show** me **where** the swimming pool is?

Could you **tell** me **how much** the train costs?



_____ you _____
_____ to the art gallery?

Sure, go down that street over there.

b. Listen and check.

Listen again and repeat.

Could and wh-words before to-infinitives

Could + you tell/show me + **wh-word** + **to-infinitive**?

Could you **show** me **how to get** to the museum?

Could you **tell** me **where to buy** a SIM card?

Could you **tell** me **what to bring** for the trip?

Could you **tell** me **when to leave** for the airport?

Could you **show** me **who to talk** to about the tour?

c. Write questions using the prompts.

1. Could/tell me/where/get/SIM card?
Could you tell me where to get a SIM card?
2. Could/tell me/where/nearest/restaurant is?

3. Could/show me/how/book/spa?

4. Could/tell me/how much/pay/the tour guide?

5. Could/show me/who/ask/about/booking/trip?

6. Could/tell me/when/gallery/open?

d. Match the questions to the responses.

1. Could you show me how the door key works?

2. Could you tell me where the Embassy of Vietnam is?

3. Could you tell me when to leave for the tour?

4. Could you tell me what to bring with me on the tour?

5. Could you tell me who to talk to about booking a tour?

6. Could you tell me how much a ticket costs?

a. Of course. Please talk to Mr. Brown.

b. Sure. It's five dollars for an adult.

c. Sure. You just hold it here for one second, and the door will open.

d. Um, yes. It's on Duke Street. I think it's opposite the pharmacy.

e. Sure. You should take some water and maybe a snack with you.

f. Sure. Meet here at eight o'clock.

e. In pairs: Ask and answer questions about things in your town or city using *could* with *wh*-words.

pharmacy
laundry
swimming pool
best (pizza/noodles)

supermarket
SIM card
spa
nicest café

Could you tell me how to get to the pharmacy?

Sure. Go straight and then turn left on Spring Street.



Pronunciation

Rhythm

a. Don't stress function words in a sentence.

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

Could you show me the way to the park?

Could you show me how to top up my phone?

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

Could you show me where to buy a SIM card?

Could you show me how to get to the bus station?

d. Read the sentences with the rhythm noted in Task a. to a partner.

Unit 4 Tourism

LESSON 3

Can you...?

- introduce a tourist destination and its people and food
- write a short travel guide

Writing Skill: Using descriptive language



Let's Talk!

In pairs: Look at the pictures. Which of the places do you recognize? What do you know about them?



Reading

a. Read the travel guide for Mexico and match the pictures (A–D) with the paragraphs numbered (1–4).

Mexico: Your Next Vacation

Mexico is an amazing country to visit and explore. The people are among the friendliest and most **fascinating** in the world. They're famous for music, dancing, and food. Here are the top four things to do in Mexico.

- 1. Explore Mexico City.** This capital city is incredibly rich in history and culture. You can spend days exploring amazing historic sites and museums and **admiring** the architecture styles from **various** periods.
- 2. Be amazed at the sight of Chichén Itzá.** This **ancient** Maya city is incredible. At the center of it is El Castillo. Scientists believe it's a giant Maya calendar with 365 steps, one for each day of the year.
- 3. Relax on Tulum beaches.** This amazing town has it all – lovely white sand, clear waters, and **impressive** Maya **structures**. They're part of the only Maya city by the sea.
- 4. Fill yourself with Mexican food.** As you walk along the streets of Mexico, take in the incredible smell of food and the sound of cooking all around you. There, you'll find the best tacos, tamales, *tostadas*, and so much more.

Traveling to Mexico will be a vacation you'll never forget. Explore, learn, relax, and eat. What are you waiting for?



b. Now, read and choose the correct answers.

- According to the guide, what can you do in Mexico City?
☒ A. learn about history B. explore the nature C. see ancient castles D. watch famous plays
- What do experts think El Castillo is?
 A. the old capital city B. an ancient calendar C. Mexico's oldest garden D. a stone palace
- Which word is closest in meaning to the word **structures** in the passage?
 A. sentences B. machines C. buildings D. statues
- Where can you find the best food in Mexico?
 A. Mexico City B. at El Castillo C. small restaurants D. on the streets
- Which of the following are NOT a Mexican food?
 A. tulum B. tamales C. *tostadas* D. tacos

c. Listen and read.

d. In pairs: What else do you know about Mexico? What would you like most about visiting it?



Writing

a. Read about using descriptive language and the travel guide for Mexico again, then underline the examples of descriptive language the writer used.

Writing Skill

Using descriptive language

When writing descriptions of a place, person, or thing, we use descriptive language to create a clear image in the mind of our readers. We can do this by using stronger and more specific adjectives or describing how we see, hear, touch, taste, and smell the things around us.

- Describe a place: *ancient, impressive, incredible, huge, fascinating, lively, historic, busy*, etc.
You can spend days exploring the lively streets and busy markets of this incredible city or learning about its fascinating history and culture.
- Describe food and drinks: *full of flavor, refreshing, tasty, fresh, spicy, sweet, mouth-watering*, etc.
It's a dish full of flavor with tasty and spicy meat and fresh vegetables.
- Describe an activity: *thrilling, relaxing, calming, fascinating, incredible*, etc.
You can take part in thrilling adventures or have a relaxing day by the lake.

b. What other words and phrases can we use to describe the things below?

- Describe a place: modern, _____
- Describe food and drinks: _____
- Describe an activity: _____

c. Think of examples in your country for each prompt below, then use descriptive language to describe them.

- A small town: Hội An Ancient Town is a peaceful town with beautiful historic buildings and a lovely river.
- A city: _____
- A beach: _____
- Food tourists should try: _____
- Activities to do: _____



Speaking

MAKING A TRAVEL GUIDE

- You're making a travel guide for Vietnam. In pairs: Discuss ways to describe Vietnamese people, things they're famous for, tourist places in Vietnam, and food and drinks tourists should try.
- Complete the table with your favorite ideas, then use descriptive language to make your ideas more interesting.

Vietnamese people:			
Famous for:			
		What to do/What's special	Descriptive language
Must-see places:	1.		
	2.		
	3.		
Must-try food and drinks:	1.		
	2.		



Let's Write!

Now, write a short travel guide for the destinations you discussed in Speaking. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 100 to 120 words.

Feedback

- | | |
|---|-----|
| The travel guide uses descriptive language. | ☆☆☆ |
| It is interesting. (Suggest ideas, if not.) | ☆☆☆ |
| I can understand everything. (Underline anything you don't understand.) | ☆☆☆ |



pages
95-97

Review materials for Unit 4

Can you...?

- talk about health **myths**
- use *suggest* + gerund to talk about what health experts say



Let's Talk!

In pairs: Look at the pictures. What are these people doing? Do you think what they're doing is healthy or unhealthy? Why?



New Words

a. Read the definitions, then fill in the blanks with the new words. Listen and repeat.



nutrient – something that living things need to live and grow

calorie – we use this to say how much energy food provides

fat – humans and animals have this under their skin, and it helps keep them warm

organ – a part of the body that has a special purpose, such as the heart or brain

bone – one of the hard pieces that make the structure inside a person or animal

virus – a very small living thing that makes people, animals, and plants sick

chemical – a thing made by chemistry

detox – try to remove bad things from your body by only eating and drinking particular things

1. Many people think only drinking juice for a week can detox your body.
2. We use _____s to make many products, such as soap and toothpaste.
3. Fruit is usually low in _____s while cookies have a lot more. Cookies sometimes give us more energy than our bodies can use.
4. Most people can get all the _____s they need from a healthy diet to grow and be healthy.
5. We know that washing your hands can kill the flu _____ and stop it from making you sick.
6. There are three _____s in a person's arm. One at the top and two at the bottom.
7. "Please cut off the _____ from the meat before you cook it."
8. The human body has 11 _____ systems that do different things.

b. In pairs: Use the new words to talk about what you know about the human body and healthy lifestyles.

The skin is the largest organ in our body.



Reading

a. Read the article about health. Which of the following is the best title for the passage?

1. Health myths: what's **harmful** and what's **harmless**
2. Health myths that you should stop believing

The internet is full of health advice. Some advice is actually harmful. Let's find out the **truth** behind the popular health myths below.

You need to detox your body.

From not eating to only drinking juice, these detox diets can be harmful because you won't get enough calories and nutrients. The truth is, we have organs that detox our bodies. Doctors suggest eating a healthy diet and drinking enough water to help your organs stay strong.

Fat-free diets are healthy.

Your body needs fat to protect its organs, and fat helps you get the **benefits** from some vitamins. Fat also helps you feel fuller longer. Of course, too much fat is also bad. The WHO (World Health Organization) suggests getting less than 30% of your calories from fat.

You shouldn't use products that have chemicals.

Your food and your body are mostly chemicals. Some people suggest using **natural** products, but they are also full of chemicals. There are good and bad chemicals. Experts suggest learning which chemicals are safe and how to protect yourself.

So, be careful of what you read online. Knowing which health tips are myths is key to healthy living.



b. Now, read and circle **True**, **False**, or **Doesn't say**.

- | | | | |
|--|------|--------------|-------------|
| 1. We need special diets to help detox out bodies. | True | False | Doesn't say |
| 2. We should eat lots of fruit and vegetables to keep our bodies strong. | True | False | Doesn't say |
| 3. Fat doesn't help your organs stay healthy. | True | False | Doesn't say |
| 4. We shouldn't eat anything that contains more than 30% fat. | True | False | Doesn't say |
| 5. Products that are natural are also full of chemicals. | True | False | Doesn't say |

c. Listen and read.

d. In pairs: Do you know anyone who believes in the myths in the article? Which of the myths were surprising to you?



Grammar Meaning, Use, and Form

a. Read about **suggest + gerund**, then fill in the blank.

suggest + gerund

We can use **suggest + gerund** to offer advice.

Affirmative: suggest + gerund

The expert **suggests focusing** on using more calories than you eat to lose fat.
What do doctors **suggest doing** to prevent getting sick?

Negative: suggest + not + gerund

Doctors **suggest not drinking** too much juice.
We **suggest not following** any detox diets.



Doctors _____ sunblock
30 minutes before going out in the sun.

b. Listen and check. Listen again and repeat.

c. Write sentences using the prompts.

1. Doctors/suggest/drink/milk/eat/fish/green vegetables/have/strong bones

Doctors suggest drinking milk and eating fish and green vegetables to have strong bones.

2. The WHO/suggest/eat/healthy diet/get/all nutrients/you/need

3. Doctors/suggest/remove/soda/from/diet/because/it/have/lots of calories/sugar

4. Why/doctors/suggest/wash/hands/regularly?

5. Health experts/suggest/not/eat/too much salt/every day

6. What/health experts/suggest/drink/keep/your organs strong?

7. Doctors/suggest/find/out/which chemicals/good/and/which/bad

d. Complete the passage with *suggest* and the correct form of the verbs in the box.

The internet is full of advice to lose weight quickly and easily. People who describe themselves as "experts" (1) suggest drinking juice for seven days to lose weight. Many (2) _____ fat burning foods while some (3) _____ certain types of food like rice or bread. Others (4) _____ a special exercise program to lose the fat on your belly. But real doctors usually only (5) _____ using more calories than you eat. There isn't an exercise that will help you lose your belly fat. Your body uses energy from the whole body, not just one area. So we (6) _____ an exercise program you like and doing it regularly.

only eat
drink
focus on
choose
follow
not eat

e. In pairs: Use the prompts to talk about healthy things your parents, teachers, or doctors suggest doing.

- studying
- doing
- washing
- waking up/going to bed
- (not) eating/drinking
- getting

My dad suggests waking up early to exercise on the weekends.

Pronunciation

Sounds

a. Focus on the /tr/ and /tʃ/ sound.

c. Listen and circle the words you hear.

1. trip chip
2. chew true
3. train chain

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

truth, nutrient
choose, teacher

d. Take turns saying the words in Task c. while your partner points to them.



Practice

a. In pairs: Take turns asking and answering if the health tips are a myth or a fact, then ask and answer about what doctors suggest.

Drink eight glasses of water a day.
Is it a myth or a fact?

It's a myth because you can get water from food.

What do doctors suggest doing?

They suggest drinking when you're thirsty.

Drink 8 glasses of water/day



✗ get water from food

Doctors: "Drink when you're thirsty."

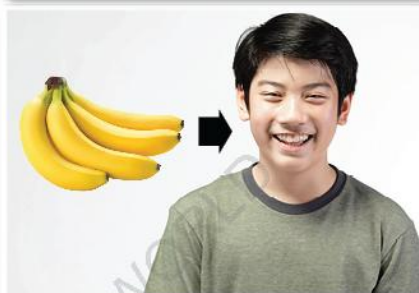
natural sugar is healthier/white sugar



✗ All sugars are the same.

Doctors: "Get <10% of calories from sugar."

Eating bananas makes you happy.



✓ bananas have chemicals/
make you happy

Doctors: "Eat bananas, yogurt, and fatty fish."

drinking juice/same as/eating fruit



✗ juice/less nutrients

Doctors: "Eat fruit."

The sun makes our bones strong.



✓ The sun gives us vitamin D.

Doctors: "Spend 10–30 mins in the sun."

cold, wet weather/make you sick



✗ Viruses make you sick.

Doctors: "Wash your hands regularly."

b. Practice with your own ideas.



Speaking

MYTH OR FACT?

a. In pairs: Discuss whether the sentences below are myths or facts, why you think so, and what doctors suggest on each topic.

Drinking juice will detox your body.
Is it a myth or a fact?

I think it's a myth. Your body has organs that help you detox.

I think you're right. So, what do doctors suggest?

1. Drinking juice will detox your body.
2. Being cold gives you a cold.
3. It can be dangerous if you stop eating fat.
4. Any products that have lots of chemicals will make you sick.
5. You can't lose fat on a body part by doing exercises for that area.
6. You must drink milk to have strong bones.

b. What other health myths do you know?

I know lots of people say we should eat lots of meat, fats, and animal products. And don't eat vegetables and fruit.

That doesn't sound healthy.

Can you...?

- talk about common health problems teens have and how to help
- use adverbial clauses and phrases of concession to talk about surprising health facts

Conversation Skill: Ending a discussion



Let's Talk!

In pairs: Look at the picture. What is the problem? Do you think it's a common problem teens have? What other health problems do teens have?



New Words

a. Match the underlined words to the definitions. Listen and repeat.



- We invited health experts to have a talk with students to **promote** healthy habits.
- In some areas, people don't have **access** to fresh food and have to buy junk food.
- If you eat too much fatty food, it will increase your **risk** of getting many diseases.
- Some people find it difficult to **maintain** their weight. They either lose or gain weight very easily.
- He's **addicted** to online games. He stays up all night, every night playing them. It's really bad for him.
- After years of unhealthy eating habits and little exercise, he became **obese**.
- My favorite foods are vegetables. They're always so healthy and **nourishing**.
- I forgot my lunch today. I'm going to the **cafeteria** to get something to eat.

1. **obese**: (of people) very fat, in a way that is not healthy
2. _____: (of food or drink) helping a person, an animal or a plant to grow and be healthy
3. _____: a place for eating at school – you choose and pay for your food before you eat it
4. _____: the possibility of something bad happening
5. _____: help something to happen or improve
6. _____: unable to stop using or doing something, especially something harmful
7. _____: the ability to use or get something
8. _____: make something continue in the same way or stay the same

b. In pairs: Use the new words to talk about things that people are addicted to, what things people should have access to, and what things we should promote at school.

People are often addicted to online games.

People should have access to fresh food.

We should promote sports at school.



Listening

a. Listen to people talking about teens' health problems. Who are the participants?



1. a doctor and some teachers

2. a doctor and some parents

b. Now, listen and fill in the blanks.



- Most teens don't get enough sleep and only get six to seven hours of sleep a night.
- Teens naturally fall asleep after _____.
- _____ should start later, and there should be time for **naps**.
- More teens are becoming _____.
- Although doctors teach the public about the dangers of _____, not everyone knows about them.
- Teens should have access to _____ and healthy snacks.



Conversation Skill

Ending a discussion

To end a discussion, say:

That's all for today. Thank you for your (time).

Thanks for the (meeting). It was nice talking to you.

c. Read the Conversation Skill box, then listen and repeat.



d. Now, listen to the conversation again and circle the phrase that you hear.



e. In pairs: Do you have any of the problems Dr. Anderson talked about? What other health problems do you have?



Grammar Meaning, Form, and Use

a. Read about adverbial clauses/phrases of concession, then fill in the blank.

Adverbial clauses/phrases of concession

We can use these clauses and phrases to introduce an idea that contrasts with the main idea.

Although/Though + clause, main clause

Although/Though he knows it's bad for him, he eats a lot of candy.

Main clause + **although/though + clause**

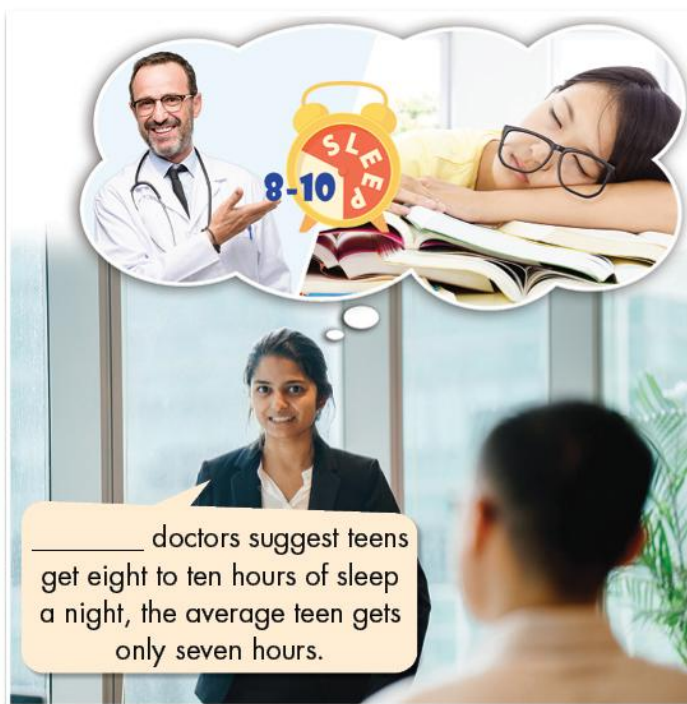
Students still prefer to eat junk food **although/though** they have access to healthy snacks in the school's cafeteria.

Despite/In spite of + N/V-ing, main clause

Despite/In spite of their harm, many people follow detox diets.

Main clause, **despite/in spite of + N/V-ing**

Many people don't know how to cook a nourishing meal **despite/in spite of** knowing the importance of eating healthily.



b. Listen and check.

Listen again and repeat.



c. Fill in the blanks with *although/though* or *despite/in spite of*.

1. Although/Though our school has a cafeteria, students rarely eat there.
2. _____ too much sugar is bad for our health, most people eat a lot of it.
3. _____ knowing that smoking is very bad, many people still smoke.
4. Jack never gains weight _____ all the junk food he eats.
5. _____ the need for salt to live, too much can be harmful.
6. I don't like eating ice cream _____ I do like eating candy.
7. Junk food is still very popular _____ the health advice from experts.

d. Choose the sentence that is closest in meaning to each of the following sentences.

- | | |
|--|--|
| <p>1. Although some diets are very dangerous, many people still follow them.</p> <p>A. Despite following diets, many people are dangerous.</p> <p>B. In spite of being dangerous, many people still follow diets.</p> <p>☒ C. Despite the dangers of some diets, many people still follow them.</p> | <p>2. Despite having access to healthy snacks, students still prefer junk food.</p> <p>A. In spite of junk food, students have healthy snacks.</p> <p>B. Although students have access to healthy snacks, they still prefer junk food.</p> <p>C. Though students prefer junk food, they also have access to healthy snacks.</p> |
| <p>3. I like to eat candy though I know it's bad for me.</p> <p>A. In spite of eating bad candy, I like it.</p> <p>B. Although candy is bad, I don't eat it.</p> <p>C. Despite knowing candy is bad for me, I like to eat it.</p> | <p>4. Though many people know the dangers of drinking too much soda, they still drink it with every meal.</p> <p>A. Despite knowing the dangers of drinking too much soda, many people still drink it with every meal.</p> <p>B. In spite of drinking soda with every meal, many people don't know it's dangerous.</p> <p>C. Although people drink soda with every meal, they know soda's dangerous.</p> |
| <p>5. I eat vegetables every day although I don't like them.</p> <p>A. Though I hate vegetables, I should eat them every day.</p> <p>B. Despite not liking vegetables, I eat them every day.</p> <p>C. In spite of eating vegetable every day, I like them.</p> | |

e. In pairs: Complete the sentences with your own ideas and tell your partner.

Although I don't like sports,... ...though it's difficult to do.

Though I like having snacks,... I like...in spite of...

I eat lots of...although... I hate...despite...

Although I don't like sports,
I play badminton twice a week.



Pronunciation

Sentence Stress

a. Stress the adverbial conjunction in sentences with adverbial clauses of concession.

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

Although I know exercise is good for me, I'm just too lazy.
I like to eat chocolate cake though it's not good for me.

b. Listen. Notice the stress of the underlined words.

Though chocolate isn't good for us, it's the most popular snack in the world.
He eats a lot of candy although he knows it's bad for him.

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



Practice

a. In pairs: Take turns telling your partner about healthy living using the pictures and the information. End the discussion using the expressions in the Conversation Skill box.

Although we should eat fruit every day, many people don't eat any.

We should eat fruit every day.

Health expert talking to students



Many people don't eat any.

Thanks for the information. It was nice talking to you.

I love eating ice cream.



I know it's not good for me.

Classmates talking at break time

We love playing football.

Students talking to a health expert



We don't like doing exercise.

Kids love using their phones.



Too much screen time is bad.

Doctor talking to a parent

b. Practice with your own ideas.



Speaking

TEENS' HEALTH PROBLEMS



End a discussion.

a. You're in a **city council** meeting about teenagers' health. In pairs: Discuss whether teens follow the health advice below and find solutions for each problem.

Advice for teens' health

- 8–10 hours of sleep
- 60 minutes of exercise a day
- Less than 2 hours of screen time (other than for schoolwork)
- 400 g of fruit and vegetables a day
- Maintain a healthy weight

Although doctors suggest teens get 8–10 hours of sleep a night, most teens only get 6–7 hours.

Yeah, I agree. What should we do to improve it?

I think school should start later and give students less homework.



b. Join another pair. Discuss the three biggest problems and give solutions to them.

Unit 5

Healthy Living

LESSON 3

Can you...?

- talk about the main ideas of an article on health
- write a summary of a text

Writing Skill: **Summarizing** a text



Let's Talk!

In pairs: Look at the pictures. Where do these people get information about health? Where do you usually get health information from?



Reading

a. Look at the Reading on page 45 and the Listening on page 49, then read the summary below. Why are the headings organized this way?

1. They are in order of importance (1 = very important, 5 = not very important).
2. They are in the same order as the Reading and Listening tasks.

The article discusses how a lot of online health advice is harmful to our health. There is also information about some health problems teens have.

1. Eat a healthy diet

People think detox diets are healthy. However, they are harmful. Our organs detox our bodies. We should eat a healthy diet and drink enough water to help our organs stay strong.

2. Eat a little fat

Many people eat diets with no fat because they think fat is unhealthy. However, our bodies need fat to protect our organs and get benefits from some vitamins.

3. Learn which chemicals are safe

Lots of people think that they shouldn't eat products that have chemicals in them. However, all types of food have chemicals in them. Health experts suggest learning which chemicals are safe.

4. Teens don't get enough sleep

Teens **naturally** fall asleep after 11 p.m., but they have to wake up early for school. Some people say school should start later, and there should be time for a nap at school. Then, teens can get more sleep.

5. Teens are becoming obese

Lots of teens don't know about the dangers of sugar. They should have access to nourishing lunches and healthy snacks to be healthier.

b. Now, read and choose the correct answers.

1. What should we do to help our organs stay strong?
A. Eat a detox diet. **B. Eat a healthy diet.** C. Only drink water. D. Detox our organs.
2. What do many people think about fat?
A. It's unhealthy. B. It's healthy. C. It tastes good. D. It makes us fat.
3. What do health experts say we should know about chemicals in food?
A. which food has chemicals in it B. which chemicals are OK C. which chemicals taste good D. we don't need to know
4. The word **naturally** in point number 4 is closest in meaning to which phrase?
A. in a way that you expect B. as a normal result C. in a relaxed way D. without special help
5. What can a reader infer from the summary?
A. Eat a lot of vegetables. B. Know the right information. C. Eat different types of food. D. Try different diets.

c. Listen and read.

d. In pairs: Discuss which piece of information you find most interesting and say why.

CRITICAL THINKING



Writing

- a. Read about summarizing a text. Then, using the summary on the previous page to help you, underline the main ideas in the article (page 45) and the listening questions (page 49). Put the ideas into groups and give each group a letter (A–E).

Writing Skill

Summarizing a text

Summarizing a text helps you understand, remember, and **communicate** the main ideas of a topic. To summarize a text effectively, you should:

- **Underline and put the main ideas in the text you are summarizing into groups.** Use the paragraph titles to help you. You can give each group a letter to help you organize the text.
- **Give each group of ideas a heading.** Make the original headings shorter or summarize the main ideas into headings.
- **Organize your writing in the same order.** Follow the order of the information in the text you are summarizing. Give each heading a different number if the original text also has numbered headings.
- **Write an introduction (and a conclusion) for your summary.** Use your own words and write a conclusion if the original text has one.
- **Write using the same style.** Use the same language (formal or informal words).

- b. Look at the example of a bad summary below. Label the summary with the different problems (A–E).

A: the writer copies instead of summarizing information

B: too many small details and not the main idea

C: language is too informal

D: topic title is too long

E: topics are not in order

- (1) E 1. **You should eat fat to protect your organs, and fat helps you get benefits from some vitamins.** (2) _____
Fat helps you feel full for longer. Too much fat is bad for you. The WHO says you should get less than 30% of your calories from fat. (3) _____
2. **Eat a healthy diet**
People think detox diets are good. But, they're bad. (4) _____
3. **Be careful of bad health advice**
The internet is full of health advice. Some advice is actually harmful. Let's find out the truth behind the popular health myths. Be careful of what you read online. Knowing which health tips are myths is key to healthy living. (5) _____



Speaking

- a. In pairs: Look at **P. 122 File 2** and underline the main ideas in the text. Then, group the ideas together by writing a letter (A–C) beside each part you underlined.
- b. Complete the table below with your notes, then choose a title for each group of ideas.

1. _____	2. _____	3. _____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Let's Write!

Now, summarize the main information from the text on page 122. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 100 to 120 words.

Feedback

The passage summarizes the information well. ☆☆☆

It is interesting. (Suggest ideas, if not.) ☆☆☆

I can understand everything. ☆☆☆

(Underline anything you don't understand.)

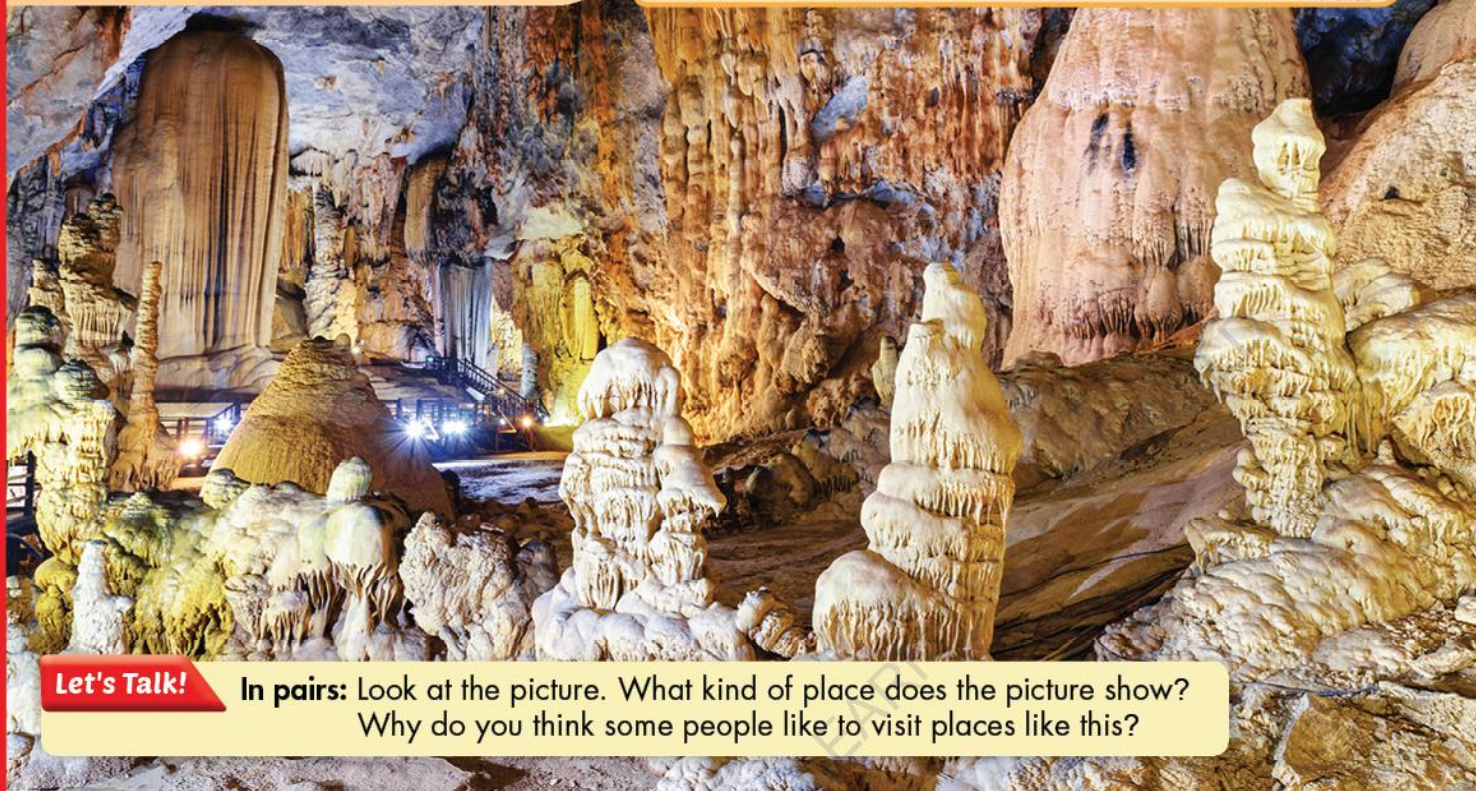


Natural Wonders

LESSON 1

Can you...?

- describe and compare natural wonders
- use comparative structures with intensifiers to compare natural wonders



Let's Talk!

In pairs: Look at the picture. What kind of place does the picture show? Why do you think some people like to visit places like this?



New Words

a. Read the words and definitions, then fill in the blanks. Listen and repeat.



- **rainforest:** a jungle in parts of the world that have a lot of rain
- **scenic:** having beautiful natural things to see
- **Mount:** a mountain (we only use this in place names, e.g. Mount Fansipan.)
- **formation:** the shape that nature has made something into, e.g. rocks, clouds
- **spectacular:** very exciting to look at
- **outcrop:** a large rock that stands above the ground or water
- **accessible:** that people can easily reach, enter, use, or see
- **summit:** the top of something



1. I love climbing mountains. The view at the _____ summit is always amazing.
2. In Sơn Đoòng Cave, water moving down for millions of years created amazing rock _____s.
3. Some people say that the rocky _____s in Ninh Bình look the same as the ones in Hạ Long Bay.
4. Some caves aren't very _____ because they are very far away from a town.
5. It's a very _____ location. You have a beautiful view of the waterfall and the mountains.
6. Last summer, my family and I climbed up _____ Fuji in Japan.
7. There's a huge _____ in Brazil that has thousands of different plants and animals.
8. I was so excited when I saw the view. It was _____!

b. In pairs: Use the new words to talk about amazing natural places you visited or would like to visit.

I went to the summit of Mount Fansipan with my family. The view was amazing.



Reading

a. Read the article. Which feature is NOT mentioned?

1. rock formations
2. rocky outcrops
3. a forest

3 Amazing Caves in Southeast Asia

Many tourists know Southeast Asia for its beaches and national parks, but they often miss another kind of natural wonder hidden there. In this article, we'll **explore** three amazing caves in Southeast Asia!

Goa Pindul Cave is famous for its river. Visitors can **float** along it and enjoy the fantastic rock formations. Goa Pindul Cave's far more accessible than many other caves. Visitors can reach it without having to hike or climb.



Goa Pindul Cave, Indonesia

Deer Cave is much bigger than Goa Pindul Cave. It's over four kilometers long. Visitors can see wildlife here, including **deer**. It's a bit more difficult to reach than Goa Pindul Cave. There's a long walk, so visitors should bring strong shoes and raincoats.



Deer Cave, Malaysia

Son Đoòng Cave is far bigger than both the others. Because of this, it's much more scenic than most other caves. It has things like a forest, underground rivers, and a rock formation called "The Great Wall of Vietnam". It's in a rainforest, so it isn't as accessible as Deer Cave, and it's much more expensive to visit.



Son Đoòng Cave, Vietnam

Do you know any other caves or more information about these ones? Write a comment and let us know!

b. Now, read and match the descriptions to the correct cave.

1. This cave is more scenic than the other caves.
2. You need to take the right clothes to enjoy this cave.
3. This cave is more difficult to reach than the others.
4. It's easy for people to get inside and see this cave.
5. The river in this cave is more famous than the others.

Son Đoòng Cave

Deer Cave

Son Đoòng Cave

Goa Pindul Cave

c. Listen and read.



d. In pairs: Which cave would you like to visit the most, and who would you take with you? Why?



Grammar

a. Read about comparative structures with intensifiers, then fill in the blank.

Comparative structures with intensifiers

We can use **comparative structures** to compare two things or people. We can do that with a **comparative adjective** or **(not) as...as**. We can use an **intensifier** (*a bit, much, far*) before a **comparative adjective** to emphasize or soften the comparison.

intensifier + adjective-er/more + adjective (+ than)

I think Hạ Long Bay is **much more beautiful** than Mũi Né Beach.

Isn't Hội An **a bit closer** to here than Đà Nẵng?

Victoria Falls is **far taller** than Elephant Falls.

(not) as + adjective + as

I think Nha Trang is **as beautiful as** Mũi Né.

Son Đoòng Cave isn't **as accessible as** En Cave.

irregular comparative adjectives:

good – better,

bad – worse,

far – farther/further

Côn Đảo is **a bit further** than Phú Quốc from here.



b. Listen and check.

Listen again and repeat.



c. Fill in the blanks with the correct form of the adjectives.

- The view from the summit of Mount Fansipan is a bit (beautiful) more beautiful than the view from Mount Langbiang.
- The walk to the summit of the mountain is much (scenic) _____ than the walk through the forest to get to the beach.
- Ninh Bình is spectacular! I think the rocky outcrops there are much (interesting) _____ than the ones in Hạ Long Bay.
- The rock formations in this cave are far (exciting) _____ than the photos online.
- Visiting the rainforest isn't as (relaxing) _____ as visiting the beach.
- The beach in Vũng Tàu is nice, but the one in Nha Trang is a bit (clean) _____, and it's much (famous) _____.
- I don't want to visit Sơn Đoòng Cave. I'd prefer to go somewhere that is much (accessible) _____.
- This mountain is much (tall) _____ than the other nearby mountains and hills.
- Suối Tranh Waterfall isn't as (big) _____ as Bản Giốc Waterfall.
- I think the beaches in Quy Nhơn are a bit (spectacular) _____ than any other beaches in Vietnam.

d. Look at the star ratings, circle the correct intensifier, then write the sentences.



- 1 This beach: *****
Hometown beach: *
much/a bit more beautiful

This beach is much more beautiful than my hometown beach.



- 2 Fansipan's summit: ***
Langbiang's summit: **
far/a bit higher



- 3 Cô Tô: *****
Phú Quốc: *****
much/a bit more scenic



- 4 Sơn Đoòng Cave: *****
Other caves: *
far/a bit harder to reach

e. In pairs: Compare the places below.

	Green Hill	Old Man Falls	Donald's Cave
Scenic	****	***	*
Accessible	***	**	****
Expensive to visit	****	**	***

Green Hill is a bit more scenic than Old Man Falls.



Pronunciation

Word Stress

a. Stress the first syllable of most three-syllable adjectives.

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

comfortable popular accessible dangerous

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

interesting, difficult, natural

d. Take turns saying the words in Task c. while your partner points to them.



Practice

In pairs: Take turns discussing the natural wonders below and decide on the best one for each category.

BEACHES	 An Bang Beach Clean: **** Relaxing: *** Accessible: *****	 Đất Dốc Beach Clean: **** Relaxing: ***** Accessible: ***	 Hang Câu Beach Clean: ***** Relaxing: ***** Accessible: **
CAVES	 Đầu Gỗ Cave Beautiful: **** Interesting: ***** Expensive: **	 Tam Cốc Caves Beautiful: *** Interesting: **** Expensive: *	 Tú Làn Caves Beautiful: ***** Interesting: **** Expensive: ****
WATERFALLS	 Elephant Falls Scenic: ***** Tall: **** Wide: **	 Thủy Tiên Falls Scenic: *** Tall: ** Wide: *****	 Bản Giốc Falls Scenic: ***** Tall: *** Wide: ****
MOUNTAINS	 Mount Fansipan Scenic: **** Tall: ***** Easy to climb: **	 Mount Langbiang Scenic: *** Tall: *** Easy to climb: ****	 Mount Sơn Trà Scenic: ***** Tall: * Easy to climb: *****

Let's choose a beach first.

How about An Bang Beach?

Hmm. It's OK, but Đất Dốc Beach is much more relaxing.



Speaking

VIETNAM'S TOP 5 NATURAL WONDERS

- a. You're making a list of Vietnam's top five natural wonders. In groups of three: Discuss which wonders to add to the list and fill in the boxes.

Let's add Mount Langbiang to the list.

Hmm. I think Mount Sơn Trà is a much better choice. Its view is far nicer than Mount Langbiang's.

**Vietnam's Top 5
Natural Wonders**

- b. Join another group and share your ideas. Say whether you agree or disagree with the other students' choices and why.

I don't think Mount Sơn Trà should be on the list. The view from Mount Fansipan is far more scenic.

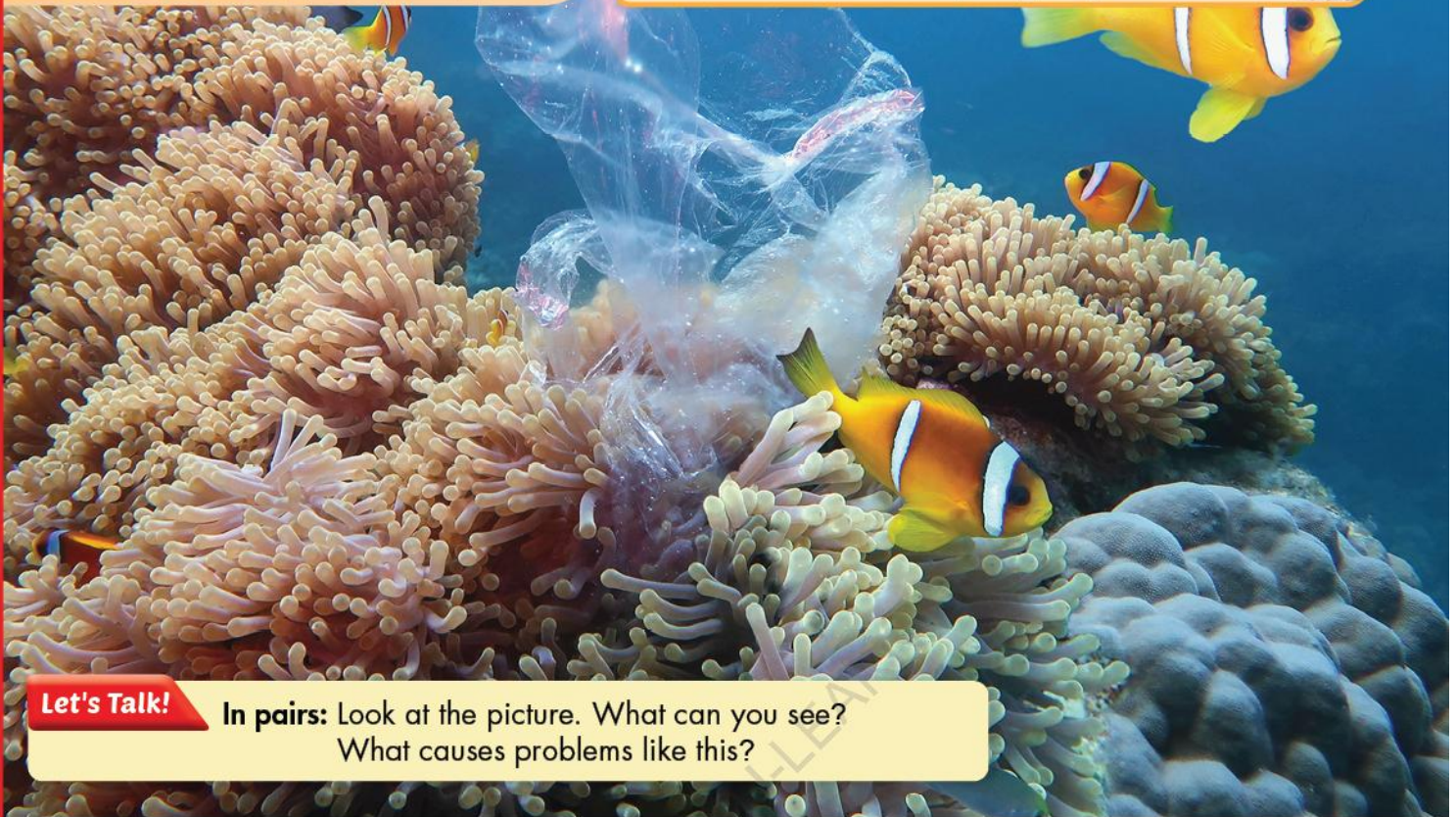
Natural Wonders

LESSON 2

Can you...?

- discuss ways to protect and preserve natural wonders
- use verb + gerund to discuss ways to protect natural wonders

Conversation Skill: Politely disagreeing



Let's Talk!

In pairs: Look at the picture. What can you see?
What causes problems like this?



New Words

a. Read the words and definitions, then fill in the blanks. Listen and repeat.



- **litter:** leave trash in the wrong place, e.g. on the floor, in water, etc.
- **fine:** make somebody pay money because they did something wrong
- **consider:** think about something carefully before you make a decision
- **spoil:** change something good into something bad
- **disturb:** move something or change its position
- **hunt:** catch or kill wild animals
- **ranger:** a person who takes care of a park, a forest, or an area in the country
- **government:** the group of people who make the rules and decide what happens in a country



1. People sometimes hunt animals in **national parks** because they can sell them for a lot of money.
2. When we met the , he told us not to start any fires in the forest he looks after.
3. If you do something bad, the police might you, and you'll have to pay some money.
4. If companies build too many hotels, they will the beach, and people won't visit it anymore.
5. The wants to make a new **law** to reduce the country's air pollution.
6. You should never . You should always put your trash in a trash can.
7. I decided not to go to university, but I did going for a long time.
8. Don't any plants or animals when you visit a natural wonder. You shouldn't touch or move the plants or animals.



b. In pairs: Use the new words to talk about some of the problems that natural wonders have.

People often litter in national parks.



Listening

a. Listen to three teens talking about a problem in their favorite place. Whose idea do they like the most? 

1. Debbie's idea 2. Donald's idea 3. Dorothy's idea

b. Now, listen and fill in the blanks. 

- The teens find a lot of trash near the waterfall.
- Debbie says that the trash will spoil the _____ of the park.
- Donald thinks that rangers should fine people who _____ in the park.
- Dorothy thinks that the rangers should give _____ to everyone who visits the park.
- Debbie wants the government to put more _____ in the park.



Conversation Skill

Politely disagreeing

To disagree politely, say:

☐

That's not a bad idea, but...

☐

I understand what you're saying, but...

c. Read the Conversation Skill box, then listen and repeat. 

d. Now, listen to the conversation again and number the phrases in the correct order. 

e. In pairs: Who do you think had the best idea? Why?



Grammar

a. Read about verb + gerund, then fill in the blanks.

Verb + gerund

We can use a **gerund** after some verbs:

- like, don't mind, hate, enjoy, love, prefer, dislike** to express a general preference

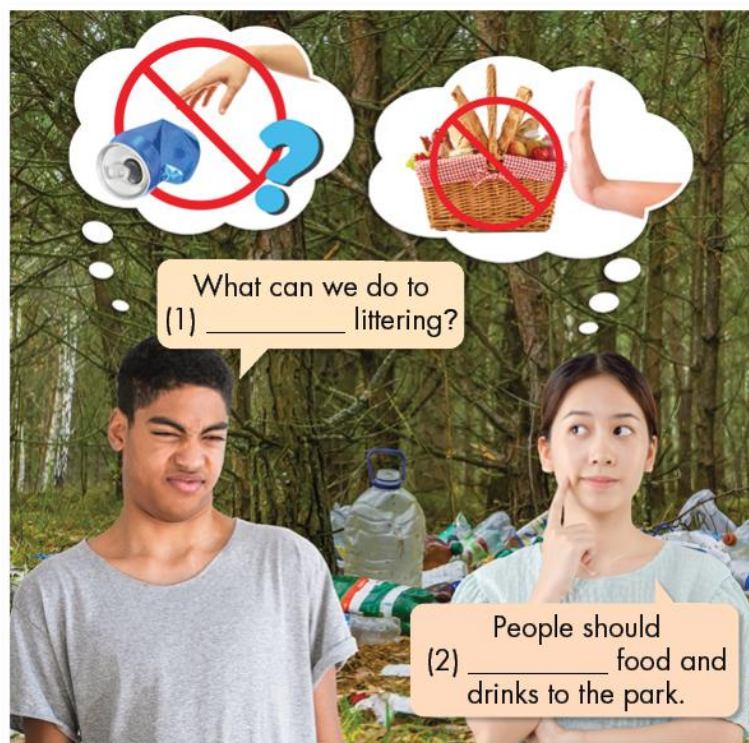
I **like bringing** food to the park, but I always clean up.

We **don't mind going** off the path, but we're always careful not to damage anything.

- keep, stop, avoid, consider, suggest, deny, finish, spend** (time), etc.

If people **keep littering**, the river will be really dirty.

People need to **stop hunting** wild animals.



b. Listen and check. Listen again and repeat. 

c. Write sentences using the prompts.



1. I /not mind/play/music/park. I /think/nice
I don't mind playing music at the park. I think it's nice.
2. I /hate/litter. It/spoil/natural beauty/beach

3. People/need/stop/cut down/trees

4. If/companies/keep/pollute/water,/it/harm/fish

5. People/should not/keep/use/plastic bags/because/they/create/lots of trash

6. How/can/we/get/people/stop/disturb/wildlife?

7. If/people/keep/litter,/park/become/dirty

8. People/need/avoid/break/rules/or/they/should/get/fine

d. Complete each sentence using a verb and a gerund/noun from the box.

1. I enjoy bringing lunch to the beach, but I never litter.
2. If people _____ in the river, we won't be able to go fishing there.
3. I _____ off the path. You can find cool places for photos, but you have to be very careful not to damage anything.
4. I _____ animals. Why would people want to harm them?
5. Do you think we should _____ the wildlife? Some people think it's cute, but it's actually bad for the animals' health.
6. The government should _____ something around the national park to keep hunters out.

Verbs:

- don't mind
- keep
- ~~enjoy~~
- hate
- consider
- stop

Gerunds/Nouns:

- littering
- ~~bringing~~
- going
- building
- feeding
- hunting

e. In pairs: Use the prompts to say how you feel about doing the actions below at natural wonders, then give a solution.

- love/have picnics
- hate/hunt animals
- don't mind/follow park rules
- people/consider/bring/trash bag
- government/stop/hunt/animals/by/fine hunters
- rangers/consider/make/more signs

I love having picnics.
People should consider bringing trash bags.

Pronunciation

Intonation

a. Intonation for contrasting sentences falls, then rises, then falls again.

I want to help my community, but I don't know what to do.

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

It's a good idea, but most people won't like it.
Lots of people help, but others don't do anything to help.

b. Listen to the sentences and notice how the intonation falls, then rises, then falls again.

That's not a bad idea, but I think the police are too busy to work in the national park.
I understand what you're saying, but people already litter here.

d. Read the sentences with the intonation noted in Task a. to a partner.



Practice

a. In pairs: Take turns asking and answering about how you feel about the actions and suggesting solutions, then politely disagree and give the next solution.

How do you feel about having picnics at the beach?

I don't mind having picnics, but they can cause littering.

Yeah. That's why people should stop bringing food.

That's not a bad idea, but I think...

Actions	Problems	Possible Solutions
 Having picnics	Cause littering	• people – stop bringing food • government – consider adding more trash cans • rangers – not keep letting people have picnics
 Having group tours	Damage rock formations	• people – stop touching them • government – keep building more fences • government – consider limiting tour sizes
 Exploring on your own	Disturb the nature	• rangers – not keep letting people explore on their own • people – stop going off paths • government – consider fining people who disturb wildlife

b. Practice with your own ideas.



Politely disagree.



Speaking

TO PRESERVE AND PROTECT

a. What problems might these wonders have? In pairs: Discuss your feelings about the actions below, any possible problems they could cause, and solutions to them.

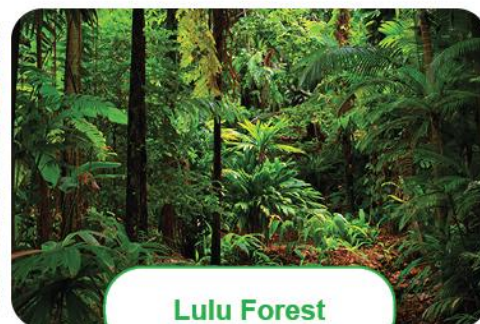
I enjoy going sightseeing, but some people litter at famous places. Tourists should stop littering.

Actions

- going sightseeing
- playing games/music
- bringing food
- seeing wildlife
- collecting shells/rocks
- taking photos



Saint David's Beach



Lulu Forest

b. Join another pair. Tell them how you feel about each of the actions, then share the solutions you discussed.

Natural Wonders

LESSON 3

Can you...?

- describe and give tourist information about a natural wonder
- write an article about a natural wonder

Writing Skill: Using non-defining relative clauses to write informative sentences



Let's Talk!

In pairs: Look at the picture. What type of natural wonder can you see? What information would you like to learn about it? Why?



Reading

a. Read the article and choose the best heading.

1. Sơn Đoòng Cave: A Vietnamese Natural Wonder

2. Sơn Đoòng Cave: How to Join a Tour Group

Next on our list is Sơn Đoòng Cave. It's one of the most impressive natural wonders in the world. You can find it in Quảng Bình Province, Vietnam.

It is over 9 km long, up to 150 m wide, and up to 200 m deep. An underground river, which **runs** through the cave, created the cave's shape millions of years ago.

Overall, it is 38.5 million m³ (cubic meter) in size. This makes it the largest known cave passage in the world by **volume**. Mr. Hồ Khanh, who is a local man, discovered the cave in 1991. He found it again in 2008, and that was when the world first heard about the cave.

You can only visit Sơn Đoòng Cave from January to August. After August, heavy rains, which cause flooding, make it very difficult to get in and out of the cave.

There is only one way to visit the cave. There is a special five-day tour, which has cave experts and tour guides. It's a challenging but unique experience, which you should try when you visit this cave. However, the number of visitors each year is **limited** to protect the cave from damage.

b. Now, read and choose the correct answers.

- How deep is the deepest part of the cave? A. 150 m **B. 200 m** C. 9 km D. 38.5 m
- The word **runs** is closest in meaning to _____.
A. be in charge B. travel through C. move quickly D. race
- When was the cave first discovered?
A. over 200 years ago B. 1991 C. 38.5 million years ago D. 2008
- According to the text, when can you NOT visit Sơn Đoòng Cave?
A. for five days of the year B. January to August C. September to December D. all of rainy season
- Which of the following can you infer from the text?
A. You can visit the cave alone.
B. You can't join a tour group.
C. You must spend five days training before visiting the cave.
D. You have to visit the cave with a tour group.

c. Listen and read.



d. In pairs: Would you like to visit Sơn Đoòng Cave? Why? What information did you find the most interesting in the article?



Writing

- a. Read about using non-defining relative clauses, then read the article again. Underline the non-defining relative clauses.

Writing Skill

Using non-defining relative clauses to write informative sentences

- We can add additional information about a subject using non-defining relative clauses.
 - The relative pronouns/adverbs *who*, *which*, *when*, and *where* introduce non-defining relative clauses. The clauses are separated from the sentence with commas. We can't use the relative pronoun *that* with non-defining relative clauses.
 - Relative adverbs tell us about the time or place. Relative pronouns refer to the people or things.
- Kami Rita Sherpa, who is 52 years old, has climbed Mount Everest more than anyone else.*
Victoria Falls, which is on the border of Zambia and Zimbabwe, is one of the natural wonders of the world.
The cave, where you can find many different types of bats, is popular with tourists.
The summer, when the weather is the warmest, is the best time to visit.

- b. Rewrite the sentences using non-defining relative clauses and the given relative pronouns or adverbs.

1. The Mayans were an ancient group of people in Mexico. They built Chichén Itzá. (who)
 The Mayans, who built Chichén Itzá, were an ancient group of people in Mexico.
2. Victoria Falls is 1.7 km wide. It is also known as "The Smoke That Thunders" in the local language. (which)
3. The Great Barrier Reef is over 2,600 km long. 10% of all fish species live there. (where)
4. Guanabara Bay is 31 km long and 28 km wide. It is in Rio de Janeiro, Brazil. (which)
5. Between August and April is the best time to see the Northern Lights. The sky is the clearest then. (when)



Speaking

AMAZING PLACES AROUND THE WORLD

- a. You're doing research for an article about Mount Everest with a friend. Student B, **P. 122 File 3**. Student A, ask questions to complete the table.
- b. Swap roles and repeat. Student A, answer Student B's questions about Mount Everest.

Mount Everest (Goddess Mother of the World)	
Where:	
Height:	• 8,848 m above sea level • It is the highest point on Earth above sea level.
Interesting facts:	• • Around 3,000 people climbed to the summit. • • The first people to climb to the summit were Edmund Hillary and Tenzing Norgay in 1952.
Best time to visit:	
How to visit:	• Fly to Kathmandu, capital city of Nepal, and hike to Everest Base Camp • • It takes around 14 days to hike to Everest Base Camp.



Let's Write!

Now, write an article about Mount Everest. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 100 to 120 words.

Feedback

- The article uses non-defining relative clauses correctly. ☆☆☆
- The article is interesting. (Suggest ideas, if not.) ☆☆☆
- I can understand everything. (Underline anything you don't understand.) ☆☆☆



Urban Life

LESSON 1

Can you...?

- introduce a story to discuss problems in your city and solutions to them
- use the Past Continuous to introduce context



Let's Talk!

In pairs: Look at the pictures. What problems can you see? What are some solutions to these problems?



New Words

a. Read the sentences, then match the underlined words to the definitions. Listen and repeat.

- I'm sorry I'm late. I was stuck in a traffic jam on Prince Street, and the cars weren't moving at all.
- Some people struggle to find a job. It's really hard for them.
- Pedestrians find it dangerous to walk in this neighborhood at night because there aren't enough lights.
- I wish the sidewalks in my neighborhood were wider. It's difficult to walk when they're so small.
- You should only cross the street at a crosswalk.
- Motorbike accidents can be really dangerous. They often happen when people are using their phones while driving.
- If we lower the cost of the subway, it will encourage people to use public transportation.
- Why don't they ban food on the subway? If people don't bring food, there won't be so much trash.

1. ban: officially say that someone must not do something
2. _____: make someone more likely to do something
3. _____: a long line of vehicles that can't move or can only move slowly
4. _____: a bad event that is a surprise and causes harm
5. _____: try very hard to do something that is difficult
6. _____: a part at the side of a road for people to walk on
7. _____: a part of a road where vehicles must stop to allow people to cross
8. _____: a person who is walking and not traveling in a vehicle

b. In pairs: Use the new words to talk about your hometown or yourself.

I struggle to wake up in the morning if I stay up late playing video games.



Reading

a. Read Lisa's blog post about two interesting solutions. What problems do they solve?

1. people not following traffic laws and pollution
2. poor pedestrian safety and littering

Sep 13, 2023

Lisa Thompson

Hey, everyone! Today I want to talk about something different. I got the idea for this after I saw something last Friday. I was walking home when I saw some tourists struggling to cross the street. People were driving fast, and those tourists were scared someone would hit them. This happens every day to tourists, kids, and old people. What can we do?

The city of Tuscon, Arizona, USA found that its streets were becoming more dangerous for pedestrians, and it had a creative solution. It created beautiful paintings on some crosswalks and sidewalks so that cars would see them better and avoid pedestrians. A study showed that this solution reduced accidents **involving** pedestrians by up to 50%.

Pollution is another problem in my city, so I looked into what other cities did. London and Edinburgh, UK found a fun solution. They were having problems with people littering. They used clear trash cans with fun questions like "Which came first? Chicken or Egg?", and people answered by putting trash in the can with the answer they agreed with. Littering reduced up to 18%!

I think these solutions are simple and interesting, and my city should use them. What other creative solutions do you know?

b. Now, read and fill in the blanks.

1. Tourists, kids, and old people struggle to cross the street in Lisa's city.
2. The city of Tuscon, Arizona saw its streets becoming less safe for _____.
3. Paintings on _____ reduced accidents by up to 50%.
4. People in London and Edinburgh were _____.
5. The cities installed _____ and used fun questions to encourage people to put trash in the right place.



c. Listen and read. 

d. In pairs: What are some other possible solutions to dangerous streets and littering?



Grammar

a. Read about the Past Continuous, then fill in the blanks.

Past Continuous

We can use the **Past Continuous** to describe:

- a past action in progress when another action in the **Past Simple** interrupted it.

I **was walking** to the store **when** I **saw** a street festival.

- an action in progress at a specific time in the past.

At 8:00 yesterday morning, they **were repairing** the road.
They **were repairing** the road **at 8:00 yesterday morning**.

- an action in progress for a period of time in the past.

All yesterday afternoon, the workers **were fixing** the bridge.
The workers **were fixing** the bridge **all yesterday afternoon**.

- two or more actions in progress at the same time in the past.

I **was waiting** for the bus **while** my friend **was complaining** about the traffic.



I _____ a picnic when I
_____ a woman playing the
violin. She was really good.

b. Listen and check.

Listen again and repeat. 

Past Continuous

Affirmative

I **was riding** my bike **while** he **was riding** the bus.
 You **were shopping** for two hours yesterday.
 He/She/It **was riding** the train at 5 p.m. last Friday.
 We/You/They **were playing** when we saw some trash.

Yes/No questions

Was I **cycling** **while** you **were walking**?
Were you **eating** at 7 p.m. yesterday?
Was he/she/it **dining** at 7 p.m. yesterday?
Were we/you/they **building** when the rain started?

Wh-questions

What **were** you **doing** all day last Saturday?
 Where **were** you **eating** at 6 p.m. last night?
 Who **was** he/she/it talking to **while** I **was** driving?

Negative

I **was not walking** to school **while** you **were sleeping**.
 You **were not riding** the bus all day today.
 He/She/It **was not working** at 7 p.m. yesterday.
 We/You/They **were not driving** when we/you/they saw the dog.

Short answers

Yes, you **were**. **No**, you **weren't**.
Yes, I **was**. **No**, I **wasn't**.
Yes, he/she/it **was**. **No**, he/she/it **wasn't**.
Yes, we/you/they **were**. **No**, we/you/they **weren't**.

Note:

We use **when** for a past action in progress when an action in the Past Simple interrupted it, and **while** to talk about two or more actions in progress at the same time in the past.

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

1. My mom was waiting for us to come home at 7 p.m. last night.
2. We _____ (travel) to Vũng Tàu for a holiday when we _____ (see) an accident.
3. For years, pedestrians _____ (cross) anywhere they wanted to because there weren't any crosswalks.
4. I _____ (tell) my mom about the new sports center while my dad _____ (drive) us to the restaurant.
5. Everyone _____ (sit) quietly on the bus when a woman _____ (start) having a very loud phone call.

d. Write sentences using the prompts.

1. We/ride our bikes home/when/a car/stop/in front of us
 We were riding our bikes home when a car stopped in front of us.
2. Volunteers/pick up/trash/the park/all day yesterday

3. They/work on/new apartment building/while/I/try/sleep

4. I/walk/school/with/brother/7 a.m./this morning

5. The mayor/give/speech/when/some noisy people/interrupt/him

e. In pairs: Use the prompts to make sentences using the Past Continuous.

- ride/bike to school/have an accident
- neighbor/sing/so loudly/11 p.m./last night
- large group/noisy people/have/picnic/we/try/relax in park
- I/talk/about soccer/with/brother/all night

I was riding my bike to school when I had an accident.



Pronunciation

Sounds

a. Focus on the /dʒ/ sound.

c. Listen and circle the words you hear.

cherry	Jerry
choice	Joyce
choke	joke

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

encourage, traffic jam

d. Take turns saying the words in Task c. while your partner points to them.



Practice

a. In pairs: Practice the conversation. Swap roles and repeat.

Bob: I was sitting in a traffic jam when I noticed an interesting sight.

Lucy: What happened?

Bob: A man was pulling a kayak on the sidewalk. He pulled it all the way to the river and got on it.

Lucy: Oh.

Bob: And he was wearing a business suit. I thought that was strange.

Lucy: What happened after that?

Bob: He went away on his kayak. I found out later he was going to work.

Lucy: That's very smart!

Bob: Yeah. The city should encourage more people to do that.

walking to school
I saw an accident

A pedestrian wasn't looking, and a bike didn't stop at the crosswalk.

The pedestrian was looking at her phone when she got hit.

I helped the woman. She got hurt pretty badly.

kind of you

Thanks – ban using phones when walking. It's dangerous

reading in the park
something funny happened

A man was having a loud phone call with his wife.

Then an older woman walked to him and said "Shh! You're loud!"

He got uncomfortable and hung up.

funny

Yeah – encourage people to use their phones quietly

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



Speaking

CITY LIFE: PROBLEMS AND SOLUTIONS

a. Choose an event below that you experienced. In pairs: Student A, tell your partner about it. Talk about the context and what happened, then say if it's a problem in your city and give solutions to it. Student B, listen and ask questions.

Events

- an accident
- an interesting sight
- a very bad traffic jam
- a loud noise at a public place
- a personal event taking up public space

You'll never believe what happened to me today.

Oh, really? What happened?

I was walking to the grocery store when...

How did...?

b. What other problems does your city have? How can the city fix them?

The pollution is bad. I think our city should plant more trees and build more parks.

Urban Life

LESSON 2

Can you...?

- describe problems in cities and their future impacts
- use adverbial clauses of result to talk about the outcome of actions in cities

Conversation Skill: Asking for clarification



Let's Talk!

In pairs: Look at the pictures. What is happening? Why do people and governments do these things?



New Words

a. Look at the pictures and fill in the blanks. Listen and repeat.



rise



drop



homeless



owner



attract



direct



crop



congested

1. crop: a plant that farmers grow for food
2. _____: become a lower amount or number
3. _____: crowded or full of traffic
4. _____: someone who owns something

5. _____: having no home and living on the streets
6. _____: make someone come somewhere or take part in something
7. _____: become a higher amount or number
8. _____: control or be **in charge of** something or somebody

b. In pairs: Use the new words to talk about changes in your area.

There are lots of new store owners.

The population here is rising.



Listening

a. Listen to two students talking about their presentation. What are they mainly talking about? 

1. solutions to problems
2. what will happen because of problems
3. causes of problems



b. Now, listen and fill in the blanks. 

1. Joe thinks that there won't be enough _____ people to work _____.
2. Joe doesn't understand why _____.
3. People are _____ too much.
4. Too many store owners are _____.
5. Lily thinks that the government will need to _____ to the area.



Conversation Skill

Asking for clarification

To ask for more information to help you understand something, say:

Why would that (help/work)?

Sorry, can you explain that? I don't understand.

c. Read the Conversation Skill box, then listen and repeat. 

d. Now, listen to the conversation again and circle the phrase that you hear. 

e. In pairs: Which problem that Lily and Joe discuss do you think is the biggest? Why?



Grammar

a. Read about adverbial clauses of result, then fill in the blanks.

Adverbial clauses of result

We can use **adverbial clauses of result** to show the result of an action or situation.

Subject + verb + **so** + adjective/adverb + **that** + subject + verb (+ object)

The air is becoming **so polluted that** people are getting sick often.

We are polluting the ocean **so badly that** there won't be any fish left in ten years.

Subject + verb + **such** + noun/noun phrase + **that** + subject + verb (+ object)

People are causing **such damage that** the government is closing the park.

Air pollution is **such a big problem that** the government will have to do something.



We are polluting the air _____ much
_____ we _____ have to build
more wind turbines in five years.

b. Listen and check. Listen again and repeat. 

c. Circle the underlined part that needs correction.

- Air pollution is getting such bad that people will start to get sick from it.
A. that B. such C. bad
- Land pollution is such a problem so we won't be able to grow crops soon.
A. a problem B. so C. such
- The number of homeless people is very high that the government will need to build more houses.
A. high B. that C. very
- The town has so a dirty town center that people won't go there soon.
A. so B. a dirty town center C. that
- The population is dropping that quickly that business owners are starting to leave.
A. that B. quickly C. dropping
- People are causing so high damage that the government might close the park.
A. high B. so C. that

d. Rewrite the sentences with adverbial clauses of result using *so...that* or *such...that*.

- The number of homeless people is high. The government will have to build cheap housing.
The number of homeless people is so high that the government will have to build cheap housing.
- People are damaging the land quickly. We won't be able to grow crops soon.
- Water pollution is a big problem. The fish population will drop very quickly.
- Skateboarding accidents in the city center are becoming a serious issue. The government will have to ban it.
- The population is rising very fast. The government will need to attract more businesses to the area.
- People are causing too much noise. Animals are leaving the area.
- The city has huge traffic jams in rush hour. The government will have to do something.

e. In pairs: Use the prompts to talk about problems and predict their future results.

city/big traffic jams → government/build/subway system
air/polluted → city/ban/vehicles/city center
business owners/leave/quickly → city/attract/new businesses

The city has such big traffic jams that the government will have to build a subway system.



Pronunciation

Sentence Stress

a. Stress the final word in adverbial clauses of result.

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

The number of cars is so high that the traffic is awful.
Cars are so expensive that I have to take the bus.

b. Listen to the sentences and focus on the stressed words.

Air pollution is getting so bad that people will start to get sick.
The damage to the land is so serious that we won't be able to grow crops.

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



Practice

a. In pairs: Practice the conversation. Swap roles and repeat.

Mary: There are so many problems in our city.

Tom: I know. *The streets are getting too congested.*

Mary: Yeah. *The city has such big traffic jams* that the government will need to *build some new roads.*

Tom: Yes, or they'll need to *add more traffic lights.*

Mary: Why would that help?

Tom: Because *the traffic lights would direct and reduce traffic.*

Mary: Ah, I see. What else?

Tom: *The population is rising really quickly, too.*

Mary: Yes, *it's such a big issue* that there won't be *enough places for people to live.*

Tom: You're right. The government will have to *build some new apartment buildings.*

Lots of businesses are closing

Businesses are closing so quickly

help more people start businesses

attract new factories to the area

factories create jobs, and more people will move here

We're damaging the land badly

it's such a big problem—anywhere to grow crops soon

ban plastic products

The buses are getting very old

They're getting so old

buy some new ones soon

build a subway system

we won't need so many buses

The city's population is dropping quickly
it's dropping so quickly—
enough people to work

attract more young people to the area

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



Speaking

Is This Our Future?



Ask for clarification.

a. You're planning a presentation about the future of Drawgate. In pairs: Read the list of growing problems it is having, then predict and discuss what the future results will be.

- The number of car accidents is rising quickly.
- Littering is getting really bad.
- There are big traffic jams.
- Business owners are leaving town fast.
- It has bad air and water pollution.
- The number of homeless people is rising fast.



b. Join another pair. Discuss your predictions. Did you have any of the same future results?

The number of car accidents is rising so quickly that the government will need to add more traffic lights.

Oh. We said that the police will need to direct the traffic.

What else could they do?

Urban Life

LESSON 3

Can you...?

- talk about problems in a city
- write a passage about problems in a city and their solutions

Writing Skill: Writing body paragraphs for chain problem and solution passages



Let's Talk!

In pairs: Look at the picture. What are some of the good things about living in a city? What about the bad things?



Reading

a. Read the passage about the city of Johannesburg and choose the best title.

1. How the City Is Improving 2. The Perfect City 3. How Can We Fix the City?

I believe all humans have the right to live in a safe and clean place. However, most cities today have many problems that need solutions. Johannesburg, South Africa, is one of these cities. I will explain some of its problems and **potential** solutions below.

A big problem is that crime is high in the city. There are so many **criminals** that life for normal people is beginning to **break down**. **They** may move away from the city. For this reason, the government should provide more police officers on the streets.

Another problem is that the population is rising quickly. It might make more people homeless. Having more homeless people can cause many problems. The government should build more apartments around the city.

The final problem is that air pollution is getting worse. Because of this, more people will need **medical** help. This could make hospitals very busy. To improve this, the government should ask people to ride bicycles more and use cars less.

To conclude, the number of criminals, the population growth, and air pollution are problems in Johannesburg. However, there are solutions the government can **implement**. They should train more police officers, build more apartments, and ask people to ride bicycles instead of using cars.

b. Now, read and choose the correct answers.

- The word **They** in paragraph 2 refers to _____.
A. cities **B. people living in Johannesburg** C. criminals D. the government
- What does the writer say people may not be able to do because of criminals?
A. move away B. live normal lives C. rob people D. raise children safely
- Which of the following is true about Johannesburg?
A. There won't be enough homes for people in the future.
B. There aren't enough jobs for people.
C. Johannesburg doesn't have any homeless people anymore.
D. There aren't many apartment buildings in Johannesburg now.
- Which of the following is NOT true according to paragraph 4?
A. Air pollution isn't so bad in Johannesburg right now.
B. Encouraging people to ride bicycles more would help.
C. People will get sick if things continue.
D. Air pollution is getting worse in Johannesburg.
- Which of the following can you infer from the passage?
A. Johannesburg will improve by itself.
C. The government are making a lot of improvements.
B. Johannesburg is becoming a nice place to live.
D. The government has a lot of work to do.



c. Listen and read.

d. In pairs: Which problem do you think is the worst? Why? What other solutions to the problem can you think of?



Writing

- a. Read about writing body paragraphs for chain problem and solution passages, then read about Johannesburg again. Circle the introduction of problems and underline the solutions.

Writing Skill

Writing body paragraphs for chain problem and solution passages

To write a good body paragraph for a chain problem and solution passage, you should:

1. Introduce the problem.
One problem is that there is too much litter. *Another problem is the lack of houses.*
2. Give more details about the effect of the problem.
For this reason, people won't go to the parks. *Because of this, there will be more homeless people.*
3. Give a solution to the problem.
The government should organize a park clean-up. *We should build more apartments.*

Note: In chain problem and solution passages, we only talk about one problem in each body paragraph.

- b. Read the sentences and write **P** for introducing a problem, **D** for extra details, or **S** for giving a solution. Use the Writing Skill box to help you.

1. We should get new traffic lights around the city.
2. As a result, there won't be enough jobs for everyone.
3. It's getting so bad that people will start getting sick.
4. The biggest issue is that air pollution is getting really bad.
5. People should volunteer at the hospital.
6. Another problem is that businesses are leaving the area.

S



Speaking

What's Wrong with Our City?

- a. In pairs: Discuss the different problems a city can have and what future effects they may cause, then discuss potential solutions for the problems.

Cities can have very congested streets.

I agree. As a result, older people will have trouble crossing the street safely.

They could build more roads or a subway system.

- b. Think of a name for your city and write it in the box. Complete the table with two problems and a future effect and solution for each.

City's name: _____

Problems	Future effects	Solutions



Let's Write!

Now, write a problem and solution passage about your city. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 100 to 120 words.

Feedback

- | | |
|---|-----|
| The passage follows the structure correctly. | ☆☆☆ |
| The passage is interesting. (Suggest ideas, if not.) | ☆☆☆ |
| I can understand everything. (Underline anything you don't understand.) | ☆☆☆ |



Jobs in the Future

LESSON 1

Can you...?

- talk about how to get jobs in the future
- use First Conditional with modals to give advice about how to get jobs

Conversation Skill: Showing thanks



Let's Talk!

In pairs: Look at the pictures. What jobs can you see?
Which skills do you need to be good at to get these jobs?



New Words

a. Read the words and definitions, then fill in the blanks. Listen and repeat.



- **plumber:** a person who installs and fixes toilets, showers, etc.
- **mechanic:** a person who fixes vehicles
- **psychologist:** a person who studies the human mind, feelings, and behavior
- **skincare specialist:** a person who helps keep your skin healthy
- **tutor:** a teacher who usually only teaches one student or a small group at one time
- **apprenticeship:** a period of time working with and learning from someone who has a lot of skills and experience
- **research:** study something carefully and try to learn new facts about it

1. I meet a psychologist every week to talk about my feelings and problems.
2. I want to be a(n) _____ so I can help people look nice. Having clean and soft skin can help people feel confident.
3. I damaged my car. I hope the _____ can fix it.
4. I need a(n) _____ for math. They could help me get better grades.
5. I use the internet to _____ and find information to help me choose a future job.
6. I think I should find a(n) _____ and learn how to do a job that way.
7. Water is coming out of the bathroom. Can you call a(n) _____, please?

b. In pairs: Use the new words to talk about which jobs you think sound interesting and why.

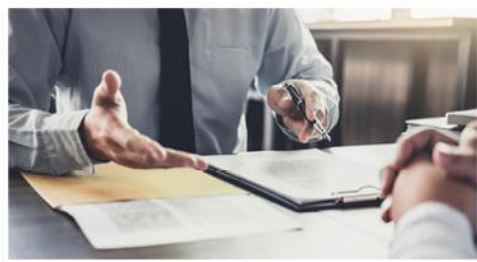
Being a skincare specialist would be interesting. I love making my face and skin look nice.



Listening

a. Listen to a teacher and a student talking about future jobs. What job does the teacher **imply** would be a better choice for the student? 

1. a psychologist 2. a mechanic 3. both jobs equally



b. Now, listen and answer the questions. 

- Why does Paul want to be a mechanic?
He loves cars and motorbikes.
- What should Paul do if he wants to be a psychologist?
- What does the teacher suggest Paul do to improve his grades?
- What should Paul find if he wants to be a mechanic?
- What should he start researching about?



Conversation Skill

Showing thanks

To show thanks for what someone did or said, say:

- ☐ Thanks for helping me.
☐ I appreciate it.
☐ Thank you so much.

c. Read the Conversation Skill box, then listen and repeat. 

d. Now, listen to the conversation again and number the phrases in the correct order. 

e. In pairs: Which job do you think you would be better at? Which sounds more interesting? Why?



Grammar

a. Read about First Conditional with modals, then fill in the blanks.

First Conditional with modals

- We use the **First Conditional** to talk about the future situations we believe are real or possible.
- We normally use **will** in the main clause, but we can also use a **modal verb** (**can, could, should, must, may, or might**) for different purposes.

- **can**: possibility or ability
- **must**: obligation
- **could**: suggestion
- **may/might**: possibility
- **should**: advice

Subject + **modal** + bare infinitive + **if** + Present Simple

You **must** study hard **if** you want to be a psychologist.

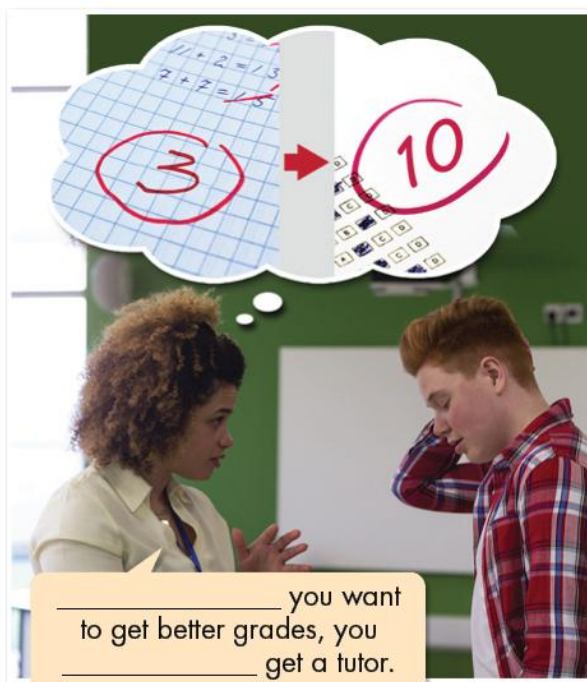
We **might** be able to help you **if** you need more information.

- When the sentence begins with **if**, we need to use a **comma**.

If + Present Simple, subject + **modal** + bare infinitive

If you create an account, you **can** get a free lesson.

If you like exercise, you **could** join a sports team.



_____ you want
to get better grades, you
_____ get a tutor.

b. Listen and check.

Listen again and repeat. 

c. Unscramble the sentences.

1. to the gym/stronger./to get/start going/You could/if/you want
You could start going to the gym if you want to get stronger.
2. training/If/be an astronaut,/programs./she should find/she wants to
3. skincare specialists,/want to be/they/If/learn about/they should/face wash.
4. in school./You/video games too much/if/you want/to do well/shouldn't play
5. get good grades/want to be/You must/a doctor./if you/in school
6. could find/If/good mechanic,/he wants/he/an apprenticeship./to be a
7. the library./if you/You might/look for/useful books/find some/them at

d. Read the sentences and write the correct modals in the gaps.

1. *Suggestion*: If you want to be a doctor, you could read some books about biology.
2. *Advice*: You shouldn't stay up late if you want to get good grades.
3. *Advice*: If you want to be an engineer, you should talk to your teacher.
4. *Possibility*: You could find some great information in the library if you need to do some research.
5. *Obligation*: If you want to be a psychologist, you must get good grades and try really hard.
6. *Possibility*: I think you could get an apprenticeship in town if you want to be a plumber.

e. In pairs: Discuss the different jobs below using modals with *if* and the prompts.

- doctor
- singer
- soccer player
- director
- fashion designer
- veterinarian

- get a science/biology/art tutor
- practice singing/drawing/running
- join a club/start a blog/take part in a contest

If you want to be a doctor, you might need a biology tutor.

Pronunciation



a. Focus on the final /r/ sound.

c. Listen and circle the words you hear.

1. hear he'll
2. ear ill
3. singer single

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

plumber, tutor, doctor

d. Take turns saying the words in Task c. while your partner points to them.

Practice a. In pairs: Take turns giving advice and suggestions using the pictures and prompts.

I want to be a fashion designer. Do you have any advice?

Sure. You should start a blog if you want to be a fashion designer.

That's a good idea. I appreciate it.

fashion designer



- should/start a blog – if...
- if... – could/design a new dress each month

doctor



- if... – should/study hard
- could/research good universities now – if...

skincare specialist



- could/take a short skincare course – if...
- if... – should/read about soap and face wash

plumber



- should/find an apprenticeship – if...
- if... – could/try a training program

soccer player



- if... – should/practice a lot
- could/join a new team – if...

veterinarian



- could/get a tutor – if...
- if... – should/start learning about animals

b. Practice with your own ideas.

Speaking MY FUTURE JOB

Show thanks.

a. You're discussing future jobs at school. In pairs: Student A, you're a student. You're interested in the jobs in the box. Discuss them with your teacher. Student B, you're a teacher. Listen and give advice and suggestions.

I want to be an astronaut.

If you want to be an astronaut, you should get fit.

What can I do?

You could join a sports team if you want to get fit.

Student A

- astronaut
- plumber
- engineer
- tutor

Student B

- dancer
- mechanic
- business person
- psychologist

b. Student A, now you're the teacher. Listen and give advice and suggestions. Student B, discuss the jobs in the box with your teacher.

c. What's the best piece of advice your partner gave you? Why?

He suggested I take a public speaking course to be a business person. I think it's a great idea because...

CRITICAL THINKING

Jobs in the Future

LESSON 2

Can you...?

- talk about different kinds of entertainment and media jobs in the future
- use verbs + to-infinitives for future changes



Let's Talk!

In pairs: Look at the picture. What are the people in the picture doing?
What jobs can create an experience like in the picture above?



New Words

a. Read the sentences, then match the underlined words to the definitions.

Listen and repeat.

- The smartphone is the most useful **innovation** of the last hundred years.
- We make **personalized** products for our customers' preferences.
- We need a video **producer** to help us plan our next video.
- My favorite **podcast** is about female scientists. I listen to it on my phone every week.
- The **demand** for electric cars is rising around the world.
- In a **virtual reality** game, everything looks real, and it feels like you're really in the game.
- The future of **media** is online videos. Everything you see will be in the form of videos.
- The **audience** at the concert was great. They sang and clapped with the singer.

1. **innovation**: a new idea or way of doing something that someone introduced or discovered
2. _____: TV, newspapers, the internet, etc. – ways people get information and entertainment
3. _____: someone who is in charge of making and usually providing the money for a play, movie, etc.
4. _____: the people who read, watch, or listen to something
5. _____: designed or changed for a particular person
6. _____: computer images and sounds that seem real to the person using it
7. _____: a program that is like a radio show and that you listen to from a website or an app
8. _____: a strong need or request for something

b. In pairs: Use the new words to talk about digital media you read, watch, or listen to, and jobs related to media.

I listen to podcasts.

Book writers and journalists are jobs related to media.



Reading

a. Read the article about entertainment and media. What's it mainly about?

1. why the media business will be very different
2. how technology will affect jobs in the media

If you read articles about popular jobs in the future, you will see that new innovations will play an important role in almost every **field**, including the media business. Here is what we think you can expect to see in the future of entertainment and media jobs.

Virtual reality (VR) will be in everything. It is already common in video games, and some museums and amusement parks have virtual experiences. In the future, you can expect to attend a virtual concert or play virtual soccer. This means virtual reality designers will be a job of the future.

Personalized content will be the new normal. Newer technology will let producers know exactly what their audience wants. To do that, companies and producers will need lots of data. We expect to see more job opportunities in media for data scientists.

Everyone is a producer. We are already seeing it today: anyone can put content online, whether it is a podcast or video, and attract an audience. Technology will make this even easier. And as people start creating more **professional** content, the demand for good content writers and producers will rise.

The world of work in media will keep changing. Can you keep up?

b. Now, read and answer the questions.

1. What will play an important role in most businesses in the future?
2. What content will there be high demand for?
3. What will newer technology let producers know?
4. What do we expect data scientists to have more of in the future?
5. Which two types of content are mentioned to attract an audience?

_____ new innovations _____

c. Listen and read.



d. In pairs: Do you agree with the writer's opinions about the future of entertainment and media? What changes do you think we will see?



Grammar

a. Read about verbs + to-infinitives, then fill in the blank.

Verbs + to-infinitives

We use **to-infinitives** after **some verbs**:

- **aim**: try to achieve something

We **aim to provide** our audience with the best movie watching experience.

- **expect**: think something will happen

People **expect to see** more virtual reality in the future.

- **decide**: choose something after thinking carefully

We **decided to use** the latest innovations.

- **hope**: wish for something to happen and think it's possible

They **hope to have** a better understanding of what their audience likes.

- **plan**: have something in your mind as a goal

We **plan to use** virtual reality in all of our games.

- **want**: wish for something

I **want to see** more personalized content.



People can _____
virtual reality TV soon.

b. Listen and check.

Listen again and repeat.



c. Underline the mistakes in the sentences below and write the correct words on the lines.

1. We expect see more digital media in the future. _____ to see
2. I want to working as a podcast producer. _____
3. We want using virtual reality technology in our new movie. _____
4. She hopes get a job as a movie producer. _____
5. The company is planning hiring more data scientists. _____
6. We should aim complete the podcast by next week. _____
7. You can expect seeing more virtual innovations in the future. _____
8. She decided to being a game designer. _____

d. Complete the sentences using the phrases in the box.

1. We expect to see media products created by computers in the near future.
2. We _____ movie production time by 25%.
3. More people will _____ virtual events.
4. I _____ some digital skills so that I can find jobs more easily.
5. Data scientists can _____ more jobs related to media in the future.
6. We _____ more audience by introducing new, personalized content.
7. What kind of podcast did they _____ next?
8. They _____ more data and use it for their next project.

plan to collect
want to learn
aim to reduce
~~expect to see~~
want to attend
decide to make
expect to find
hope to attract

e. In pairs: If you work in the media business, what jobs do you want to do? What do you expect to see in future media products? Use the prompts or your own ideas.

- work as a writer
- more virtual reality
- be a data scientist
- new kinds of technology
- be a producer

If I work in the media business,
I want to work as a writer.



Pronunciation

Sound Changes

- a. '...can people...' often sounds like /kæmpɪ:pl/.
'...in media...' often sounds like /ɪmmi:diə/.**

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

*In the future, what jobs can people expect to have?
I want to be a boss so I can make lots of money.*

- b. Listen. Notice the sound changes of the underlined letters.**

*What jobs can people expect to do?
The world of work in media will keep changing.*

- d. Read the sentences with the sound changes noted in Task a. to a partner.**

**Practice**

a. In pairs: Practice the conversation using the correct form of the verbs in brackets. Swap roles and repeat.

Interviewer: What changes in media do you expect to see in the future?

Expert: I expect (see) more virtual reality media.

Interviewer: Will some jobs change?

Expert: Yes. Radio producers, for example, will become podcast producers.

Interviewer: What jobs do you think will be popular?

Expert: Virtual reality designers.

Interviewer: Why?

Expert: Because people will want (see) more beautiful virtual worlds.

(see) – personalized content

Journalists need to produce videos, too

Data scientists

producers – (know) what their audience likes

(have) – digital products

TV producers need to create personalized content

Video producers

everyone – (watch) videos instead of reading articles

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

**Speaking****THE FUTURE OF JOBS IN ENTERTAINMENT AND MEDIA**

a. You're doing a podcast on the future of jobs in entertainment and media. Your listeners sent you a list of questions. In pairs: Discuss and answer the questions. Explain your ideas and give examples.

Hello, everyone. Welcome to our podcast. I'm...

And I'm... Today, we're talking about the future of jobs in entertainment and media.

We have some questions from our listeners. The first question is...

• What/entertainment/people/want/see/in/future?

• What/content/people/want/watch?

• What/innovations/technology/people/expect/see?

• How/demand for current media jobs/change/future?

• What/jobs/people/expect/do?

b. Join another pair. Do you have the same ideas?

We think online media and virtual reality jobs will be popular.

We think...

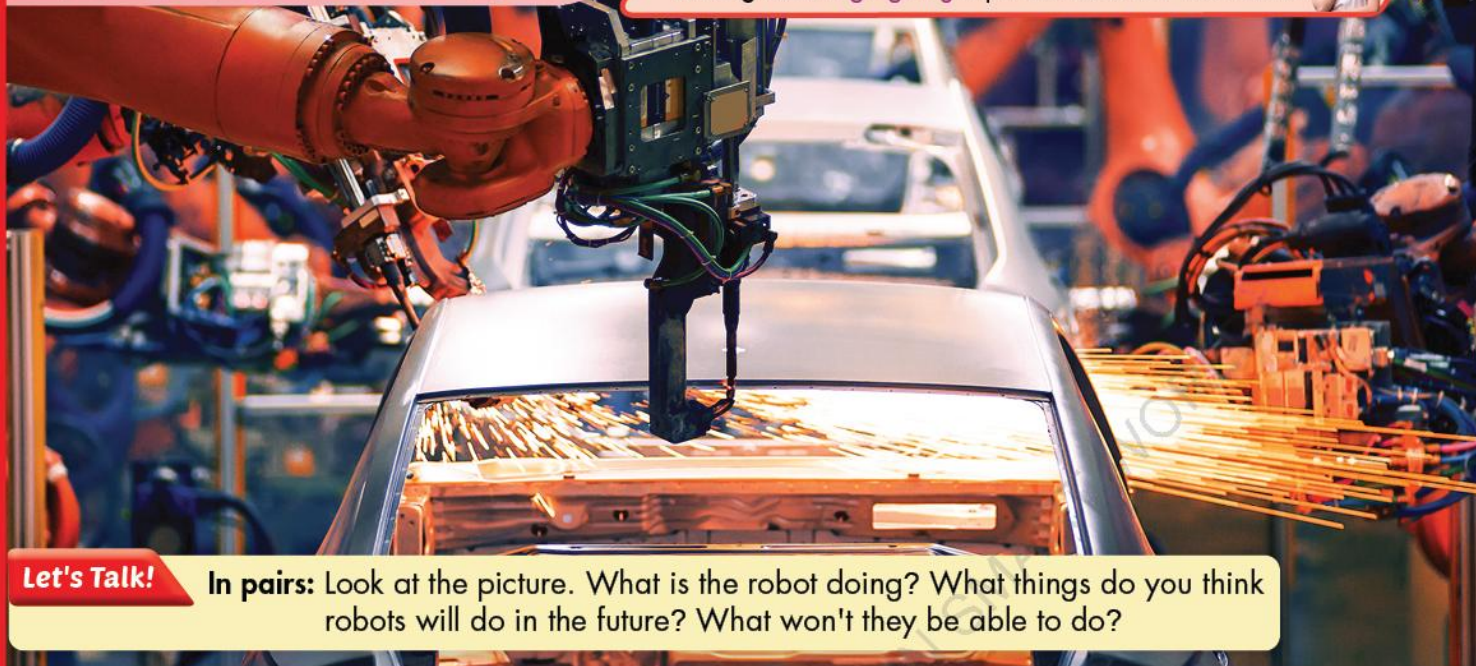
Jobs in the Future

LESSON 3

Can you...?

- talk about popular jobs in the future
- write an article about what jobs will be popular in the future and why

Writing Skill: Highlighting important ideas and information



Let's Talk!

In pairs: Look at the picture. What is the robot doing? What things do you think robots will do in the future? What won't they be able to do?



Reading

a. Read the article. What is the best title?

1. Future of Work: Three New Jobs You Need to Know

2. Top Jobs of the Future

The most popular jobs around the world may not always be so popular. Some jobs will become very important in the future, while others may stop all together. Here are three jobs that I think will be very popular in the future.

One job that will become more popular is being an astronaut. I think we will want to travel to and explore **faraway planets** someday, in particular Mars. For this reason, we will need more astronauts.

Another job that I believe will become more important is being a scientist. In my opinion, we will need new kinds of medicines and **vaccines** to protect people from new illnesses. Because of **this**, being a scientist, mainly a medical scientist, will become more popular.

Virtual reality designers will also be a popular job. I believe we will spend a lot more time in virtual reality. We will do lots of things in it, especially practicing **surgery**, doing experiments, and having meetings. As a result, we will need more people to design these virtual spaces.

The world is changing, and so are the jobs we need people to do. Young people should think about this when they plan their future careers.

b. Now, read and choose the correct answers.

- What will astronauts explore? A. the moon **B. Mars** C. space D. the sun
- Which of the following can you infer from paragraph 3? A. Scientists aren't very important now. B. We have cured most of the illnesses now. C. Medicines now won't be useful. D. There will be new illnesses in the future.
- The word **this** in paragraph 3 refers to _____. A. the need for medicines B. old vaccines C. a medical scientist D. a new illness
- Where will people spend a lot of time in the future? A. in university B. on Mars C. in virtual reality D. in meetings
- According to paragraph 5, what should young people do? A. become astronauts, scientists, or virtual reality designers B. think about the jobs we'll need in the future C. change jobs when we need people to do different things D. choose their future careers now

c. Listen and read.



d. In pairs: Which do you think is the most important job in the article? Why?





Writing

- a. Read about highlighting important ideas and information, then read the article again and underline the different phrases used to highlight information.

Writing Skill

Highlighting important ideas and information

To highlight important ideas and information from a wider group of information, you should use the following phrases: *in particular*, *especially*, and *mainly*. These phrases come after the main group of information they are highlighting. They can also go in the middle of a sentence. We separate them from the main sentence with commas.

- *in particular*

We will need more video game designers, **in particular** virtual reality video game designers. People will have more free time and have creative jobs, **in particular** musicians and artists, in the future.

- *especially*

I really enjoy studying science, **especially** biology and chemistry at school. I believe some jobs, **especially** manual jobs, won't be popular someday.

- *mainly*

I believe robots will do a lot of chores for us, **mainly** the dishes and laundry. I think sports players, **mainly** soccer and tennis players, will make more money in the future.

- b. Rewrite the sentences to highlight the important idea and information before the sentence using the prompts.

- factory jobs – I think robots will do lots of jobs sooner or later. (especially)
I think robots will do lots of jobs, especially factory jobs, sooner or later.
- heart surgeries – I want to perform surgeries when I grow up. (in particular)
- young people – People should think about what jobs we need them to do in the future. (mainly)
- expensive houses – I want to design houses in my future career. (in particular)
- robots – Technology will become very important in our lives. (especially)



Speaking

- a. In pairs: Discuss what jobs will be the most popular in the future and say why. Highlight specific examples for each of the reasons.

I think being a musician will be very popular in the future.

Really? Why?

Robots will do many jobs, especially manual jobs. People will have more time for fun jobs.

Ah, I see. Good idea.

- b. Choose the two jobs that you think will be most popular and complete the table. Note what point you think you should highlight.

Jobs	Reasons for being popular in the future	Points to highlight



Let's Write!

Now, write an article about the most popular jobs in the future. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 100 to 120 words.

Feedback

- The article follows the model. ☆☆☆
It is interesting. (Suggest ideas, if not.) ☆☆☆
I can understand everything. (Underline anything you don't understand.) ☆☆☆



Unit 1

Review

In this lesson, you'll review...

- different ways to learn English
- reasons for learning English

Listening You will hear Ashley talking to her mom about English study methods. Which study method do Ashley and her friends like? For each question, write a letter (A–H) next to each person. You will hear the conversation twice. 

Example:		English study methods
0. Ashley	C	A. Read online articles B. Listen to music C. Watch TV shows D. Read books E. Keep a vocabulary notebook F. Read short stories G. Watch movies H. Read newspapers
People		
1. Edward		
2. Logan		
3. Donna		
4. Mark		
5. Betty		

Reading Read the text messages. Decide if the statements are *True* or *False*.

Example:

0. Jacob can't meet tomorrow. False

1. Tân read a lot last week. _____

2. He is going to take his books to the meeting tomorrow. _____

3. Talia is going to take some music for her friends to listen to. _____

4. She'll be a bit late because she has a meeting with classmates. _____

5. Himiko tells Tân he should do some more reading practice. _____

20:05

Hi, everyone. I hope you're all remembering to practice English! Do you want to meet to practice English after school tomorrow at around 4 p.m.? Remember we all wanted to get together this week for speaking practice.

Jacob

Hey, Jacob. I did a lot of reading last week. It was fun! I'm sorry, I can't come tomorrow because it's my mom's birthday, and we're having a small party to celebrate with the family. I hope I can meet up with you all soon to improve our speaking.

Tân

Hi, Jacob! Sure! I just found a great new song. I'll bring it tomorrow to give us something to listen to. I might be a little late because I have an appointment with my teacher after class to review my homework. See you all tomorrow!

Talia

Hi, guys. Yes, I'm coming. I have an interesting new book to show you all. Tân, sorry to hear you can't come. Since you're not going to join us for speaking practice this week, make sure you read some more fun things in English before we meet again!

Himiko

**Vocabulary****Circle the correct answers.**

- When you read in English, use a dictionary to _____ any new words you don't know.
A. note down B. come across C. look up D. turn on
- You can find the _____ of your favorite songs on the internet.
A. pages B. method C. career D. lyrics
- It's interesting to travel to _____ countries.
A. international B. foreign C. essential D. worldwide
- Learning English will be useful for your future _____ because many jobs require it.
A. career B. content C. opportunity D. essential
- I always _____ new words in a notebook when I read books in English.
A. was noting down B. am noting down C. note down D. will note down
- When you watch TV in English, remember to use the _____.
A. subtitles B. songs C. books D. dictionary
- If you speak English, you can communicate with people when you travel _____.
A. opportunity B. overseas C. international D. foreign
- It's _____ that you speak English if you study in an English-speaking country.
A. method B. content C. career D. essential

**Grammar****Use the correct form of the given word or phrase in each sentence.**

- I read a lot of books in English _____ my skills. (improve)
- My English is getting better because I _____ a lot. (practice)
- I was reading yesterday, and I _____ lots of new words. (come across)
- I looked up the lyrics of English songs _____ what the singer was saying. (know)
- It's a good idea _____ subtitles when you watch TV in English. (use)
- You should study English _____ yourself more opportunities. (give)
- I showed my brother some study methods, and now he _____ new words. (note down)
- When he finished his homework, he _____ it to check for mistakes. (go over)

**Pronunciation****a. Circle the word that differs from the other three in the position of primary stress in each of the following questions.**

- A. subtitles B. essential C. newspapers D. studying
- A. career B. method C. lyrics D. content

b. Circle the word that has the underlined part pronounced differently from the others.

- A. note down B. go over C. come across D. overseas
- A. lyrics B. subtitles C. worldwide D. find

**In the Real World****Look at the signs from an airport. Choose the best answers.****1**

1. What does the sign tell you to do?

- A. Turn right for the restaurants.
- B. Turn left for the restroom.
- C. Go straight for the shops.
- D. Turn right for the mail box.

2

2. What is this sign for?

- A. an airplane
- B. an information desk
- C. a restroom
- D. an airport bus

**Conversation****Choose the correct answer (A, B, C, or D).**

1. Khang: "What's your favorite study method, Trang?"

Trang: "When I watch TV in English, I always _____ the subtitles."

- A. come across
- B. look up
- C. turn on
- D. note down

2. Trang: "Why are you learning English, Khang?"

Khang: "I'm learning English _____ I want to study overseas in the future."

- A. since
- B. because
- C. however
- D. really

3. Trang: "Why do you want to study overseas?"

Khang: "I want to have more _____ for my future career."

- A. essential
- B. content
- C. overseas
- D. opportunities

4. Trang: "What's your favorite study method, Khang?"

Khang: "_____."

- A. I note down new words
- B. I study a lot
- C. I'm good at English
- D. It's English

**Speaking****In pairs: Talk about study methods you already use and why you use them.****Writing****Write about your favorite English study method. Write 100 to 120 words.**

Unit 2

Review

In this lesson, you'll review...

- family traditions and customs in the past
- memorable days in the past



Listening

You will hear a girl, Lucy, and her mom talking about family customs in the past. Listen and fill in the blanks. You will hear the conversation twice.



Family customs in the past

Lucy's grandmother was:	0 _____ a housewife
Her mom used to work at:	1 _____
Her mom has:	2 ten _____
Not many people would get:	3 _____
To raise kids, women needed a man to:	4 _____
Her mom thinks people used to be more willing to:	5 _____ together



Reading

Look and read. Choose the correct answer (A, B, C, or D).

My name's An, and I live in Cần Thơ. I was born in Sóc Trăng, but my family used to live in a cottage in Cà Mau. We used to live near my grandparents, and I'd walk to their house after school with my sister and wait for my parents to come home.

I always had a good time while I was there. I have many cousins, and we used to play lots of games at my grandparents' house. Sometimes, we'd go fishing, too. After that, we'd bring the fish to my grandma, and she'd fry or grill it. My grandpa used to make pottery. He'd let us play with the clay and try to teach us how to make clay pots. I was really bad at it and couldn't make anything that looked like a pot. My sister was better and made some small pots for us. Sometimes, we'd climb one of the trees around my grandparents' house and sit there looking at the rice fields, the river, and the clouds. Or we'd walk out to the fields and sketch the country.

Those afternoons at my grandparents' home are some of my favorite memories. My grandparents don't live there anymore, and sometimes I miss their old house in the country.

Example:

0. An used to live in _____.

- A. Cần Thơ
- ☒ B. Cà Mau
- C. Sóc Trăng
- D. Hanoi

1. She used to wait _____ for her parents.

- A. at school
- B. at the market
- C. at her house
- D. at her grandparents' house

2. She used to _____ with her cousins.

- A. sketch clouds
- B. play games and go fishing
- C. cook
- D. make pottery

3. Her _____ taught her how to make clay pots.

- A. grandmother
- B. cousins
- C. grandfather
- D. sister

4. She used to _____ with her sister at the rice fields.

- A. do pottery
- B. look at the river
- C. climb a tree
- D. sketch the country

5. Which is NOT true about the writer?

- A. She loves those memories.
- B. Her grandparents still live there.
- C. She misses visiting her grandparents.
- D. She misses their old cottage.

**Vocabulary****Circle the correct answers.**

- I used to love going to the temple with my mom on her _____.
A. stall B. generation C. tuk-tuk D. cottage
- Jane's an aunt now. Her sister just had a baby girl. Jane's _____'s name is Deborah.
A. nephew B. cousin C. extended family D. niece
- My dad used to be the _____ of his family after my grandfather got sick. He worked three jobs to help send his younger brothers to school.
A. house husband B. housewife C. marriage D. breadwinner
- My parents used to live in a(n) _____ together with all their relatives.
A. extended family B. nuclear family C. relative D. marriage
- She didn't become a _____ after getting married. She continued to work.
A. breadwinner B. housewife C. house husband D. relative
- He worked at a _____ selling clothes at night to earn some money.
A. clay pot B. nuclear family C. stall D. sketch
- More than one _____ would live in the same home. My grandma lived with her parents and grandparents.
A. single B. bake C. generation D. divorce
- My sister is an artist. She loves to sit in the country and _____ the trees.
A. bake B. sketch C. marriage D. relative

**Grammar****Rearrange the groups of words in the correct order to make complete sentences.**

- in the evenings./We used/delicious food/to make

- work at a/used to/market stall./My sister

- board games./would go/we'd play/My grandparents/fishing, and

- with my/live in/I used to/extended family./a cottage

- dinner together/Back then,/every day./most families ate

- be breadwinners./husbands would/housewives, and/Women used/to be

- often get/people would/In the past,/a young age./married at

- at the/to meet/park after school./We used/our friends

**Pronunciation****a. Circle the word that differs from the other three in the position of primary stress in each of the following questions.**

- A. relative B. family C. breadwinner D. extended
- A. nephew B. cottage C. divorce D. single

b. Circle the word that has the underlined part pronounced differently from the others.

- A. divorce B. relative C. housewife D. single
- A. bake B. clay pot C. relative D. generation

**In the Real World**

Look at the advertisements. Choose the best answers.

1

JUNE'S COOKING CLASS

*Come learn how to cook traditional Vietnamese food.
Bake fish, boil rice, fry vegetables, and learn to use a traditional clay pot.*

1. What don't you learn at the cooking class?
- A. to use a clay pot
 - B. to bake desserts
 - C. to fry vegetables
 - D. to boil rice

2

TUK-TUK PRICES (RETURN PRICE)

_____ **To the museum - \$0.50**
 _____ **To the beach - \$0.75**
 _____ **To the mall - \$1**
 _____ **Half day - \$2**
 _____ **Full day - \$3.50**



2. How much would it cost to go to the mall and the beach?
- A. \$1.75
 - B. \$2.75
 - C. \$1.25
 - D. \$3.50

**Conversation**

Choose the correct answer (A, B, C, or D).

1. Emma: "How were things different in the past?"
 Miss Stevens: "In the past, married women would live with their _____ families."
 A. housewives' B. generations' C. husbands' D. relatives'
2. John: "_____ did she used to meet her friends?"
 Katie: "She used to meet her friends in the park."
 A. When B. Who C. Where D. How
3. I _____ the museum with my family last summer.
 A. would go to B. went to C. used to go to D. go to
4. Beth: "My grandpa used to go fishing on a lake by his cottage."
 Mark: "_____."
 A. That sounds awesome B. Of course I will C. Thank you very much D. Lucky you

**Speaking**

In pairs: Discuss how family traditions and customs have changed over time in your country. Give examples from your own family when possible.

**Writing**

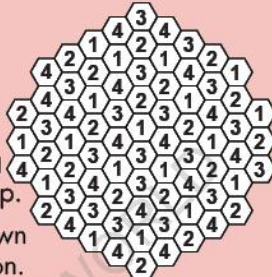
Write about what your family used to do when you were little. Write 100 to 120 words.

Semester 1 Mid-term Review



Speaking

Play the board game.

Board game	Win the game
- Pairs take turns. - Play rock, paper, scissors. - 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 a free, year-long English study app. ★ : Use your own ideas/imagination. 

Play the game to win a free, year-long English study app.

START



A: What ... when we watch TV?
B: ... subtitles ...



A: In the past, ... many kids.
B: Now, ...

You forgot your dictionary. Move back one space

A: What did you use to do when ★?
B: ★.



A: Why are ... English?
B: ...

You found a tuk-tuk. Move forward two spaces.



A: In the past, ... family meals.
B: Now, ...



A: Why are ... English?
B: ...



A: Did you use to ...?
B: ...



A: In the past, ... young.
B: Now, ...

Say what you used to do when you were ten.

A: What ... read English websites?
B: ... note down ...

Say what you used to do with your parents.

Your relative gave you a ride. Move forward two spaces.

A: Where did you use to ★?
B: ★.



A: What ... listen to music?
B: ... lyrics ...

Say two things you do to study English.

You lost your English notebook. Move back two spaces.

FINISH



A: In the past, men ... and women ...
B: Now, ...



A: Why are ... English?
B: ...



A: Why are ... English?
B: ... watch ...

A: Did you use to ★?
B: ★.

A: What ... read?
B: ... above your level ...



A: Why are ... English?
B: ...



A: In the past, ... extended family.
B: Now, ...



Writing

You're writing an email to your friend about what you used to do when you were little. Answer the questions.

Who are you writing to?	_____
What did you use to do when you were little?	_____
Who did you use to do it with? / Where did you use to do it?	_____
Why did you stop doing it?	_____
What about now? What do you usually do now?	_____

Now, use your notes to write an email to your friend about what you used to do when you were little. Write 100 to 120 words.

New message
— ↗ ✕

To: _____

Subject: _____

SEND

⋮

Semester 1 Mid-term Evaluation

I can...

- talk about different ways to learn English using *to*-infinitives for purpose with phrasal verbs. ★★★★★
- discuss why I'm learning English using clauses of reason. ★★★★★
- discuss family traditions and customs in the past and now using *would*. ★★★★★
- talk about memorable days in the past using *used to*. ★★★★★
- write a reply email giving advice to a friend and a passage about the life of a family member. ★★★★★

If you give yourself fewer than 3 stars, review units 1–2 on pages 4–23.

Unit 3

Review

In this lesson, you'll review...

- features of a smart house
- ways you would like your living environment to be different



Listening

You will hear a man talking about a smart apartment building. Listen and fill in the blanks. You will hear the information twice.

Cozy Apartments

John Miller is the:	(0) apartment manager
Cozy Apartments use:	electricity from solar panels for the (1) _____ and other equipment
To build a friendly community, there are:	• lots of (2) _____ and a large garden • weekly and monthly events
Smart features in each apartment:	• smart bathroom which (3) _____ and lets you know when to see a doctor • smart appliances which connect to (4) _____
The building features:	(5) _____, gym, pool, movie theater



Reading

Read the email. Choose the best word (A, B, C, or D) for each space.

Dear Linda,

How are you? We moved to our new house three weeks ago, and... I don't know if I like it or not. I'm so far away from you now. Our neighborhood is on the other side of town. I wish we still (0) _____ near each other. Another thing I don't like is there (1) _____ any movie theaters or swimming pools nearby.

The boys who live next to us (2) _____ so loud. They play music and sing karaoke a lot. I wish they were a bit quieter, especially (3) _____ the weekends.

The good thing is I have my own bedroom now, and I don't have to sleep in a bunk bed. (4) _____ I wish my room was a bit bigger. I also wish my room had a balcony. I want to have a small garden there.

We have some new appliances in our apartment, and they're nice. I don't have to do the dishes or sort the trash now (5) _____ we have appliances to do that. I wish we had a robot cleaner, though. Mopping the floor is my least favorite chore.

When are you coming back from your vacation? Let's see a movie together.

Betty

Example:

0. A. live	B. living	C. lived	D. was lived
1. A. isn't	B. are	C. aren't	D. is
2. A. is	B. were	C. weren't	D. are
3. A. in	B. to	C. on	D. of
4. A. To	B. Or	C. When	D. But
5. A. because	B. who	C. which	D. so

Answer:

0	A	B	C	D
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D

**Vocabulary****Circle the correct answers.**

- The _____ in my building broke down, and I had to climb the stairs to my apartment.
A. furniture B. sensor C. curtain D. elevator
- I think the _____ is broken. It's getting too hot.
A. air conditioner B. voice assistant C. bunk bed D. monitor
- We live in a pretty nice _____. There's a big park, supermarket, and lots of things to do.
A. sensor B. neighborhood C. game console D. spa
- Can you please close the _____s? It's too bright in here.
A. appliance B. monitor C. curtain D. system
- My mom's taking me to a _____ this weekend. It's going to be relaxing.
A. nearby B. neighborhood C. spa D. elevator
- The lights in my bedroom have _____s. I don't have to worry about forgetting to turn off the lights.
A. sensor B. system C. generate D. appliance
- My aunt gave me a _____ for my birthday. I use it to play lots of games.
A. air conditioner B. curtain C. game console D. voice assistant
- The biggest piece of _____ in my room is my bed.
A. bunk bed B. flat-screen C. sensor D. furniture

**Grammar****Use the correct form of the given word in each sentence.**

- John _____ his apartment was in a nicer neighborhood. (wish)
- We are shopping for a safety system that will _____ us in case of an emergency. (contact)
- I wish there _____ more wildlife in our neighborhood. (be)
- My brother wishes he _____ more people in his class. (know)
- The family which _____ down the road is moving away. (live)
- We wish you _____ live so far away. (do not)
- Please give us some suggestions for smart appliances that _____ to our phones. (connect)
- Our TV is so old. I wish we _____ a flat-screen TV that also connected to the internet. (have)

**Pronunciation****a. Circle the word that differs from the other three in the position of primary stress in each of the following questions.**

- A. appliance B. generate C. monitor D. furniture
- A. sensor B. curtain C. nearby D. console

b. Circle the word that has the underlined part pronounced differently from the others.

- A. appliance B. electricity C. monitor D. assistant
- A. elevator B. furniture C. curtain D. flat-screen



In the Real World

Look at the advertisements. Choose the best answers.

Smart House for Sale

Come see the house of the future.

Features include:

- safety system that locks doors and turns off electronic devices when you're away
- smart garden which waters plants and has a sensor to keep the perfect temperature for your plants



Move to Haven Homes, the safest neighborhood in the USA!

- perfect for families
- comfortable movie theater
- great supermarket with fresh fruit and vegetables
- mall with all your favorite stores

Haven Homes even has five beautiful parks and a pool perfect for people who are looking to do exercise or have a picnic.



1. What does this advertisement NOT say the house has?
 - A. a temperature sensor
 - B. safety locks
 - C. a garden
 - D. a voice assistant
2. What can you do in Haven Homes?
 - A. eat fresh food at the mall
 - B. go shopping in the town center
 - C. do exercise in the parks
 - D. watch movies comfortably



Conversation

Choose the correct answer (A, B, C, or D).

1. Megan: "Why would people want to live here?"

Tom: "These apartments are perfect for people _____ want to live in a quiet neighborhood."

- A. to
- B. who
- C. because
- D. which

2. James: "Do you like your bedroom?"

Ella: "Yes, I do. But I wish it was bigger and had darker _____ . The sun is very bright in the morning."

- A. voice assistants
- B. elevators
- C. curtains
- D. spas

3. Chris: "Do you like your neighborhood?"

Jenny: "Yes. There are lots of nice things nearby. _____ "

- A. And you?
- B. I have a bunk bed.
- C. That's great.
- D. My bedrooms is big.

4. David: "Our smart mirror has sensors and cameras _____ monitor your health."

Emma: "Wow. That sounds amazing."

- A. so
- B. which
- C. who
- D. can



Speaking

In pairs: Discuss the best smart features a house can have. Then, discuss what features you think houses in the future might have.



Writing

Write about your house and neighborhood. Write about what you like, and what you wish was different. Write 100 to 120 words.

Review

In this lesson, you'll review...

- giving and discussing travel suggestions
- asking for information and directions



Listening

You will hear a boy asking for directions. Listen and complete questions 1–5. You will hear the conversation twice.  40

0. The boy wants to go to the bus station.
1. The woman tells him to _____ at the traffic light.
2. It's between the _____ and the _____.
3. He should _____ down East Street.
4. The art gallery is next to the _____.
5. The pharmacy is _____ a convenience store.



Reading

Look and read. Choose the correct answer (A, B, C, or D).

Hi Bella,

I spoke to my family, and they had some great ideas for our trip to Barcelona this summer. They all visited Spain last year, but I had to stay home and study for my high school exams. It'll be great to finally go!

My mom suggested we travel in May and June. She said the weather was the nicest then. She also suggested some places to visit. She said we should go to the La Sagrada Familia and the Camp Nou. I love soccer, so I would love to visit the Camp Nou.

My brother said we should eat at La Casa del Sabor Restaurant. He suggested we try the *paella*. He said it was the best he had there. He also said we should call the restaurant and book a table before we go because it's always very busy.

Finally, my dad gave me some really useful advice. He suggested we take socket adapters. They have different sockets in Spain. He also suggested we take fanny packs to keep our things safe. We should take both, right?

Did you find anything out?

Speak soon,
Sarah

Example:

0. What is the best subject title for the email?
 A. My mom's trip to Spain
 B. Our trip to Spain
 C. Your trip to Spain
 D. My trip to Spain
1. Which of the following is true?
 A. They're going in winter.
 B. Many people like the restaurant.
 C. Sarah hates soccer.
 D. The *paella* is bad.
2. Which phrase is the word safe in the email closest in meaning to?
 A. not lost
 B. no danger
 C. a strong metal box
 D. careful
3. Which topic is NOT mentioned in the email?
 A. food
 B. a sport
 C. the weather
 D. transportation
4. What does the word both refer to?
 A. Sarah's dad and brother
 B. Sarah and Bella's things
 C. adapter and fanny pack
 D. sockets
5. What can you infer about Sarah and Bella from the reading?
 A. They visited Spain before.
 B. They never visited Spain before.
 C. They want to go to Spain again.
 D. They don't like Spain.

**Vocabulary****Circle the correct answers.**

- I lost my passport. I need to go to the _____ to report it lost.
A. pharmacy B. gallery C. embassy D. monument
- The weather is very sunny there at this time of year. We need to take some _____ with us.
A. dumplings B. pastries C. sunblock D. SIM cards
- The _____ is open 24 hours a day. You can go shopping there any time.
A. monument B. convenience store C. top up D. fanny pack
- I'm going to stay in a _____ because I don't want to spend too much money.
A. gallery B. embassy C. pharmacy D. hostel
- I need to find a convenience store to _____ my phone.
A. top up B. topped up C. topping up D. will top up
- In a _____, you can see lots of pictures.
A. pastry B. bed and breakfast C. monument D. gallery
- You should try the _____ at the local restaurant. They're really good.
A. dumplings B. fanny packs C. bakery D. socket adapter
- Let's take a _____ with us. Then, we can charge our laptops.
A. fanny pack B. socket adapter C. SIM card D. top up

**Grammar****Finish each of the sentences so that they have the same meaning as the sentence before it.**

- My dad: "What about visiting the art gallery?"
My dad suggested that _____.
- What time does the embassy open, please?
Could you _____?
- My sister: "You should try the pastries from the local bakery."
My sister said _____.
- Where can I get something to eat, please?
Could _____?
- My brother: "Why don't you try the dumplings?"
My brother suggested _____.
- Excuse me, how can I get to the monument?
Could _____?
- My mom: "You should take some sunblock with you."
My mom _____.
- Excuse me, how do I top up my phone, please?
Could _____?

**Pronunciation****a. Circle the word that differs from the other three in the position of primary stress in each of the following questions.**

- A. embassy B. gallery C. monument D. adapter
- A. station B. dumpling C. admire D. socket

b. Circle the word that has the underlined part pronounced differently from the others.

- A. adapter B. pharmacy C. fanny pack D. gallery
- A. hostel B. monument C. sunblock D. convenience store

**In the Real World**

Look at the signs. Choose the best answers.

1

Statue of Liberty Tickets**Adults: \$31.50****Children aged 4 – 12 years old: \$19****Children under 4 years old: free**

2



1. How much is a ticket to the monument for a teenager?

- A. \$0
- B. \$19
- C. \$31.50
- D. \$38

2. What does the sign mean?

- A. Fast food is not healthy.
- B. Don't buy food here.
- C. Only eat healthy food.
- D. No food or drink.

**Conversation**

Choose the correct answer (A, B, C, or D).

1. Hoàng: "How about visiting a monument, Phương?"

Thương: "Did Hoàng have any suggestions for what you should do on vacation?"

Phương: "Yes. He _____ I visit a monument."

- A. suggesting
- B. suggest
- C. suggested
- D. suggestion

2. Jason: "_____ you tell me when the store opens?"

Trang: "It opens at 10 a.m."

- A. When
- B. Could
- C. What time
- D. Where

3. Khang: "I'm sick. I need to go to the pharmacy so I can buy some medicine."

Sarah: "Oh, I'm sorry. _____."

- A. I hope you don't lose it
- B. I didn't take it
- C. I don't like medicine
- D. I'll go for you

4. Emma: "You should try the dumplings."

James: "Emma _____ we should try the dumplings."

Ben: "OK. Good idea."

- A. said
- B. should
- C. tried
- D. told

**Speaking**

In pairs: Tell your partner your ideas for things that visitors should eat and do when they visit Vietnam. Write down the things your partner tells you.

Name: _____	Dishes to try	Places to visit
	1. _____	1. _____
	2. _____	2. _____

**Writing**

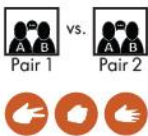
Use your partner's suggestions to write a short travel review for visitors to Vietnam. Write 100 to 120 words.

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 four boxes in a row wins.  Tip: Use a pencil and an eraser and play again.

Play the game to win a smart appliance for your house.

★: Use your own ideas/imagination.

 A: ...how to get to the pharmacy? B: ★.	A: I wish my friends ★. B: I wish my house ★.	A: What do Summer Apartments have? B: ...voice assistant that ★.	 A: Why don't you stay...? B: He/She suggested...	Give advice to tourists visiting your town.
A: You should travel between ★ and ★. B: He/She said... should...	A: What do Summer Apartments have? B: ...solar panels that ★.	 A: ...where to find the best pizza? B: ★.	Say one thing you wish your neighborhood had.	 A: You should bring... B: He/She said... should...
A: How can we get from the hotel to the airport? B: ...a car service which ★.	 A: Why don't you eat...? B: He/She suggested...	A: What does the bakery have? B: ...cakes which ★.	A: I wish my house ★. B: I wish my bedroom ★.	A: ...how to top up my phone? B: ★.
 A: You should bring... B: He/She said... should...	 A: ...when the gallery opens? B: ★.	A: I wish I ★. B: I wish there ★.	Suggest an activity for tourists visiting your town.	Say what smart appliance you think we will have in the future.
A: You should visit ★. B: He/She said... should...	Say one thing you wish you had.	Ask your friend for directions to a place you want to go.	 A: ...where the convenience store is? B: ★.	A: Why don't you visit ★? B: He/She suggested...



Writing

You are writing a paragraph about a travel destination you like. Complete the table with your ideas.

Destination:	_____
Where is it?	_____
What's it like? List at least two adjectives.	_____
What can you do there? List at least two activities.	_____
How can you get there? List at least two ways.	_____
Anything else tourists should know?	_____

Now, write a paragraph about a travel destination you like. Write 100 to 120 words.

Semester 1 Final Evaluation

I can...

- describe features of a smart house using defining relative clauses and relative pronouns to describe features of a smart house. ★★★★★
- talk about ways I would like my living environment to be different using *wish* with the Past Simple. ★★★★★
- give and discuss travel suggestions using reported speech for suggestions. ★★★★★
- ask for more information and directions using *could* with *wh*-words and *to*-infinitives. ★★★★★
- write a paragraph about my dream house and a short travel guide. ★★★★★

If you give yourself fewer than 3 stars, review Units 3–4 on pages 24–43.

Review

In this lesson, you'll review...

- health myths
- common health problems teens have and how to help



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).



- | | |
|--|--|
| <p>0. You will hear a teacher talking to a parent about his daughter. What's the problem?</p> <p>A. She's too thin. ☒</p> <p>B. She's getting obese. ☐</p> <p>C. Her diet has many risks. ☐</p> | <p>1. You will hear a teacher talking to her student about losing weight. What does she suggest the girl (should) do?</p> <p>A. drink juice instead ☐</p> <p>B. eat a healthy diet ☐</p> <p>C. cut out sugar ☐</p> |
| <p>2. You will hear two friends talking about a juice detox. What does the boy say about it?</p> <p>A. Fruit has more nutrients. ☐</p> <p>B. A juice detox can be bad. ☐</p> <p>C. A juice detox is good. ☐</p> | <p>3. You will hear two friends talking about health. Which health myth or fact are they talking about?</p> <p>A. You shouldn't eat bread. ☐</p> <p>B. Bananas make you happy. ☐</p> <p>C. Natural sugar is better. ☐</p> |
| <p>4. You will hear two parents talking about their sons. What problem do their sons have?</p> <p>A. too much screen time ☐</p> <p>B. staying up late ☐</p> <p>C. not finishing schoolwork ☐</p> | <p>5. You will hear two teachers talking about a new class. Which skill does Mr. Anderson want to teach?</p> <p>A. what makes a good diet ☐</p> <p>B. how to deal with stress ☐</p> <p>C. how to exercise ☐</p> |



Reading

Read and circle *True* or *False*.

Dear parents,

From next week, the school cafeteria will stop selling soda and junk food. Although many students like eating chips and candy at school, we are removing these foods. They are unhealthy and don't help the students study well. Instead, we will include a variety of healthier snacks and fruit. We will also provide nourishing lunches every day for all students. We suggest noting any special diet needs on the school lunch form.

There will also be a weekly healthy eating and cooking class in the cafeteria. Here, students can learn about different diets, how to make a diet suitable for your body, and how to prepare simple and nourishing meals. This is a fun and free class that all students could really benefit from. Please sign up for it at the library.

We will also increase P.E. classes from two to four times a week. Although we already tried to promote exercise after school, students weren't very interested. We hope this will help students form a habit of getting regular physical activity and understand its benefits.

Best regards,

Principal Andrew Thomas

- | | |
|--|------------------------|
| 0. Students will still be able to buy chips from the school cafeteria. | True/ False |
| 1. The cafeteria will start selling more fruit and healthy snacks. | True/False |
| 2. Students can tell the school about any special diets they have. | True/False |
| 3. Students can get free meals once a week in the cafeteria. | True/False |
| 4. Students will start having two P.E. classes each week. | True/False |
| 5. The principal wants students to understand the benefits of eating healthily and doing exercise. | True/False |

**Vocabulary****Circle the correct answers.**

- The city is trying to increase people's _____ to healthy food by creating community gardens.
A. access B. fat C. chemical D. promote
- How many _____ you need to eat a day depends on your age, weight, and amount of physical activity.
A. viruses B. calories C. risks D. cafeterias
- Although many people believe it's bad for us, _____ is necessary for our bodies, especially our organs.
A. bone B. nutrients C. fat D. risks
- Scientists are trying to find the _____ that causes the disease.
A. virus B. bone C. nutrient D. calorie
- Let me cook you a _____ dinner. You'll feel better.
A. obese B. nourishing C. organ D. promote
- I broke a _____ last year. It really hurt, and I had to go to hospital.
A. access B. chemical C. cafeteria D. bone
- Did you know that you can be _____ to sugar? You'll always want to eat sweet food.
A. obese B. access C. addicted D. fat
- Your body needs lots of different _____ to be healthy.
A. nutrients B. viruses C. detoxes D. risks

**Grammar****Rearrange the groups of words in the correct order to make complete sentences.**

- you need./a healthy diet/with all the nutrients/Doctors suggest eating

- Many people/them are dangerous./though some of/follow detox diets

- that children and teens/Experts suggest starting/school later so/get more sleep.

- doing exercise,/do it enough./people often don't/are benefits to/Although there

- cutting out soda/We often suggest/losing weight./and chips/to start

- eating bananas,/Doctors suggest/to have a/yogurt, and fatty fish/healthy diet.

- their children./are risks/Though there/on the internet,/don't monitor/many parents

- wants a/eat less/he doesn't/want to/red meat./Although he/healthier diet,

**Pronunciation****a. Circle the word that differs from the other three in the position of primary stress in each of the following questions.**

- A. many B. obese C. diet D. access
- A. calorie B. chemical C. bananas D. nutrients

b. Circle the word that has the underlined part pronounced differently from the others.

- A. obese B. detox C. access D. sleep
- A. virus B. nourishing C. risk D. addicted

**In the Real World****Look at the signs. Choose the best answers.****Learn How to Live a Healthy Lifestyle with Dr. C.**

No crazy detox diets, no unknown chemicals, just learning to understand healthy diets and how to maintain regular exercise.

Classes are every Tuesday and Thursday in Room 6.

Changes to the Cafeteria Menu

Because of obesity problems, the school cafeteria will stop selling cookies, chips, soda, and fries. It will now provide low sugar options. All students will have access to nourishing food that is full of nutrients.

- What will Dr. C. teach you in Room 6?
 - which new chemicals to use
 - how to do exercise often
 - which detox diets are healthy
 - where to learn about healthy lifestyles
- What will the cafeteria provide for students?
 - soda
 - snacks with a lot of sugar
 - fries and cookies
 - food with less sugar

**Conversation****Choose the correct answer (A, B, C, or D).**

- Dr. Jones: "Although kids love using their phones, too much _____ is bad for them."
Mrs. Smith: "How much is OK?"
 - screen time
 - fast food
 - sleep
 - fat
- Mandy: "Drinking fruit juice is the same as eating fruit."
Paul: "No, Mandy. That's a _____. Doctors suggest eating fruit, not drinking juice."
 - myth
 - detox
 - risk
 - nutrient
- Chris: "I read that the sun makes our _____ strong."
Leah: "That's true. We should spend ten to thirty minutes a day in the sun."
 - fat
 - cafeteria
 - virus
 - bones
- Mr. Green: "That's all for today, everybody. _____. You all worked very hard."
Jack: "Thank you, Mr. Green."
 - You didn't do enough
 - Thanks for your time
 - Please open your books
 - Class starts in five minutes

**Speaking**

In pairs: Discuss and choose five pieces of health advice that you think all teenagers should follow. Share your ideas with another pair. Discuss whether any of the pieces of advice are myths.

**Writing**

Write about ways to stay healthy and which ones you do. Write 100 to 120 words.

Unit 6

Review

In this lesson, you'll review...

- comparing natural wonders
- ways to protect and preserve natural wonders



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

Example:

(A, B, or C).

0. Which is more relaxing?

- A. cave ☐
- B. waterfall ☐
- C. beach ☒

2. Which solution do they agree on?

- A. ban food ☐
- B. trash bins ☐
- C. trash bags ☐

4. Which waterfall isn't very accessible?

- A. King's Falls ☐
- B. Queen's Falls ☐
- C. Prince's Falls ☐

1. Which is the cleanest?

- A. Long Beach ☐
- B. White Beach ☐
- C. High Beach ☐

3. Which is the most expensive?

- A. Deep Cave ☐
- B. Wide Cave ☐
- C. New Cave ☐

5. What is the problem in the cave?

- A. litter ☐
- B. climbing ☐
- C. noise ☐



Reading

Read the article. Choose the correct answers.

Fakenham is well known for its natural beauty, including several beautiful forests and waterfalls. In this article, we are going to tell you all you need to know about the local waterfalls here in Fakenham.

Bless Falls is a very famous waterfall, and many people consider it to be the best of Fakenham's natural wonders. It's much bigger than any other waterfall in the area. However, it isn't as accessible as the others. You can only visit it by helicopter.

Wish Falls is another great waterfall. It isn't as big as Bless Falls, but it's just as nice to visit. It's a bit smaller than the other waterfalls in the area, but it's far more beautiful. It's just a short walk from Fakenham Grand Hotel. Wish Falls is also a great place to have a picnic, and you'll often find locals gathering **there** on the weekends.

Giving Falls is much more scenic than most waterfalls you will see. High up on Mount Dogi, you can see over all of Fakenham. It's a little more difficult to visit than Wish Falls, but it's worth the hike. You won't forget visiting Giving Falls.

Example:

0. What is Fakenham famous for?

- A. beaches and forests
- B. mountains and lakes
- ☒ C. waterfalls and forests
- D. lakes and waterfalls

3. Which of the following is NOT great about Giving Falls?

- A. the view
- B. the scenery
- C. the water
- D. the hike

1. How can you visit Bless Falls?

- A. walk
- B. fly
- C. drive
- D. by boat

4. Which of the following is the best title for the article?

- A. Best Three Waterfalls Near Fakenham
- B. What to Do in Fakenham
- C. Best Accessible Waterfalls Near Fakenham
- D. Explore Fakenham in Three Days

2. What does the word **there** refer to?

- A. Wish Falls
- B. other waterfalls
- C. Fakenham Grand Hotel
- D. Bless Falls

5. Which of the following can you infer from the article?

- A. It's easy to visit all three waterfalls in a day.
- B. The writer likes Bless Falls best.
- C. People who live in Fakenham like to visit Wish Falls.
- D. Giving Falls is the least accessible.

**Vocabulary****Circle the correct answers.**

- The water running through the cave created the rocky _____.
A. outcrops B. summits C. rangers D. government
- The biggest problem is that people _____ in the park. There are plastic bottles everywhere.
A. fine B. spoil C. create D. litter
- I climbed all the way to the _____ of Mount Snowdon. There was a great view from the top.
A. beach B. formation C. summit D. nature
- Rangers shouldn't let people _____ animals in the national park.
A. fine B. hunt C. consider D. litter
- The view from the top of the mountain is _____.
A. spectacular B. accessible C. tall D. close
- So many animals live in the _____.
A. ranger B. Mount C. wildlife D. rainforest
- If people _____ the wildlife, it could have a bad effect.
A. consider B. keep C. float D. disturb
- I hate littering. Don't people know that it _____ the natural beauty here?
A. explores B. reaches C. spoils D. climbs

**Grammar****Use the correct form of the given word in each sentence.**

- If tourists keep _____ trees, the animals will leave the park. (damage)
- Mount Everest is far _____ than most other mountains. (tall)
- What can we do to stop _____? (hunt)
- Silver Falls is nice, but Elephant Falls is far _____. (beauty)
- The government should consider _____ people for littering. (fine)
- Bat Cave is beautiful but not as _____ as Deer Cave. (access)
- It's a bit _____ to visit the bay during winter. (cheap)
- I don't mind _____ the park if that can help the environment. (clean)

**Pronunciation****a. Circle the word that differs from the other three in the position of primary stress in each of the following questions.**

- A. spectacular B. incredible C. education D. accessible
- A. important B. national C. generous D. natural

b. Circle the word that has the underlined part pronounced differently from the others.

- A. disturb B. hunt C. summit D. wonder
- A. deer B. scenic C. consider D. explore

In the Real World

Look at the signs. Choose the best answers.

**Elephant Waterfalls Trail**

To have an enjoyable walk, please:

- Keep to the main path
- Keep dogs under control
- Leave plants and animals alone

1. What does the sign mean?
A. Many people like to walk to the waterfall.
B. You'll see a waterfall ten kilometers from here.
C. The waterfall is five kilometers wide.
D. Walk five kilometers to get to the waterfall.
2. What shouldn't visitors do?
A. Walk on the main path
B. Take animals to the trail
C. Keep dogs off the trail
D. Disturb wildlife

Conversation

Choose the correct answer (A, B, C, or D).

1. Thanh: "People should stop having picnics at the park. They always litter so much!"
Hoa: " _____ "
A. OK, let's do that. B. I like picnics. C. Picnics aren't the problem, though. D. I hate them, too.
2. Minh: "I loved Hà Giang. It was much more scenic than our town."
Long: " _____ "
A. Nice idea! B. That's nice. C. Oh, I'm sorry to hear that. D. That's too bad.
3. Tom: "The hike wasn't _____ I thought it would be, and the view was spectacular."
Sarah: "Yeah. It wasn't bad at all."
A. harder B. far easy C. as difficult as D. a bit longer
4. Lam: "Should rangers let tourists explore on their own?"
Khanh: " _____ "
A. Yeah, I liked it. B. Yes, I do. C. No. That'll cause damage. D. No. I hate them.

Speaking

In pairs: Choose two natural wonders in your country and compare them.

WritingRead the information and write an article about the natural wonder.
Write 100 to 120 words.

- Victoria Falls is in between Zambia and Zimbabwe.
- These countries are in Southern Africa.
- Victoria Falls is also known as "The Smoke That Thunders".
- It is one of the largest waterfalls in the world.
- More than 500 million liters of water fall every minute.

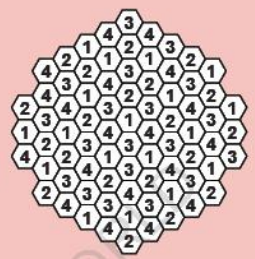
- It is over 100 m tall and 1,700 m wide.
- David Livingstone named it "Victoria Falls" after the Queen of England, Queen Victoria.
- David Livingstone first saw the waterfall in 1855.
- The best time to visit is between February and May.
- The Zambezi River is the strongest then.

Semester 2 Mid-term Review



Speaking

Play the board game.

Board game	Win the game
- Pairs take turns. - Play rock, paper, scissors. - 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 a trip to Sơn Đoòng Cave. 

Play the game to win a trip to Sơn Đoòng Cave

★ : Use your own ideas/imagination.

START

A: Which...taller?
B: Mount Everest
...much...
Mount Snowdon.

A: Although
★ is bad,
teens ★.
B: We should
★.

A: Which...
nicer?
B: Bàn Giốc
Falls... far...
Thủy Tiên
Falls.

A: Which...
expensive
to visit?
B: Tú Làn Caves...
much...Tam
Cốc Caves.

You exercise
regularly. Move
forward three
spaces.

A: Despite the
harm of ★,
most teens ★.
B: We should ★.

A: Though...
8-10 hours
of sleep, most
teens...6-7.
B: We should ★.

A: Which...is
cleaner?
B: Lý Sơn
Island...
a bit...
Cô Tô Island.

A: Do doctors
suggest only
drinking
juice?
B: No...

Choose two
natural
wonders and
compare
them.

Your friend
littered. Go
back four
spaces.

A: How...stop
visitors
littering?
B: ★.

A: How do you
feel about
people
feeding
wildlife?
B: ★.

Say a health
myth you
know and
what doctors
suggest
doing.

A ranger shows
you the way.
Move forward
four spaces.

A: Which...more
accessible?
B: Đầu Gỗ Cave
...much...Sơn
Đoòng Cave.

A: Do doctors
suggest...
more than
1L...day?
B: Doctors
suggest...
when you're
thirsty.

You didn't get
enough sleep.
Miss one turn.

FINISH

A: Though
a healthy
diet ★, many
people ★.
B: We should
★.

Say one
thing health
experts
usually
suggest
doing.

A: Although
it's
important
to ★, teens
★.
B: We should
★.

Say one thing
we should do
to stop
people from
damaging the
environment.

A: Although
too much
★ is
unhealthy,
★.
B: We should
★.

A: How...stop
visitors
making too
much
noise?
B: ★.

A: Which...more
scenic?
B: Mount Sơn
Trà...much...
Mount
Fansipan.

Well done! You're going to Sơn Đoòng Cave!



Writing

You're writing an article about common health myths for your school newsletter. Complete the table and describe what doctors suggest.

Health myth 1:	
Why is it a myth?	
What do doctors suggest doing instead?	
Health myth 2:	
Why is it a myth?	
What do doctors suggest doing instead?	

Now, use your notes to write an article about common health myths. Write 100 to 120 words.

Blank writing area for the article.

Semester 2 Mid-term Evaluation

I can...

- talk about health myths using *suggest* + gerund.
- talk about common health problems teens have and how to help using adverbial clauses of concession.
- describe and compare natural wonders using comparative structures with intensifiers.
- discuss ways to protect and preserve natural wonders using verb + gerund.
- write a summary of a text and an article about a natural wonder.



If you give yourself fewer than 3 stars, review Units 5–6 on pages 48–63.

Unit 7

Review

In this lesson, you'll review...

- introducing a story to discuss problems in a city
- problems in cities and their future impacts



Listening

You will hear a woman talking about changes that happened in her city.

Listen and fill in the blanks. You will hear the information twice.  43



0. The changes happened _____ last year _____.
1. The city built _____ new parks.
2. The number of _____ was rising.
3. It took people, on average, _____ to get to work.
4. The city also built more _____ for the poor.
5. Homeless people can call _____ to get help.



Reading

Read the email to the city mayor. Choose the correct answers.

Dear Ms. Mayor,

I am writing to ask for your support to help our great city in three different ways.

First, I was walking to work yesterday along Main Street when I had an accident. Motorbike owners parked all over the sidewalk. I had to walk in the street and I fell over. Also, pedestrians couldn't use the crosswalk on Main Street because motorbikes were taking up too much space on the sidewalk. Can you please send more traffic officers to the area?

Second, many streets in the city center are getting so congested that it will be impossible to travel around without sitting in traffic for hours. My son was taking the bus to school last week when he got stuck in a traffic jam for over two hours. I think we should ban cars in the city center and increase public transportation.

Finally, the population in the city is dropping so quickly that I'm afraid there won't be enough people to work. I am a teacher, and there are fewer and fewer new students every year. The number of old people, on the other hand, is rising quickly. I think we should encourage young people to build families by giving them access to better housing and free child care.

I love our city, and I hope you will do something to make it a better place.

Sincerely,

Matthew Walker

Example:

0. Mr. Walker wrote this email to request the mayor to ____.

- make food cheaper
- stop making changes
- ☒ implement changes
- attend a meeting

1. He said that ____ couldn't use the sidewalk on Main Street.

- crosswalks
- motorbikes
- motorbike owners
- pedestrians

2. The streets in the city are becoming very ____.

- congested
- traffic
- impossible
- public

3. Mr. Walker suggested ____ cars from driving in the city center.

- increasing
- decreasing
- stopping
- improving

4. There are ____ in the schools every year.

- more teachers
- fewer teachers
- more children
- fewer children

5. He thinks the city should ____ to encourage people to have children.

- make school cheaper
- make child care free
- make families rich
- make safer roads

**Vocabulary****Circle the correct words.**

- There are so many more cars on the streets now that there are _____ every day.
A. traffic jams B. crosswalks C. owners D. congested
- If there aren't enough jobs, people will _____ to find work.
A. rise B. ban C. direct D. struggle
- If the subway is free, it will _____ people to use public transportation.
A. will encouraging B. encourage C. encouraging D. encouraged
- The number of car owners in the city is _____.
A. struggling B. attracting C. rising D. directing
- Some people think that the government should _____ cars in the city center.
A. homeless B. ban C. accident D. sidewalk
- If someone loses their job and their apartment, they can become _____.
A. struggle B. an owner C. homeless D. a pedestrian
- The cost of growing _____ is rising every year.
A. crops B. children C. sidewalks D. accidents
- People struggle to get to work when the streets are very _____.
A. direct B. homeless C. congested D. crosswalk

**Grammar****Finish each of the sentences so they have the same meaning as the sentence before it.**

- We're polluting so many rivers that there won't be any fish left in ten years.
There won't be _____.
- The old bridge was causing so many traffic jams that the government built a new one.
The government built _____.
- The government banned karaoke businesses after 10 p.m. because they were making so much noise.
Karaoke businesses were _____.
- The population is rising so quickly that they'll have to build five new apartment buildings by 2030.
They'll have to _____.
- There won't be any tourists in ten years because businesses are closing so much.
Businesses are _____.
- The city built lots of new crosswalks because there were so many pedestrians.
There were _____.
- People were throwing away so much trash that the government banned plastic bags.
The government _____.
- People had a hard time finding houses because the population increased so quickly.
The population increased _____.

**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. traffic B. struggle C. direct D. homeless
2. A. criminal B. congested C. accident D. government

b. Circle the word that has the underlined part pronounced differently from the others.

1. A. pedestrian B. ban C. accident D. traffic jam
2. A. encourage B. government C. congested D. damage

**In the Real World****Look at the signs. Choose the best answers.**

1



- What does the sign mean?
 - Don't take the grass home.
 - No littering on the grass.
 - Don't bring grass here.
 - Don't walk on the grass.

2



- What does the sign tell you?
 - Pedestrians can use this place.
 - Only cars can enter.
 - No motorbikes can enter this place.
 - Cars should drive slowly.

**Conversation****Choose the correct answer (A, B, C, or D).**

- Brian: "What problem did the government solve recently?"
Susan: "People _____ so much that the government added more trash cans in the streets."
A. was littering B. littering C. litters D. were littering
- Trang: "We are damaging _____ that we won't be able to grow crops."
Mark: "Yes. We need to do something to stop it."
A. so land B. so many land C. so much land D. much land
- Sarah: "Was life hard when you looked for work for a long time, Gary?"
Gary: "Yes. _____."
A. It was homeless B. My job banned me C. I struggled a lot D. I encouraged them
- Charlie: "What happened when the population increased?"
Lương: "The population increased so _____ that many people couldn't find houses."
A. many B. quickly C. direct D. congested

**Speaking****In pairs: Talk about some problems in your town/city and the result of each problem. What are some solutions for each problem?****Writing****Write about two problems your town or city has and suggest potential solutions. Write 100 to 120 words.**

Review

In this lesson, you'll review...

- how to get jobs in the future
- entertainment and media jobs in the future



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 future jobs.

What job does the boy want?

- A. mechanic ☒
- B. skincare specialist ☐
- C. psychologist ☐

2. You will hear a student asking a teacher about an apprenticeship. How long is a part-time apprenticeship?

- A. two years ☐
- B. four years ☐
- C. five years ☐

4. You will hear two parents talking about one of their daughters. What does she need?

- A. a tutor ☐
- B. a psychologist ☐
- C. a university ☐

1. You will hear two friends talking about how to find the right job. What is their conclusion?

- A. choose any job ☐
- B. ask parents ☐
- C. need to do research ☐

3. You will hear a father talking to his son. Which job does the son think is the most difficult?

- A. astronaut ☐
- B. doctor ☐
- C. veterinarian ☐

5. You will hear a teacher talking to a student about jobs. What advice does the teacher give?

- A. get a part-time job ☐
- B. do extra work after school ☐
- C. get a job as a tutor ☐



Reading

Read and circle **True** or **False**.

Which Job Is Right for You?

You shouldn't worry if you don't know what job you want to have. Most young people feel the same way. However, we have to get a job if we want to have enough money to buy things and support a family. Thinking about these things could help you choose that job:

- **Personality** – Being happy in your job is very important. If you know what you like (or don't like), you can understand which jobs are right for you. Don't choose a job just because of the money.
- **Working style** – You might enjoy working on a large team or alone. If you know the way you like to work, it could help you decide which type of job will suit you.
- **Working environment** – Maybe you work best in an office, or maybe outside. If you have an understanding of where you work best, you can expect to find jobs with the right working environment for you.
- **Career test** – If you like the idea of someone giving you career advice, you could always take an online career test. These tests are free, convenient, and widely available. When you complete the test, a report tells you the most suitable jobs for you.



According to the passage,...

- | | | |
|---|-------------|-------|
| 0. many young people don't know what job they want in the future. | <u>True</u> | False |
| 1. people need jobs to take care of their families and to buy things. | True | False |
| 2. making money is more important than being happy at work. | True | False |
| 3. people need to learn how to work on a team and by themselves. | True | False |
| 4. understanding where you work best will help you choose the correct job for yourself. | True | False |
| 5. there are online tests that help give you an idea of the type of jobs you should do in the future. | True | False |

**Vocabulary****Circle the correct answers.**

- There are always new _____ that change what jobs are going to be popular in the future.
A. innovations B. podcasts C. plumbers D. apprenticeships
- Experts believe we will have meetings and play more games in _____.
A. media B. demand C. skincare D. virtual reality
- Most people learn new information from the _____ or friends and family.
A. podcast B. media C. research D. audience
- The _____ at the movie was so scared. The people were all hiding behind their seats.
A. audience B. mechanics C. psychologists D. apprenticeships
- The _____ for virtual reality designers is going to get bigger in the future.
A. podcast B. demand C. tutor D. research
- People really want _____ content. They don't want to watch the same thing as everyone else.
A. producer B. innovation C. personalized D. audience
- The video _____ had some really great ideas to make the video more interesting.
A. producer B. mechanic C. research D. virtual reality
- I listened to a great _____ about future technology and its impact.
A. demand B. apprenticeship C. media D. podcast

**Grammar****Rearrange the groups of words in the correct order to make complete sentences.**

- content in/I expect/more personalized/the future./to see

- be a doctor,/If you/you could/want to/get a tutor.

- virtual worlds./People will/more beautiful/want to see

- audience likes/what their/Producers will/want to know/the most.

- skincare specialist,/you could/take a course./to be a/If you want

- every week if you/design something new/a fashion designer./You should/want to be

- will want/virtual events./to attend/More people

- You should/good apprenticeship/want to be/or a mechanic./find a/if you/a plumber

**Pronunciation****a. Circle the word that differs from the other three in the position of primary stress in each of the following questions.**

- A. mechanic B. media C. virtual D. specialist
- A. plumber B. tutor C. podcast D. demand

b. Circle the word that has the underlined part pronounced differently from the others.

- A. media B. field C. demand D. meetings
- A. producer B. podcast C. personalized D. innovation

**In the Real World****Look at the signs. Choose the best answers.****1****Want to be a plumber? A builder? A mechanic?
Don't know how to find a good apprenticeship?**

Go to www.wefindapprenticeships.com and complete the simple form. We'll help you find the right people to teach you the skills you need to get your dream job.

1. How can the website help you?
 - A. find a university
 - B. meet other people looking for apprenticeships
 - C. find an apprenticeship
 - D. fill out application forms

2**Media Career Fair**

Join us in Fargate Town Hall to learn about current media career opportunities as well as how media might change. Meet experts and hear about what people should expect from the future of media and how to prepare for a career in it.

2. What can you do at the fair?
 - A. learn about what audiences want to see
 - B. find jobs in media
 - C. listen to podcasts about the media
 - D. learn about Fargate

**Conversation****Choose the correct answer (A, B, C, or D).**

1. Gina: "If you want to be a skincare specialist, you should take a short course in skincare."
Harry: "That's a good idea. _____"
A. Sorry, no thank you. B. I appreciate it. C. What do you mean? D. I should get a tutor.
2. Mike: "I want to be a plumber. Do you have any advice?"
Mai: "You could start _____ apprenticeships in your area."
A. demand B. researching C. innovation D. tutor
3. Dung: "Why will there be more _____ designers in the future?"
Pete: "Because people will want to see more beautiful virtual worlds."
A. audience B. skincare C. virtual reality D. podcast
4. Sam: "More people will want to _____ job fairs if they are virtual."
Steve: "I think you're right."
A. attend B. know C. teach D. demand

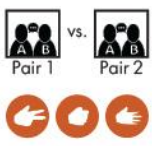
**Speaking****In pairs: Discuss what jobs you want to have in the future. Take turns giving advice about how to get these jobs.****Writing****Write about the things you want and expect to experience from media and entertainment companies in the future. Write 100 to 120 words.**

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 four boxes in a row wins.  Tip: Use a pencil and an eraser and play again.

Play the game to win some virtual reality glasses.

★: Use your own ideas/imagination.

A: Why...add...new crosswalks? B: ...pedestrians ...struggling to cross the street.	A: ...streets so congested...will ...more traffic lights. B: ★	 A: ...should practice every day if... B: ★	A: Why...new traffic lights? B: ...old... not working.	A: In the future... want to see ...virtual reality media. B: ★
 A: ...should practice a lot... B: ★	A: People...want to play virtual reality games. B: ★	A: ...population rising so quickly ...not enough houses... B: ★	A: In the future... expect to watch... personalized content. B: ★	 A: If...should start researching ...animals. B: ★
A: ...damaging the land so badly ...won't be ...grow crops. B: ★	A: Why...ban skateboarding? B: ...causing ...accidents.	A: ...so many business owners...leaving ...will need...attract new businesses. B: ★	A: ...want to see ...movies in virtual reality. B: ★	A: Why...organize ...clean-up? B: ...people not using bins.
 A: If...could start learning about tools... B: ★	A: More people ...want to work ...media business. B: ★	A: Why...reduce price...public transportation? B: ...young people ...struggling...pay.	 A: ...should learn about training programs... B: ★	A: ...air pollution is getting so bad ...will ban cars ...center of the city. B: ★
A: Why...build...park? B: ...people...not doing...exercise.	 A: If...should find an apprenticeship... B: ★	A: ...population is dropping so quickly ...will need...attract young people...area. B: ★	A: ...expect to listen ...AI made music. B: ★	A: Why...police ...direct the traffic? B: ...traffic light ...not stopping ...traffic jams.



Writing

You are writing an article about changes to a city. Complete the table with your ideas. Highlight one piece of information for each problem.

Name of the city:	_____
Problem 1:	_____
The thing to highlight:	_____
How did they fix it?	_____
Problem 2:	_____
The thing to highlight:	_____
How did they fix it?	_____
Problem 3:	_____
The thing to highlight:	_____
How did they fix it?	_____

Now, write an article about changes to the city. Write 100 to 120 words.

Semester 2 Final Evaluation

I can...

- introduce a story to discuss problems in my city and solutions to them.
- describe problems in cities and their future impacts using adverbial clauses of result.
- talk about how to get jobs in the future using modals with *if*.
- talk about different kinds of entertainment and media jobs in the future using verbs + *to*-infinitives.
- write a problem and solution passage and an article.



If you give yourself fewer than 3 stars, review Units 7–8 on pages 64–83.

Semester 1 Project (Optional)

PRESENTATION

Can you...?

- plan and deliver a group presentation about tips for studying English

GROUP PRESENTATION

TIPS FOR STUDYING ENGLISH



Presentation

Presentation Skill

Using body language

When you give a presentation, using the correct body language can help your listeners focus better. You should:

- Look comfortable and relaxed.
- Move from one side of the room to the other, but not too much.
- Keep your arms open.
- Use your hands when you make an important point.

Don't:

- Cross your arms.
- Have your back to the listeners.

In pairs: Which pictures show good body language?
Which shows bad body language? Why

1



2



3



4



Listening

a. Listen to Mary and Paul talking about their tips for learning English. Fill in the blanks. 

- The first tip is to keep a _____. Remember to make your own _____.
- The second tip is to read or listen to _____. Paul came across _____.
- The final tip is to _____. Mary does it by talking to _____ when she's alone.

b. In pairs: Take turns presenting Mary and Paul's tips. Remember to use good body language.



Planning

With your partner, note three tips you use to learn English and how they help or how you use them.

Do you have any tips for learning English?

Yes. I watch TV with subtitles on.

Tips	How they help/How I use them

Preparation

You are going to deliver a presentation with your friend about tips for learning English. Turn to page 121 and use the Presentation Model to help you write your own script and cue cards.

Your presentation should include:

- an introduction
- three tips for learning English
- how the tips can help or how to do them
- a thank you



TIP

Look at the Presentation Guidelines on page 120.

Practice

- Practice your presentation with your partner. Remember to practice your body language.
- Look at the Feedback form. Discuss how you could improve your presentation and practice again.

Presentation and Feedback

- Now, join two other pairs. Take turns delivering your presentations.



Listeners: Ask one question each at the end.

Presenter: Answer the questions.

- Listeners: Take turns giving 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 introduced the presentation well.	☆☆☆
They used good body language.	☆☆☆
They followed all the presentation guidelines.	☆☆☆

- Which tips are the most helpful? Discuss with your group.



Semester 2 Project (Optional)

PRESENTATION

Can you...?

- plan and deliver a presentation about plans for the future

PRESENTATION

HOW TO BECOME WHO I WANT TO BE



Presentation

Presentation Skill

Dealing with questions

- After introducing your topic, say:
I will be taking questions at the end.
Please save your questions until the end of the presentation.
- At the end of your presentation, say:
Does anyone have any questions?
I will now be taking questions.
- At the end of your presentation, say:
Complementing the question: *That's a really great question.*
Repeating the question: *Sorry, did you ask (how I deal with stress)?*
Ask for time to answer: *Please give me a moment to think.*

I'm going to tell you about my future plan. I will be taking questions at the end.

Sorry, did you ask how I plan to get fitter?



Listening

- a. Listen to Lisa's presentation and circle the phrases you hear. 

I will now be taking questions.
I will be taking questions at the end.
That's a really great question.
Please give me a moment to think.
Does anyone have any questions?
Sorry, did you ask how good my diet is?
Please save your questions until the end.

- b. Now, listen and answer the questions.

- What is Lisa's health goal?
- What is she planning to do three times a week?
- What does she want to be when she's older?
- What does she think she should do to get better grades?
- What does the boy ask about?



Planning

Think of some health and professional goals and how you can achieve them.
Complete the table.

Health goal	
How to achieve it	
Professional goal	
How to achieve it	

Preparation

You are going to deliver a presentation about your plan for the future. Turn to page 121 and use the Presentation Model to help you write your own script and cue cards.

- An introduction
- A statement about answering questions at the end
- At least one health and one professional goal
- At least one way you plan to achieve each goal
- A conclusion
- A statement about taking questions



TIP

Look at the Presentation Guidelines on page 120.

Practice

- Practice your presentation with a partner. Remember to use the phrases in the Presentation Skill box.
- Look at the Feedback form. Discuss how you could improve your presentation and practice again.

Presentation and Feedback

- Now, join two other pairs. Take turns delivering your presentations.

Do you have access to healthy snacks?

No, not really. It's easier to choose unhealthy ones.



Listeners: Ask one question each at the end.
Presenter: Answer the questions.

- Listeners: Give feedback using the form below. Say one thing you liked and one thing the presenter can improve next time.

I think your plan is really good, but you didn't answer your questions clearly.

Feedback

- | | |
|--|-----|
| The presentation was interesting. | ☆☆☆ |
| They asked for and answered questions clearly. | ☆☆☆ |
| They had good goals and good ways to achieve them. | ☆☆☆ |
| They followed all the presentation guidelines. | ☆☆☆ |

- Who has the best plan? Discuss with your group.

I think Paul has the best plan. I think he will achieve his goals.



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 Models

Project: Presentation 1

Cue Card

Mary

- Hi, name <Paul's turn>
- First tip: vocabulary notebook, note down words then go over them, write example sentences
- <Paul's turn>
- Final tip: practice a lot, talk to friends, teachers, yourself, say out loud my thoughts or have conversations with myself

Paul:

- <Mary's turn> name, intro: tips for learning English
- <Mary's turn>
- Second tip: read/listen what you're interested in, news or music -> not for me. Came across children's books: simple, short, easy
- <Mary's turn>
- Thank you, hope they help

Script

Mary: Hi, everyone. My name's Mary.

Paul: And I'm Paul. Today, we'll share with you our tips for learning English.

Mary: The first tip is to keep a vocabulary notebook. I note down new words in it and go over them later. Don't forget to make your own example sentences because it'll help you understand how to use the words better.

Paul: Our second tip is to read or listen to what you're interested in. Lots of people often tell you to read the news and listen to music. But that didn't work for me because I don't like news or music, then I came across children's books and learned so much from them. Children's books use simple language, and they're short, so you won't feel like you're doing an impossible task.

Mary: Our final tip is to practice a lot. Talk to your friends, your teachers, or yourself! I often say out loud what's in my head or have a conversation with myself when I'm alone. "Oh, it's a bit cold today; I should bring a jacket," or "Should I grow my hair longer? No, it's so hot here. And it'll take so much time to wash your hair."

Paul: Those are our tips. Thank you for listening. We hope they'll help you improve your English!

Project: Presentation 2

Cue Cards

Introduction

hello
tell you about plans for future - health/career
save questions until the end

Health

health goal - lose weight
more exercise + cook more

Professional

engineer
good grades + university
science grade ok -> should get a tutor

End

Thank you!
any questions?

Script

G: Hello, everyone. Welcome to my presentation. I'm going to tell you about my plans for the future. I will talk about my health goals and my future career. Please save your questions until the end.

My health goal is to lose weight. If I want to lose weight, I should do more exercise and eat healthier food. I plan to go jogging three times a week and cook more of my own food.

Now, about my future career. I want to be an engineer. If I want to be an engineer, I have to get good grades and go to university. My grades in science are OK, but I think I should get a tutor to get the best grades I can. Thank you for listening. Does anyone have any questions?

B: I do. How good is your diet?

G: Hmm. That's a really great question. My diet is OK. I eat some fruits and vegetables, but I also eat lots of fast food.

B: I see. Diet is very important.

G: Yes, it is. Thank you very much.

Activity Files

File 1 COULD YOU HELP ME?

a. Student B, you're a local person. A teenager is asking you for information. Look at your role card below and answer Student A's questions.

- Train station: turn left, go straight, next to pharmacy
- Top up a phone: buy a phone card, type the number into your phone, press "call"
- Buy an umbrella: any convenience store

b. Swap roles and repeat. Student B, you're the teenager. Ask Student A for the information below.

TO DO:

- find out where the Embassy of Vietnam is
- find out where to buy a SIM card
- find out how to book a taxi



c. What requests do you think you'll need to ask if you visit a foreign country? What requests do you think visitors in Vietnam often need to ask?

File 2

Every day there is more information available about how to stay healthy.

Understand the dangers of air pollution at home

The World Health Organization (WHO) says that 2.3 billion people – or 29% of the world's population – use cooking methods that pollute their homes. That means almost one in three people have health problems just from cooking the wrong way. It's important to understand which cooking methods are safe.

Check your health regularly, even if you feel OK

Most people only go to see a doctor when they feel sick. However, it's also a good idea to check your health when you feel fine. In the USA, only 8% of people get health checks when they feel healthy. Healthy people should also see a doctor often. Technology makes it easier to find health problems you might not know you have.

Children's rights to access free health services

Every child should be able to access health services. However, in many countries in the world, children aren't able to use them. If we want children to grow into strong, healthy adults, we should give them access to hospitals and doctors. Children under six years old should have the right to free health services.

Ask a health expert for more information about staying healthy.

File 3 AMAZING PLACES AROUND THE WORLD

a. Student B, answer Student A's questions about Mount Everest.

b. Swap roles and repeat. Student B, ask questions to complete the table.

c. In pairs: What do you think is the most interesting thing about Mount Everest? Why?

	Mount Everest (<i>Goddess Mother of the World</i>)
Where:	On the border of Nepal and Tibet
Height:	• _____ • _____
Interesting facts:	• It grows by around 4 mm a year. • _____ • It takes around thirty to forty days to climb Everest. • _____
Best time to visit:	The weather is nicest between September–November and April–May.
How to visit:	• _____ • The hike to Everest Base Camp is 130 km. • _____

Word List

Grammatical key

(adj)	adjective	(idm)	idiom
(adv)	adverb	(phr v)	phrasal verb
(v)	verb	(n phr)	noun phrase
(n)	noun		

Unit 1

Lesson 1

1. **come across** (phr v) tình cờ gặp, bắt gặp
/kʌm əˈkra:s/
2. **go over** (phr v) xem lại, kiểm tra lại
/ɡoʊ ˈoʊvər/
3. **look up** (phr v) tra cứu
/lʊk ʌp/
4. **lyric** (n) lời bài hát
/ˈlɪrɪk/
5. **method** (n) phương pháp
/ˈmeθəd/
6. **note down** (phr v) ghi chú, ghi lại
/noʊt daʊn/
7. **subtitle** (n) phụ đề
/ˈsʌbtʌtl/
8. **turn on** (phr v) bật lên
/tɜːn ɑːn/

Lesson 2

9. **belong** (v) thuộc về
/bɪˈlɒŋ/
10. **career** (n) nghề nghiệp
/keəˈrɪ/
11. **content** (n) nội dung
/ˈkɒntent/
12. **essential** (adj) thiết yếu
/ɪˈsenʃl/
13. **foreign** (adj) nước ngoài
/ˈfɔːrən/
14. **international** (adj) quốc tế
/ˌɪntəˈnæʃnəl/
15. **opportunity** (n) cơ hội
/ˌɒpərˈtuːnəti/
16. **overseas** (adj/adv) thuộc về nước ngoài, ở nước ngoài
/ˌoʊvərˈsiːz/
17. **worldwide** (adv) toàn thế giới
/ˌwɜːldˈwaɪd/

Lesson 3

18. **check out** (phr v) xem xét, kiểm tra
/tʃek aʊt/
19. **double-check** (v) kiểm tra lại
/ˌdʌbl ˈtʃek/
20. **figure out** (phr v) tìm hiểu, hiểu ra
/ˈfɪɡjər aʊt/
21. **importance** (n) tầm quan trọng
/ɪmˈpɔːrtns/
22. **make sure** (idm) đảm bảo
/meɪk ʃʊr/

Unit 2

Lesson 1

23. **breadwinner** (n) lao động chính
/ˈbredwɪnər/
24. **connection** (n) mối liên hệ, sự liên kết
/kəˈnekʃn/
25. **divorce** (v) ly hôn
/dɪˈvɔːrs/
26. **extended family** (n phr) gia đình mở rộng, đại gia đình
/ɪkˌstendɪd ˈfæməli/
27. **generation** (n) thế hệ
/ˌdʒenəˈreɪʃn/
28. **house husband** (n phr) người chồng làm nội trợ
/ˈhaʊs ˌhʌzbənd/
29. **housewife** (n) người vợ làm nội trợ
/ˈhaʊswaɪf/
30. **marriage** (n) hôn nhân
/ˈmæɪdʒ/
31. **nuclear family** (n phr) gia đình hạt nhân
/ˌnuːkliər ˈfæməli/
32. **official** (adj) chính thức
/əˈfɪʃl/
33. **relative** (n) họ hàng
/ˈrelətɪv/
34. **single** (adj) độc thân
/ˈsɪŋɡl/

Lesson 2

35. **bake** (v) nướng
/beɪk/
36. **clay pot** (n phr) nồi đất
/kleɪ pɔːt/
37. **cottage** (n) ngôi nhà nhỏ (thường ở vùng quê)
/ˈkɒtɪdʒ/
38. **nephew** (n) cháu trai (con của anh, chị, em)
/ˈnefjuː/
39. **niece** (n) cháu gái (con của anh, chị, em)
/ˈniːs/
40. **sketch** (v) vẽ phác thảo
/sketʃ/
41. **soil** (n) đất
/soɪl/
42. **stall** (n) quầy hàng
/stɔːl/
43. **tuk-tuk** (n) xe lam
/ˈtʊk tʊk/

Lesson 3

44. **afterwards** (adv) sau này, sau đó
/ˈæftərweɪdz/
45. **childhood** (n) thời thơ ấu
/ˈtʃaɪldhʊd/

Word List

46. eventually (adv)	sau cùng thì, cuối cùng thì
47. fall in love (idm)	phải lòng, yêu
48. meanwhile (adv)	trong khi đó
49. overcome (v)	vượt qua
50. thankful (adj)	biết ơn

Unit 3

Lesson 1

51. appliance (n)	thiết bị
52. connected (adj)	có liên quan với nhau
53. elevator (n)	thang máy
54. furniture (n)	nội thất
55. generate (v)	tạo ra, phát ra
56. monitor (v)	theo dõi
57. remind (v)	nhắc nhở
58. remotely (adv)	từ xa
59. sensor (n)	cảm biến
60. solar panel (n)	tấm pin mặt trời
61. system (n)	hệ thống
62. voice assistant (n)	trợ lý giọng nói, trợ lý ảo

Lesson 2

63. air conditioner (n)	điều hòa, máy lạnh
64. bunk bed (n)	giường tầng
65. curtain (n)	màn cửa, rèm cửa
66. flat-screen (n)	màn hình phẳng
67. game console (n)	máy điều khiển trò chơi
68. nearby (adv)	gần đây
69. neighborhood (n)	khu phố

70. spa (n)	spa, nơi thư giãn, chăm sóc sắc đẹp
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Lesson 3

71. clunky (adj)	vụng về, rườm rà
72. cozy (adj)	ấm cúng
73. fairy tale (n)	truyện cổ tích
74. parallel structure (n phr)	cấu trúc song song
75. string light (n phr)	đèn dây

Unit 4

Lesson 1

76. bakery (n)	tiệm bánh
77. bed and breakfast (n phr)	nhà trọ, khách sạn kèm bữa sáng
78. dumpling (n)	sủi cào, hủ cào
79. fanny pack (n phr)	túi bao tử
80. hostel (n)	nhà trọ, nhà nghỉ giá rẻ
81. monument (n)	tượng đài
82. pastry (n)	bánh ngọt, bánh bột nhào
83. roller coaster (n phr)	tàu lượn siêu tốc
84. socket adapter (n phr)	bộ chuyển đổi ổ cắm điện
85. sunblock (n)	kem chống nắng

Lesson 2

86. convenience store (n phr)	cửa hàng tiện lợi
87. embassy (n)	đại sứ quán
88. gallery (n)	triển lãm, phòng trưng bày
89. pharmacy (n)	nhà thuốc
90. SIM card (n phr)	sim điện thoại
91. top up (phr v)	nạp thêm, làm đầy

Lesson 3

92. admire (v)	chiêm ngưỡng
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93. ancient (adj)	cổ xưa
/ˈeɪnʃənt/	
94. fascinating (adj)	hấp dẫn, quyến rũ
/ˈfæsɪneɪtɪŋ/	
95. impressive (adj)	ấn tượng
/ɪmˈpresɪv/	
96. mouth-watering (adj)	ngon lành
/ˈmaʊθ ˌwɔːtərɪŋ/	
97. refreshing (adj)	sảng khoái
/rɪˈfreʃɪŋ/	
98. sight (n)	cảnh đẹp, thắng cảnh
/saɪt/	
99. thrilling (adj)	li kì, kịch tính
/ˈθrɪlɪŋ/	
100. various (adj)	khác nhau, đa dạng
/ˈveəriəs/	

Unit 5

Lesson 1

101. benefit (n)	lợi ích
/ˈbeneʃɪt/	
102. bone (n)	xương
/boʊn/	
103. calorie (n)	năng lượng (từ thức ăn)
/ˈkæləri/	
104. chemical (n)	chất hóa học
/ˈkemɪkl/	
105. detox (v)	thải độc
/ˈdiːtɒks/	
106. fat (n)	chất béo
/fæt/	
107. harmful (adj)	có hại
/ˈhɑːrmfl/	
108. harmless (adj)	vô hại
/ˈhɑːrmləs/	
109. myth (n)	chuyện hoang đường, thần thoại
/mɪθ/	
110. natural (adj)	tự nhiên
/ˈnætʃrəl/	
111. nutrient (n)	dưỡng chất
/ˈnuːtriənt/	
112. organ (n)	nội tạng
/ˈɔːrgən/	
113. truth (n)	sự thật
/truːθ/	
114. virus (n)	vi rút
/ˈvaɪrəs/	

Lesson 2

115. access (n)	sự tiếp cận
/ˈækses/	
116. addicted (adj)	nghiện
/əˈdɪktɪd/	
117. cafeteria (n)	căn tin
/ˌkæfəˈtɪəriə/	
118. city council (n)	hội đồng thành phố
/ˌsɪti ˈkaʊnsəl/	
119. maintain (v)	duy trì
/meɪnˈteɪn/	

120. nap (n)	giấc ngủ ngắn
/næp/	
121. nourishing (adj)	bổ dưỡng
/ˈnɜːrɪʃɪŋ/	
122. obese (adj)	béo phì
/ouˈbiːs/	
123. promote (v)	quảng bá, thúc đẩy
/prəˈməʊt/	
124. risk (n)	sự rủi ro, nguy cơ
/rɪsk/	

Lesson 3

125. communicate (v)	giao tiếp, truyền đạt
/kəˈmjʊːnəkeɪt/	
126. summarize (v)	tóm tắt
/ˈsʌməraɪz/	

Unit 6

Lesson 1

127. accessible (adj)	có thể tới được, dễ tiếp cận
/əkˈsesəbl/	con nai
128. deer (n)	
/dɪr/	
129. explore (v)	khám phá
/ɪkˈsplɔːr/	
130. float (v)	trôi, nổi, lơ lửng
/flaʊt/	
131. formation (n)	sự hình thành, hình khối
/fɔːrˈmeɪʃn/	ngọn núi
132. mount (n)	
/maʊnt/	
133. outcrop (n)	phần đất (đá) trồi lên
/ˈaʊtkrɒp/	
134. rainforest (n)	rừng nhiệt đới
/ˈreɪnfɔːrɪst/	
135. scenic (adj)	có cảnh đẹp thiên nhiên
/ˈsiːnɪk/	
136. spectacular (adj)	đẹp mắt, ngoạn mục
/spekˈtækjələ/	
137. summit (n)	đỉnh, điểm cao nhất
/ˈsʌmɪt/	
138. wonder (n)	kì quan
/ˈwʌndər/	

Lesson 2

139. consider (v)	xem xét, cân nhắc
/kənˈsɪdə/	
140. disturb (v)	làm phiền, làm náo động
/dɪˈstɜːrb/	
141. fine (v)	phạt tiền
/faɪn/	
142. government (n)	chính phủ
/ˈɡʌvənmənt/	
143. hunt (v)	săn bắn
/hʌnt/	
144. law (n)	luật pháp
/lɔː/	
145. litter (v)	xả rác
/ˈlɪtər/	

Word List

- 146. national park (n)**
/ˌnæʃnəl ˈpɑːrk/
147. ranger (n)
/ˈreɪndʒər/
148. spoil (v)
/spɔɪl/

Lesson 3

- 149. border (n)**
/ˈbɔːrdər/
150. limited (adj)
/ˈlɪmɪtɪd/
151. sea level (n)
/ˈsiː ˈlevl/
152. volume (n)
/ˈvɔːljʊm/

Unit 7

Lesson 1

- 153. accident (n)**
/ˈæksədənt/
154. ban (v)
/bæn/
155. crosswalk (n)
/ˈkrɒːswɔːk/
156. encourage (v)
/ɪnˈkɜːrɪdʒ/
157. involve (v)
/ɪnˈvɔːlv/
158. pedestrian (n)
/pəˈdestriən/
159. sidewalk (n)
/ˈsaɪdwɔːk/
160. struggle (v)
/ˈstrʌɡl/
161. traffic jam (n)
/ˈtræfɪk ˌdʒæm/

Lesson 2

- 162. attract (v)**
/əˈtrækt/
163. congested (adj)
/kənˈdʒestɪd/
164. crop (n)
/krɒːp/
165. direct (v)
/daɪˈrekt/ /dɪˈrekt/
166. drop (v)
/drɒːp/
167. homeless (adj)
/ˈhəʊmləs/
168. in charge of (idm)
/ɪn tʃɑːrdʒ əv/

- 169. owner (n)**
/ˈəʊnər/
170. rise (v)
/raɪz/

Lesson 3

- 171. break down (phr v)**
/breɪk daʊn/
172. criminal (n)
/ˈkrɪmɪnəl/
173. implement (v)
/ˈɪmpləment/
174. medical (adj)
/ˈmedɪkl/
175. potential (adj)
/pəʊˈtenʃl/

Unit 8

Lesson 1

- 176. apprenticeship (n)**
/əˈprentɪsʃɪp/
177. astronaut (n)
/ˈæstrɒnɔːt/
178. imply (v)
/ɪmˈplaɪ/
179. mechanic (n)
/məˈkænɪk/
180. plumber (n)
/ˈplʌmər/
181. psychologist (n)
/saɪˈkɒːlədʒɪst/
182. research (v)
/rɪˈsɜːrtʃ/ /rɪˈsɜːtʃ/
183. skincare specialist (n)
/ˈskɪnkeɪ ˈspeʃəlist/
184. tutor (n)
/ˈtuːtər/
185. veterinarian (n)
/ˌvetərɪˈneriən/

Lesson 2

- 186. audience (n)**
/ˈɔːdiəns/
187. demand (n)
/dɪˈmænd/
188. field (n)
/fiːld/
189. innovation (n)
/ˌɪnəˈveɪʃən/
190. media (n)
/ˈmiːdiə/
191. personalized (adj)
/ˈpɜːrsənəlaɪzd/

192. **podcast** (n) chương trình phát thanh
/ˈpɒːdkæst/ trực tuyến
193. **producer** (n) nhà sản xuất
/prəˈduːsər/
194. **professional** (adj) mang tính chuyên nghiệp
/prəˈfeʃənəl/
195. **virtual reality** (n) thực tế ảo
/ˌvɜːrtʃuəl riˈæləti/

Lesson 3

196. **faraway** (adj) xa xăm
/ˈfɑːrəweɪ/ /ˈfɑːrəˈweɪ/
197. **highlight** (v) làm nổi bật
/ˈhaɪlaɪt/
198. **manual** (adj) thủ công, bằng tay
/ˈmænjuəl/
199. **planet** (n) hành tinh
/ˈplæniːt/
200. **surgery** (n) ca phẫu thuật
/ˈsɜːrdʒəri/
201. **vaccine** (n) vắc-xin
/vækˈsiːn/

BẢN MẪU SGK TIẾNG ANH 9 I-LEARN SMART WORLD

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:rn/	burnt /bɜ:rn/	làm bỏng, đốt cháy
	(burned /bɜ:rnd/)	(burned /bɜ:rnd/)	
buy /baɪ/	bought /bɔ:t/	bought /bɔ: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 /drem/	dreamt /drem/	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 /ɡəʊ/	went /went/	gone /ɡɔ:n/	đi
grow /ɡrəʊ/	grew /ɡru:/	grown /ɡrəʊn/	phát triển, trồng
hang /hæŋ/	hung /hʌŋ/	hung /hʌŋ/	treo lên
have /həv/	had /həd/	had /həd/	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 /həʊld/	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 /nəʊ/	knew /nu:/	known /nəʊn/	biết
learn /lɜ:rn/	learnt /lɜ:rn/	learnt /lɜ:rn/	học, được biết
	(learned /lɜ:rnd/)	(learned /lɜ:rnd/)	
leave /li:v/	left /left/	left /left/	rời đi, để lại

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 /lɔːst/	lost /lɔːst/	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 /'stoulən/	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 /tuk/	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, vút
understand /ˌʌndər'stænd/	understood /ˌʌndər'stud/	understood /ˌʌndər'stud/	hiểu
wake /weɪk/	woke /wouk/	woken /'woukən/	thức dậy
wear /weə(r)/	wore /wɔːr/	worn /wɔːrn/	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 /'eə(r)pleɪn/
anyplace/anywhere /'enɪpleɪs/ /'eniweə(r)/
apartment /'əpɑːrtmənt/

B

bathrobe /'bæθrəʊb/
bathroom/restroom /'bæθrʊm/ /'restrʊm/
bathtub /'bæθtʌb/
bill /bɪl/
busy (phone) /'bɪzi/

C

cab /kæb/
call /kɔːl/
can /kæn/
candy /'kændi/
check /tʃek/
closet /'klɒzət/
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/
movie /'muːvi/
movie theater /'muːvi 'θiːətər/

N

newscaster /'nuːzkæstər/

O

office (doctor's/dentist's) /'ɒfəs/
one-way (ticket) /'wʌn 'weɪ/

P

pants /pænts/
parking lot /'pɑːkɪŋ lɒt/
pen pal /'pen pæl/
(potato) chips /pə'tetəʊ tʃɪps/
power plant /'paʊər plænt/

British English

aeroplane /'eərəpleɪn/
anywhere /'eniweə/
flat /flæt/

dressing gown /'dresɪŋ gaʊn/
toilet/cloakroom /'tɔɪlət/ 'kləʊkrʊm/
bath /bɑːθ/
banknote /'bæŋknəʊt/
engaged (phone) /ɪn'geɪdʒd/

taxi /'tæksi/
ring up/phone /rɪŋ 'ʌp/fəʊn/
tin /tɪn/
sweets /swiːts/
bill (restaurant) /bɪl/
wardrobe /'wɔːdrəʊb/
put through /put 'θruː/
biscuit /'bɪskɪt/

pudding/dessert/sweet /'puːdɪŋ/dɪ'zɜːt/ 'swiːt/
(city) centre /sɪti 'sentə/
chemist's /'kemɪsts/

lift /lɪft/

autumn /'ɔːtəm/
tap /tæp/
ground floor, first floor, etc. /'ɡraʊnd 'floːr/, /'fɜːst 'floːr/
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 /'krɒsrəʊdz/

queue /kjuː/

post /pəʊst/
book /bʊk/
film /fɪlm/
cinema /'sɪnəmə/

newsreader /'njuːzriːdər/

surgery /'sɜːdʒəri/
single (ticket) /'sɪŋɡl/

trousers /'traʊzəz/
car park /'kɑː pɑːk/
penfriend /'penfrend/
crisps /'krisps/
power station /'paʊə 'steɪʃn/

public school /ˌpʌblɪk ˈsku:l/
purse /pɜːrs/

R

railroad /ˈreɪlroʊd/

S

sales clerk /ˈseɪlz klɜːrk/
schedule /ˈskedʒuːl/
sidewalk /ˈsaɪdwɔːk/
sneakers /ˈsniːkəz/
soccer /ˈsɒkər/
stand in line /ˌstænd ɪn ˈlaɪn/
store /stɔːr/
stuffed animal /ˌstʌft ˈænɪml/
subway /ˈsʌbweɪ/

T

traffic circle /ˈtræfɪk sɜːrkl/
transportation /ˌtrænsˈpɔːrteɪʃn/
truck /trʌk/
two weeks /tuː ˈwiːks/

U

underpants /ˈʌndərpænts/
undershirt /ˈʌndərʃɜːrt/

V

vacation /veɪˈkeɪʃn/
vacuum (v) /ˈvækjʊm/
vacuum cleaner /ˈvækjʊm kliːnər/
vest /vest/

W

coffee with cream/milk (milk/cream in coffee) /wɪθ/

Y

yard /jɑːrd/

Z

(pronounced /ziː/) zero /ˈziːroʊ/
zip code /ˈzɪp kəʊd/

Spelling

analyze /ˈænəlaɪz/
center /ˈsentər/
check (n) /tʃek/
color /ˈkʌlər/
honor /ˈɒnər/
jewelry /ˈdʒuːəlri/
practice (n, v) /ˈpræktɪs/

program /ˈproʊgræm/
realize /ˈriːəlaɪz/
tire /taɪr/
traveler /ˈtrævelər/
defense /dɪˈfens/

Expressions with prepositions and particles

live on X street
on a team
on the weekend
Monday through/to Friday

state school /ˈsteɪt skuːl/
handbag /ˈhændbæg/

railway /ˈreɪlweɪ/

shop assistant /ˈʃɒp əsɪstənt/
timetable /ˈtaɪmteɪbl/
pavement /ˈpeɪvmənt/
trainers /ˈtreɪnəz/
football /ˈfʊtbɔːl/
queue /kjuː/
shop /ʃɒp/
soft toy /ˌsɒft ˈtɔɪ/
underground /ˈʌndəgraʊnd/

roundabout /ˈraʊndəbaʊt/
transport /ˈtrænsˈpɔːt/
lorry /ˈlɒri/
fortnight/two weeks /ˈfɔːtnaɪt/tuː ˈwiːks/

pants /pænts/
vest /vest/

holiday(s) /ˈhɒlədeɪ(z)/
hoover /ˈhuːvər/
hoover /ˈhuːvər/
waistcoat /ˈweɪskəʊt/

white (coffee) /waɪt/

garden /ˈɡɑːdn/

(pronounced /zed/) nought /nɔːt/
postcode /ˈpəʊstkəʊd/

analyse /ˈænəlaɪz/
centre /ˈsentər/
cheque /tʃek/
colour /ˈkʌlə/
honour /ˈɒnər/
jewellery /ˈdʒuːəlri/
practice (n) /ˈpræktɪs/
practise (v) /ˈpræktɪs/
programme /ˈproʊgræm/
realise /ˈriːəlaɪz/
tyre /taɪər/
traveller /ˈtrævelər/
defence /dɪˈfens/

live in X street
in a team
at the weekend
Monday to Friday

English Phonemic Chart

VOWELS AND DIPHTHONGS

- /ʌ/ under, cup
- /ɑ:/ arm, car
- /æ/ alligator, cat
- /e/ elephant, bed
- /ə/ America, cinema
- /ɜ:/ bird, learn
- /ɪ/ itchy, sitting
- /i:/ sheep, heat
- /ɒ/ octopus, hot
- /ɔ:/ four, horse
- /ʊ/ put, book
- /u:/ moon, blue
- /ɪə/ year, here
- /eə/ where, air, bear
- /ʊə/ tourist, poor
- /eɪ/ game, play
- /aɪ/ five, eye
- /ɔɪ/ boy, join
- /oʊ/ nose, home
- /aʊ/ house, mouth

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, long
- /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

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BẢN MẪU SGK TIẾNG ANH 9 I-LEARN SMART WORLD



Practice

a. In pairs: Practice the conversation. Swap roles and repeat.

An: Excuse me. Could you help me? I don't know my way around.

James: Sure. What's up?

An: I need to go to the **train station**. Could you tell me how to get there?

James: Sure. Turn left at the traffic lights. It's **on the left**.

An: Thank you! Oh, also, could you show me where the **pharmacy** is?

James: Sure. There's one near here. Turn right at the traffic lights. It's **next to the art gallery**.

An: Thanks!

James: No problem.

An: Oh, by the way, could you tell me where **to buy a SIM card**?

James: Yeah. **You can buy one at the convenience store**.

An: Oh, really? Thanks. Bye!

James: That's OK. See you.

pharmacy

next to the
convenience store
bus stop

in front of the
embassy

the art
gallery is

It's next to the
embassy

art gallery

opposite the
pharmacy
convenience store

behind the
restaurant

the Embassy of
Vietnam is

It's near the
art gallery

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



Speaking

COULD YOU HELP ME?



Hold your turn.

a. In pairs: Student B, **P. 122 File 1**. Student A, you're on vacation in a foreign country. Read the role card below and ask Student B for the information.

TO DO:

- find out where the train station is
- find out how to top up your phone
- find out where to buy an umbrella

b. Swap roles and repeat. Student A, you're a local person. Answer Student B's questions with the information below.

- Embassy of Vietnam: on Dyson Street, opposite the Embassy of Italy
- Buy a SIM card: phone stores – Phones4U, PhoneMart, SmartWorld
- Book a taxi: download app: Zuber, use app to book a taxi



c. What requests do you think you'll need to ask if you visit a foreign country? What requests do you think visitors in Vietnam often need to ask?

I think I'll need to ask how to get around.